

# ASTIR

Association of Secondary Teachers, Ireland

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Mountains of admin +

Chronic under resourcing +

Lack of promotional opportunities +

Precarious employment +

Housing crisis

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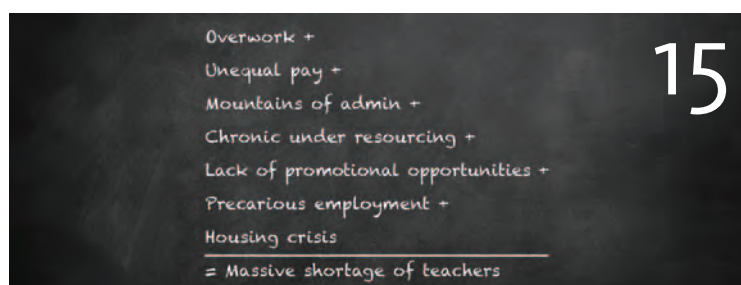
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# CONTENTS

4	From the President's Desk
	<i>Proposed Senior Cycle changes</i>
4	General Secretary's update
	<i>Recruitment and retention crisis</i>
5	News
12	News features
12	<i>Time to rethink IMF policies</i>
14	<i>ASTI Rewards – free online doctor for new members</i>
15	<i>Radical action needed on teacher supply</i>
16	Feature
16	<i>Youth mental health – what schools need</i>
19	ASTI in the media
19	<i>Teacher supply, housing must be addressed</i>
20	Features
20	<i>Recognising teachers' achievements</i>
22	<i>Supporting Irish-medium schools</i>
24	<i>The researchED Dublin event</i>
26	<i>ASTI school leadership training</i>
26	Profile
26	<i>The ASTI Non-Permanent Teachers' Advisory Committee</i>
27	FAQs
27	<i>Bereavement leave</i>
28	RSTA news
29	Noticeboard
30	Crossword



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Members can email [astirfeedback@asti.ie](mailto:astirfeedback@asti.ie) or text 087 934 9956.



## Proposed Senior Cycle changes

Given that Norma Foley continues as Minister for Education, the coming months will probably see a change of pace regarding her proposals for changes to Senior Cycle. With that in mind, it is timely to mention some of the key developments in Senior Cycle over the past number of months.

Since the start of my term of office, we have prioritised establishing ASTI policy in response to the Minister's proposals. We held a special meeting of the CEC in October, which produced significant policy development, and work will continue at the January CEC meeting. It was also decided to issue a special *Nuacht* in November, and to ask branches to hold meetings on Senior Cycle change to ensure that all members were offered the opportunity to be fully informed of our policies and strategy going forward.

The special CEC in October was addressed by our Assistant General Secretary/Education and Research Officer, Moira Leydon, and Prof. Áine Hyland, the former providing an insight into international and European trends in curriculum development, while the latter mainly concentrated on curriculum development in an Irish context. The slides for both talks are available on our website as part of our Senior Cycle campaign.

Earlier in the autumn, we met with the TUI to explore the common ground between us regarding our responses to the Minister's proposals. One outcome of this successful meeting was the decision to jointly host our subject representatives, to give them the opportunity to meet and to emphasise the importance of depth of knowledge in syllabus development. That meeting took place in November and the feedback about this initiative was very positive.

In keeping with ASTI policy, we made strong representation against the holding of music practicals and oral exams during the Easter holidays. We were successful regarding the music performance practical, which will take place in term time. Regrettably, we had less success with the oral examinations, as the State Examinations Commission wants to run them over Easter for another year in order to assess the system more fully. We do not agree with this decision on any level and will be monitoring the situation closely.

Our most urgent task at present relates to the Minister's proposal to hold Paper 1 in Irish and English at the end of fifth year. ASTI policy firmly rejects this idea and, together with the TUI, we hope to meet with An Gréasán and INOTE, the Irish and English subject associations, to explore the issues we have in common.

You will shortly receive a copy of all the motions submitted to Steering Committee for inclusion on the Convention agenda. Before January 31, branches may propose amendments to the motions or indicate which motions they would like to see included on the final agenda. I would like to urge members to participate in this process at branch level, as Convention is the supreme governing body of our Association and will decide ASTI priorities for the coming year.

Finally, I would like to take this opportunity to wish our Head Office staff and all our members a fulfilling and successful New Year.



**Miriam Duggan**

ASTI President

## Recruitment and retention crisis

Although surreal, one would be forgiven for imagining that the teacher supply and retention crisis crept up on the powers that be, given their piecemeal and knee-jerk reactions. These culminated in the Minister for Education floating ideas that led to newspaper headlines such as 'Teachers' career breaks and job shares may be suspended or restricted amid school staffing crisis' in December. This bright idea would make teaching as a career even more unattractive in an effort to boost recruitment and retention. It makes no sense to me.

The Government set up a Teacher Supply Steering Group in March 2018, replete in the knowledge that the problem was real. Teacher unions were excluded. Since then, a minimalist approach has been adopted with some minor adjustments introduced. Those who have decided to take a career break, job share or retire were central to the big plan of rescue. Students would fill the gaps too. Meanwhile, a lower salary scale for new entrants, an inadequate number of promotional posts and the continued casualisation of the profession continued. Downgrading of the teaching profession has been Government policy for over a decade.

The consequences are now laid bare. A list of subjects in which filling vacancies was difficult started with Gaeilge, modern languages and the suite of technology subjects and has been ever expanding. Crisis point has now been reached in many schools. In a trend that seems bound to be repeated, parents in a school in west Dublin have resorted to calling public meetings and demanding solutions from their politicians. A motion on teacher shortages was debated in the Oireachtas.

The ASTI published its own research last April from a Red C poll of principals. The vast majority – 84% – reported that there have been situations where no teacher applied for an advertised teaching post. The reality is that there is going to have to be an acknowledgement that we have arrived at the point at which teaching as a career is not sufficiently attractive anymore. Years of botched curricular reform, an inspection regime that is running out of acronyms to describe the multitude of models that have been dreamed up, together with innovation overload and work intensification have taken their inevitable toll. A good start to retrieve the situation would be an announcement by the Minister for Education that each of the following would be implemented in a short timeframe:

- (i) a pay review for teachers focused on shortening teachers' pay scales,
- (ii) a reduction of the professional master's in education course from two years to one, and
- (iii) a commitment to doubling the number of posts of responsibility in schools.

There are several other measures that should be implemented but the foregoing would be a serious statement of intent. The human cost factor here is very real. At the public meetings I attended concerning the west Dublin school, one parent explained that their first question to their offspring in the evenings is: "How many free classes did you have today?" A damning indictment!



**Kieran Christie**

ASTI General Secretary

## ASTI Medal awarded



Pictured at the recent MIC conferring ceremonies were (from left): Prof. Eugene Wall (President, MIC) and Mary O'Riordan (ASTI Medal recipient). (Photo: Don Moloney.)

Mary O'Riordan from Macroom, Co. Cork, is the recipient of the ASTI Medal, which is presented by the ASTI to the graduate who excels in education, and school placement, in the Mary Immaculate College (MIC) post-primary teaching programme. Mary graduated from the BA in Education (Post-Primary Teaching) programme offered on the MIC Thurles campus.

## ASTI Prize



Pictured at the PME graduation were Keane McCall Maher with his parents, Gordon Maher (left) and Rachel McCall, with Dr John Walsh, lecturer in the School of Education and former PME Registrar.

Keane McCall Maher was recently awarded the ASTI Prize 2021/2022. This prize is presented by the ASTI to the graduate who receives the highest grade in the school placement module in the Professional Master in Education (PME) in Trinity College Dublin.



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## Board of Management training



Attendees at recent ASTI Board of Management training online and in-person sessions.

Several training events for ASTI representatives on Boards of Management took place in October and November. The role of ASTI representatives on Boards of Management is a very important one. Topics covered at the training included:

- the structure of Boards,
- Boards' responsibilities,
- finance,
- the role of the Principal,
- the role of staff representatives,
- discipline,
- Board meetings,
- communications,
- the Board as employer,
- health and safety,
- agreements (e.g., industrial relations agreements), and
- the role of the ASTI.

To see upcoming ASTI training and events visit:  
<https://www.asti.ie/member-benefits/events/>

## Droichead reminder 2022/2023

The last day for newly qualified teachers to register to commence Droichead in the 2022/2023 school year will be Friday, March 10, 2023. Registration for Droichead will re-open in the first week of September for the 2023/2024 school year.

For more information about Droichead see:  
<https://www.teachingcouncil.ie/en/teacher-education/droichead/>

## 10th Annual NERI Dónal Nevin Lecture



Pictured at the Annual NERI Dónal Nevin Lecture were (from left): Geraldine O'Brien (ASTI Vice President), Kevin Callinan (ICTU President and General Secretary of Fórsa), Sharon Donnery (Deputy Governor (Financial Regulation), Central Bank of Ireland), and Pádraig Murphy (ASTI Honorary Treasurer).

The 10th Annual NERI Dónal Nevin Lecture took place recently at the Communication Workers' Union (CWU) offices in Dublin. The keynote speaker was Sharon Donnery, Deputy Governor (Financial Regulation) at the Central Bank of Ireland. Sharon delivered the annual lecture, which was entitled 'Inflation and labour market dynamics after the pandemic'. Kevin Callinan, President of the Irish Congress of Trade Unions (ICTU) and General Secretary of Fórsa, delivered a response to the lecture.

View the event at: [www.neriinstitute.net](http://www.neriinstitute.net)

## Information on traineeships on CAO portal

School leavers will now be able to access information on traineeships from the Central Applications Office (CAO) portal. Since last year, students who log onto [www.cao.ie/options](http://www.cao.ie/options) can view all of their options, including apprenticeships and further education and training.

This year, the range of options will be expanded to include traineeships. Traineeships are schemes that combine classroom education and hands-on work experience, and are run by education and training boards (ETBs) in conjunction with industry representative bodies and employers.

Through [www.cao.ie/options](http://www.cao.ie/options), 750 further education and training courses will be available, with the offering expanding in range and type. There are more than 75 traineeship programmes available on the portal.

## MyUnion draw winners

The winners of ASTI MyUnion draw are: June Vernor, Orfhlaith McMahon, and Janet Bradley. Every ASTI member who logged in to MyUnion from its launch in June 2022 to November 8 was entered into a draw to win one of three €200 One4All vouchers. Congratulations to June, Orfhlaith and Janet!

To log in to MyUnion, visit <https://www.asti.ie/my-union/> and activate your account. From your MyUnion account you can update your personal details, update mailing preferences and find contact details for your ASTI representatives.



# GILL EDUCATION NEW TITLES COMING 2023

## NEW FOR JUNIOR CYCLE



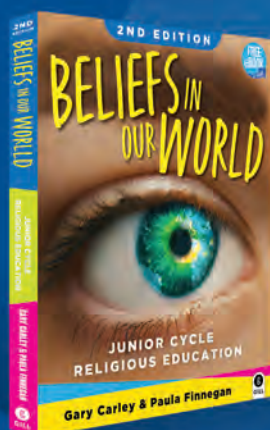
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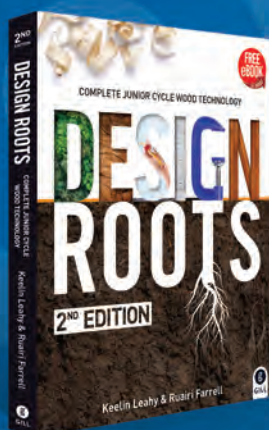
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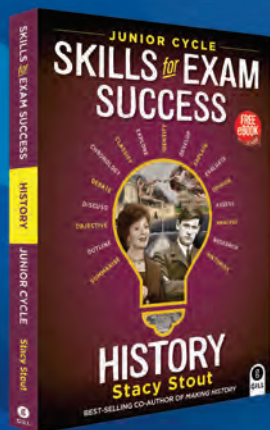
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## NEW FOR LEAVING CERTIFICATE



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## LGBTQ+ student survey in second-level schools

Last November Belong To Youth Services, the national organisation supporting lesbian, gay, bisexual, transgender and queer (LGBTQ+) young people in Ireland, published its second School Climate Survey. The survey asked second-level students who identify as LGBTQ+ about their feelings of safety, instances of LGBTQ+ discrimination, experiences of harassment, and the availability of school-based support and resources for LGBTQ+ students, in the most recent academic year.

While some of the results made worrying reading – for example, 58% of LGBTQ+ students reported hearing homophobic or transphobic remarks from school staff – there was also some good news. A total of 99% of those surveyed stated that they knew at least one member of school staff who was supportive of LGBTQ+ identities. Additionally, the survey found that half of these students could identify at least 10 supportive staff members.

LGBTQ+ students feeling unsafe in school can be devastating, both in terms of their mental health and academic achievement. The survey found that increased anxiety, stress, depression, and other mental health challenges arising from negative experiences in school has led to serious problems relating to students' academic performance:

- one in three LGBTQ+ students missed at least one day of school in the past month on account of feeling unsafe because of their LGBTQ+ identity,
- LGBTQ+ students who experience higher levels of harassment and assault are twice as likely to miss school due to feeling unsafe than those who experience lower rates of harassment (42% vs 16%), and
- one in ten LGBTQ+ students are unsure whether they will complete the Leaving Certificate.

It is not only students who are the victims of homophobia and transphobia; many teachers in our schools are still very nervous about coming out in Irish second-level schools. The reasons for this are complex and challenging. Speaking at the launch of the report, Diarmaid de Paor, ASTI Deputy General Secretary, emphasised this point and called for schools to make explicit their support for all their staff, regardless of sexual preference or gender identity.



*At the launch of the Belong To School Climate Survey 2022 were (from left): Diarmaid de Paor (ASTI Deputy General Secretary), Matt Kennedy (Belong To), Adam Pidgeon, Jamie Feery-Canning, Moninne Griffith (Belong To), Rebecca Livingstone (Irish Second-Level Students' Union (ISSU)), Seth Vellamurphy, Lara Fitzsimons, Paul D'Alton, and Dil Wickremasinghe.*

The good news is that many things are improving and that a supportive school environment really helps LGBTQ+ students. The study showed that there have been improvements in the information given to students about LGBTQ+ bullying and in the inclusion of positive stories about LGBTQ+ people in teaching.

Speaking about the importance of support in schools, Moninne Griffith, CEO of Belong To, called on the Government to integrate LGBTQ+ awareness and inclusion into teacher-training courses and to implement outstanding actions under the LGBTQ+ National Youth Strategy. She went on to say: "We can see the positive impact when LGBTQ+ students feel supported by staff and we are grateful to inspiring teachers and schools across Ireland who have worked on LGBTQ+ school safety and inclusivity for years and have saved lives through these interventions".

Read the full report at: <https://www.belongto.org/>

## Stillorgan Branch retirement event

*Pictured at a recent Stillorgan Branch retirement event were: Back row (from left): Geraldine O'Brien (ASTI Vice President), Trish Kenny, Trish O'Byrne, Margaret Swan, and Kieran Christie (ASTI General Secretary). Front row (from left): Rosabelle Crampton, and Ann O'Reilly.*





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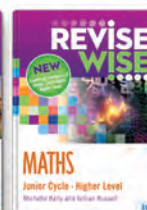
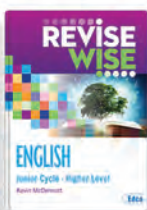
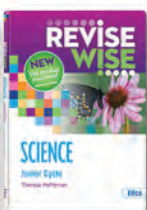
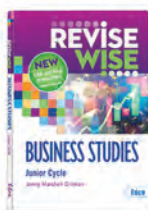
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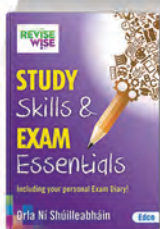
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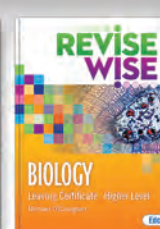
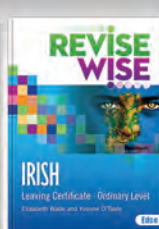
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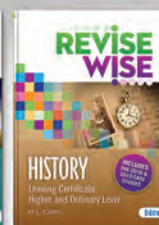
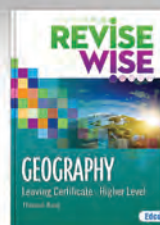
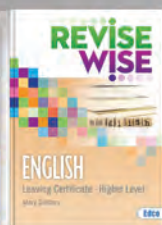
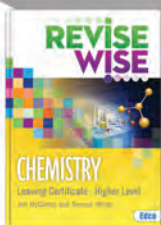
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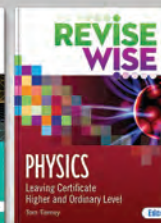
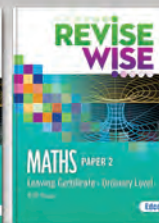
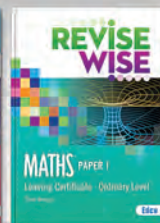
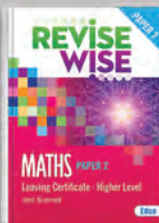
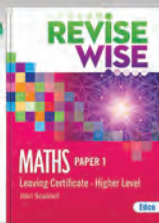
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## Cineáltas



Brianna Faughnan (Mohill Community School (left)) and Geraldine O'Brien (ASTI Vice President) at the launch of Cineáltas – the Department of Education's new action plan on bullying.

Cineáltas, the Government's new action plan on bullying, was launched in December. The plan aims to prevent and address bullying, cyber bullying, racism, gender identity bullying and sexual harassment, among other areas, in schools.

Cineáltas was developed by the Department of Education in collaboration with a steering committee led by Dr Noel Purdy of Stranmillis University College in Belfast. Some of the key actions in the plan include:

- development of a national database to enable the publication of an annual national report on bullying in schools,
- ensuring that student teachers and all school staff have the knowledge and skills to effectively prevent and address bullying,
- development of a recognition process, such as a Cineáltas flag, for schools who engage in measures to prevent and address bullying, and
- development of guidance for the establishment of a student support team model in larger primary schools.

Cineáltas is rooted in the following four key principles:

**Prevention:** through the generation of empathy and the provision of training, which provides a foundation for knowledge, respect, equality and inclusion.

**Support:** tangible and targeted supports based on a continuum of needs, which provide a framework for school communities to work together.

**Oversight:** visible leadership creates positive environments for children and young people, and all members of the school community.

**Community:** building inclusive school communities that are connected to society, and that support and nurture positive relationships and partnerships.

Read the full action plan here:

<https://www.gov.ie/en/publication/52aaf-cinealtas-action-plan-on-bullying/>

## First Three Ireland STEM scholarships for women



Trinity College Dublin has announced the first five student recipients of the Three Ireland Connect to STEM Scholarships for Women. The five awardees, all first-year students at Trinity, are:

- Emily Profir, Computer Science, Linguistics and Spanish (formerly St Oliver's Community College, Drogheda, Co. Louth),
- Neasa Nic Corcráin, Environmental Science and Engineering (formerly Loreto Convent Secondary School, Co. Wexford),
- Emma Burgess, Chemical Sciences (formerly Wesley College, Dublin),
- Manpreet Kaur, Chemical Sciences (formerly Coláiste Chill Mhantáin, Co. Wicklow), and
- Claire McCooey, Computer Sciences (formerly St Joseph's Grammar School, Donaghmore, Co. Tyrone).

The five students are the first recipients of a total of 25 Three Ireland Connect to STEM Scholarships for Women to be awarded at Trinity over the next five years. Worth €20,000 each over a four-year undergraduate degree programme, the scholarship scheme aims to attract women from Ireland to study STEM subjects at Trinity. Applications were invited from first-year students on selected courses in 2022/3, and recipients were chosen on the basis of a written application. The successful students will also receive mentoring and other supports from Three Ireland.

Three Ireland is also funding two Trinity Access Teacher Fellowships for three years, designed to encourage the study of higher-level mathematics in schools by supporting the Access Maths initiative. The first Three Ireland Teacher Fellow, Eleanor Byrne from Dublin's Firhouse Community College, has started work on the project.

## Reminder: update your mailing preferences

Members can now choose to opt in or out of receiving printed publications by logging on to their MyUnion profile and going to the MyUnion Account > Preferences & Consents page. On this page, members can opt to receive *ASTIR* and *Nuacht* as printed copies or digitally. They can also choose whether or not they wish to receive copies of the ASTI diary and ASTI wall planner.

Log in to MyUnion at any time to check or update your preferences. Please note, it may take a number of weeks for your changes to be applied, as mailing lists are prepared in advance of postings.

Log in to MyUnion here: <https://www.asti.ie/my-union/>



## ASTI and TUI reps collaborate on Senior Cycle



*Round table discussions at the ASTI/TUI event on Senior Cycle change.*

The ASTI is working to ensure that teachers are at the centre of any changes to the Senior Cycle.

The Minister for Education, Norma Foley TD, announced radical changes to Senior Cycle on March 29, 2022.

A meeting of ASTI and TUI subject representatives took place in November 2022 with the aim of developing a common understanding of and approach to the Minister's statement on the redevelopment of the Senior Cycle.

Round table discussions explored the rationale for Senior Cycle curriculum development, what a pathways framework might look like in Ireland, and assessment and marking arrangements for State certification purposes. The issue of the specification model for each subject was also intensively discussed.



*From left: Moira Leydon (ASTI Assistant General Secretary), Michael Gillespie (TUI General Secretary), Liz Farrell (TUI President), Geraldine O'Brien (ASTI Vice President), Kieran Christie (ASTI General Secretary), and David Duffy (TUI Education and Research Officer).*

At the meeting there was unanimous opposition to the Minister for Education's proposal to hold Paper 1 in English and Irish for fifth-year students in 2024. Subject representatives from both unions said this would undermine the integrity of the current curriculum in these subjects.

The Minister's announcement regarding school-based assessment was also opposed on educational grounds and was deemed inappropriate for a high-stakes exam such as the Leaving Cert, which enjoys high levels of trust and credibility. It was agreed that ASTI and TUI subject representatives will continue to collaborate on National Council for Curriculum and Assessment (NCCA) subject development groups as Senior Cycle subject specifications are being revised.

### The role of ASTI subject representatives

ASTI subject and programme representatives are elected annually by ASTI members. They represent the ASTI on NCCA subject development groups, where they promote ASTI policy and provide written reports after each meeting to the ASTI Education Committee. The ASTI Subject and Programme Representative Network is a vital resource for the ASTI in ensuring teachers' that voices are heard, particularly on issues relating to national policy on curriculum and assessment. The ASTI has 82 representatives across 41 subjects and programmes.

For a list of representatives, see: <https://www.asti.ie/education-and-curriculum/curriculum-and-assessment/>

Keep up with the ASTI Senior Cycle Campaign at: <https://www.asti.ie/news-campaigns/campaigns/seniorcycleredevelopment/>

## ASTI Education Conference: Senior Cycle redevelopment

After a number of years' absence due to the pandemic, the ASTI will host a major education conference on curriculum change on Saturday, March 4, in the Strand Hotel, Limerick. The Minister for Education's media announcement in March 2022 of proposals for a redeveloped Senior Cycle curriculum provides the backdrop to the conference. The conference speakers will look at the wider processes of curriculum change, the balance between conservation and

innovation, educating students for the global challenges arising from the climate crisis, the rise of authoritarianism, the advances in artificial intelligence, the changing nature of work, and the crucial role and work of teachers.

Information on the Conference will be provided on the ASTI's website at: [www.asti.ie](http://www.asti.ie)

# TIME TO RETHINK IMF POLICIES

A new paper shows how IMF austerity policies are damaging progress on education.



A new paper, 'Education Versus Austerity', by ActionAid Ireland, the ASTI, the Irish National Teachers' Organisation (INTO), the Teachers' Union of Ireland (TUI), and the Irish Federation of University Teachers (IFUT) highlights how International Monetary Fund (IMF) austerity policies are damaging progress on education and undermining Ireland's foreign aid investment.

Education is a powerful tool for breaking the cycle of poverty. UN Sustainable Development Goal (SDG) 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. To achieve this goal, at least 69 million more teachers are needed by 2030. Nothing is more important for quality learning than a quality teacher. In 'A Better World', Ireland's policy for international development, the Government commits to providing at least €250m to global education for five years from 2019. It states: "Ireland's own economic transformation is linked to access to quality education, while much of Ireland's reputation in Africa comes from the work of Irish educators".

In 2021, 7% of Ireland's aid budget (€37,002,000) funded education work globally and Ireland is recognised by the Global Campaign for Education as a role model in terms of the quality of its aid to education.

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## IMF austerity policies are damaging progress on education in many developing countries.

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### IMF austerity policies undermine progress

Education Versus Austerity is based on international research and shows that austerity policies imposed by the IMF undermine public services, human rights and the achievement of the SDGs. The research found that despite the crisis in education and urgent need for more teachers, the IMF continues to advise low-income countries to cut their wage bills, reducing teachers' pay and the overall number of teachers. This not only undermines aid from Ireland, but also the right to education in these countries.

The research found that the IMF is giving coercive policy advice to governments to cut or freeze public sector wage bills in 78% of countries studied. Squeezing spending on the public sector workforce continues to be the norm, even when the IMF's own research suggests that

neoliberalism has been oversold for 40 years and has stifled the very growth and development it was supposed to value.

The research across 15 countries revealed that:

- despite IMF claims that public sector wage bill containment was only ever temporary, all 15 countries studied were advised to cut and/or freeze their public sector wage bill for three or more years, and eight of them for a period of five or six years,
- the recommended IMF cuts add up to nearly US\$10bn – the equivalent of cutting over 3m primary school teachers, and
- a one-point rise in the percentage of GDP spent on the public sector wage bill would allow for the recruitment of 8m new teachers.

### Impact on women and girls

Girls have often paid a high price because of the Covid-19 pandemic, with many dropping out of school to take on caring responsibilities, being forced into child marriage, or being exposed to increased gender-based violence.

In the A Better World policy, Ireland makes a commitment to not only scale up support for education but to prioritise education for girls. A Better World recognises that access to quality education is still not universal, and significant efforts are required to retain girls at second level. It acknowledges that "this can yield significant benefits for girls in later life, with education helping to reduce early and child marriage and facilitate choice on the number and spacing of children".

Unfortunately, the impact of wage bill cuts is felt most acutely by women and girls. Girls are more likely to be excluded from accessing basic education when budgets are cut, women lose access to some of their best opportunities for decent work in the public sector as teachers or in other education roles, and both girls and women bear a disproportionate share of the unpaid care and domestic work that rises when public services fail. Prioritising infrastructure over people exacerbates this, creating construction jobs that are disproportionately filled by men rather than jobs in service provision.

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## Girls are more likely to be excluded from accessing basic education when budgets are cut.

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### Illogical cuts to spending

Teacher salaries often make up 90% of education budgets worldwide. Teachers are the social spending that is needed on education, but the argument the IMF makes is that one-off expenditure on capital infrastructure such as classrooms is more important than paying for recurrent costs. Yet, in the infrastructure investments encouraged by the IMF, the priority is on roads, energy, telecommunications and water, not on classrooms. This infrastructure fundamentalism thus doubly damages education as it undermines resources available for teachers and diverts resources away from education.



The Education Versus Austerity research found that there is no clear logic, rationale or evidence to justify when cuts or freezes were needed to public sector wage bills – or how much is enough. For example, Zimbabwe, with a wage bill at 17.1% of GDP, was advised to cut. So too was Liberia, which spends 10.1%, and Ghana (8.7%), Senegal (6.5%), Brazil (4.6%), Nepal (3.7%), Uganda (3.5%) and even Nigeria, which spends just 1.9% of its GDP on public sector workers. Education Versus Austerity found that the IMF's latest medium-term advice is to drive every country below the global average for spending on public sector wage bills as a percentage of GDP. This creates a long-term downward spiral.

Despite the dramatic and predictable impact of these cuts and freezes, the research found that the IMF and ministries of finance conducted no assessments of teacher shortages or the likely impact of cuts to inform their decision-making. The wage cuts and freezes were made without evidence or credible benchmarks.

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**Ireland needs to ensure that its own policies and strong commitment to education are not undermined by the austerity measures imposed by the IMF.**

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Karol Balfe, CEO ActionAid Ireland, said: "Education is a powerful tool for breaking the cycle of poverty. Educating girls specifically has enormous and far-reaching benefits, including reducing rates of child marriage, promoting healthier and smaller families, improving wages and jobs for women, and empowering women to become leaders at community and government levels. These austerity policies impact on the right to education and undermine progress made in education.

"As well as undermining human rights, the cuts are illogical. One of the more surprising justifications given by the IMF for cuts to public sector wage bills was that they were necessary to 'free up social spending'. The suggestion that you need to cut spending on teachers to improve education makes no sense to anyone working in the education sector. Nothing is more important for quality learning than a quality teacher".

Education Versus Austerity is endorsed by the four Irish teachers' unions, who are now calling on the Government to recognise that in order to deliver its important aid aim of a focus on education, Ireland needs to ensure that its own policies and strong commitment to education are not undermined by the austerity measures imposed by the IMF.

To read the full paper, visit: <https://actionaid.ie/wp-content/uploads/2022/11/Education-versus-Austerity.pdf>

## ECO-UNESCO is calling for young people to register for the Young Environmentalist Awards 2023.

Now more than ever young people want action to help combat climate change and protect our natural environment. For over 35 years, ECO-UNESCO has been working to educate, inspire and empower young people to take action to protect the natural environment. Since 1986, we have been providing quality environmental education and action programmes to help empower and motivate young people to work together to protect our environment and raise environmental awareness through our Young Environmentalist Awards (YEA).

ECO-UNESCO's Young Environmentalist Awards (YEA) is the biggest ECO-Action programme in Ireland that recognises, supports, and rewards groups of young people (aged between 10-18) who raise environmental awareness through creating sustainability and

environmental action projects together, in their local youth group, school, or community. Through participation in the Young Environmentalist Awards, groups of young people are supported and encouraged to become active global citizens who help to address the many environmental issues affecting people and the natural world today, while providing an opportunity to think outside the box to come up with innovative solutions to environmental issues.

Registration is open now. To find out more about ECO-UNESCO's Young Environmentalist Awards, or to register a group for free today, visit [www.yea.ie](http://www.yea.ie) or contact [yea@ecounesco.ie](mailto:yea@ecounesco.ie). Sign up today to receive lots of free support and resources to help you through every step of the action project.



## ASTI REWARDS – FREE ONLINE DOCTOR FOR NEW MEMBERS



The ASTI Rewards programme has been launched for new members, featuring 12 months' free access to MyDoc and other benefits.



The ASTI and Cornmarket have launched the Rewards\* programme for teachers who joined the ASTI from August 2022. The Rewards programme offers new ASTI members a range of financial benefits,\*\* including:

- 12 months' free access to MyDoc\*\*\*, a service that provides access to a GP via video and phone consultation,
- a collection of discounts on financial products and services administered by Cornmarket,
- access to exclusive competitions, and webinars on topics to support financial and personal well-being,
- a free mortgage advice service, and
- a free one-to-one financial health check – including what's in your payslip.

To access the Rewards programme, when applying to join the ASTI, teachers will need to tick the opt-in box for Rewards on the ASTI application form.

### What happens then?

If you tick the opt-in box for Rewards:

- 1 Once your ASTI membership is ratified, we will send your details to Cornmarket to set up your membership to Rewards.
- 2 Once Cornmarket has processed your application and set up your offers, you'll receive a 'Welcome to Rewards' email from Cornmarket with all the information you need.
- 3 You can then start using your Rewards benefits straight away.

### Another reason to join the ASTI!

ASTI Rewards is just one of many reasons why new teachers should join the ASTI. Rewards is designed to save new members money and provide them with financial guidance in the first years of their teaching career.

To find out more about Rewards, visit: [Cornmarket.ie/rewards](https://www.cornmarket.ie/rewards)

For information on the benefits of ASTI membership, visit: <https://www.asti.ie/join/>

For information on the financial offers available to ASTI members, visit: <https://www.asti.ie/member-benefits/financial-benefits/>

*\*You can access Rewards membership terms by visiting [www.cornmarket.ie/rewards-club-terms](https://www.cornmarket.ie/rewards-club-terms)*

*\*\*Rewards benefits are effective from the date a new member receives a 'Welcome to Rewards' email from Cornmarket. Cornmarket will contact you with information on how to redeem each benefit. Rewards benefits are subject to change and are only available through certain schemes administered by Cornmarket.*

*\*\*\*New Rewards members will be issued their MyDoc pin, contact numbers and MyDoc web app link in their 'Welcome to Rewards' email. You will have 12 months of free access to MyDoc starting on the date you receive your 'Welcome to Rewards' email from Cornmarket. MyDoc is provided by HealthHero, and distributed by Cornmarket. Terms and conditions regarding the MyDoc service can be found on [www.healthhero.com/terms-and-conditions](https://www.healthhero.com/terms-and-conditions)*

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# RADICAL ACTION NEEDED ON TEACHER SUPPLY

Overwork +  
Unequal pay +  
Mountains of admin +  
Chronic under resourcing +  
Lack of promotional opportunities +  
Precarious employment +  
Housing crisis  
= Massive shortage of teachers

The ASTI has demanded radical action on teacher supply as schools warn that certain subjects are at risk of being dropped. ASTI General Secretary Kieran Christie has called for a number of actions, including:

- offering permanent, secure teaching jobs rather than temporary contracts and/or part-time hours,
- reducing the length and cost of the two-year Professional Master of Education,
- addressing obstacles for teachers teaching abroad to return home, including streamlined registration and recognition of teaching service abroad,
- implementing a credible promotional structure in schools to ensure that teaching is perceived as a sustainable and rewarding career,
- addressing the declining attractiveness of teaching due to workload, work intensification, etc., and
- initiating a pay review for teachers with an emphasis on shortening the common basic scale and pay increases.

“Ireland continues to attract high-calibre people into teacher education, but not enough are entering the profession and staying,” said Kieran Christie. “The ASTI has been warning of a teacher shortage crisis for many years. We have published much evidence and research on the problem and on how it can be addressed. All students are entitled to, and require, the full range of the curriculum.

“The ASTI must also put on record its view that insufficient account is taken by the Department of the negative impact of externalities such as unequal pay for post-2011 entrants to the profession, the high cost of rental accommodation and inadequacy of current salary levels to secure mortgages for first-time

buyers, the high financial and well-being costs of long commutes on teachers, and the cost of childcare on teacher supply dynamics. There is a palpable sense across the profession that the Department is failing to provide leadership in highlighting these issues and their immediate and longer-term impact on the attractiveness of teaching as a profession.

“These must be addressed in order to sustain the confidence of the teaching profession in the wide array of responses to the current supply problem. The latter is not simply one of insufficient supply of teachers in certain subject areas. Rather, it is a wider question of the attractiveness of teaching as a profession. Factors such as remuneration, pay inequality, working conditions, workload, and the status of the profession all impinge on the supply side. They must be central to the solution.”

## Joint campaign on housing

The ASTI is supporting the Raise the Roof campaign on housing. In November 2022, the ASTI and other education unions (INTO, TUI, IFUT, Fórsa, and Siptu (Education)) issued a statement accusing the Government of a failed housing policy that is risking the delivery of education services:

“This year we have seen schools and colleges struggle to recruit and retain critical staff, citing severe difficulties in relation to the availability and affordability of accommodation. The effective delivery of education is now fundamentally at risk if we don't take steps to tackle the chronic housing challenges we are facing.”

Read more about the ASTI's teacher supply campaign at:  
[www.asti.ie](http://www.asti.ie)

# YOUTH MENTAL HEALTH – WHAT SCHOOLS NEED

The ASTI recently presented to an Oireachtas Committee highlighting schools' needs in supporting their students' mental health.



ASTI Assistant General Secretary Moira Leydon.

In a recent presentation to the Oireachtas Joint Committee on Education, Further and Higher Education, the ASTI highlighted the importance of adequate resources for second-level schools supporting students' mental health. The presentation by ASTI Assistant General Secretary Moira Leydon focused on second-level schools, their response to students with mental health problems, and what interventions are required to better support schools in their work. The following provides a summary of the key points raised by the ASTI in the presentation and in the submission made to the Committee.

## Prevalence of youth mental health difficulties

There is increasing concern about the mental health of young people in Ireland. Reports of psychological distress, substance abuse and suicide among young people are regularly the subject of public concern and serve to promote awareness and help-seeking behaviour. The World Health Organisation has stated that 20% of adolescents may experience a mental health problem in any given year. Some 50% of mental health problems are established by age 14 and 75% by age 24.

The impact of the Covid-19 pandemic on youth mental health must be a significant factor in future policy considerations. There is a strong body of evidence in Ireland, which indicates that children and adolescents experienced adverse mental health effects during the pandemic. Families with children with autism spectrum disorders reported increased mental health difficulties during this period, mostly due to changes to routine.

Economic and Social Research Institute (ESRI) research further highlighted the impact of socioeconomic inequalities on families and young people during the pandemic, with negative effects on well-being and mental health more prevalent among those from poorer backgrounds. The scale of difficulties is likely to be

such that addressing them through existing child and adolescent mental health services may not be feasible, especially given high pre-Covid-19 levels of unmet demand for community mental health services.

## Youth mental health and schools

Irish second-level schools have a justified reputation for their focus on providing a holistic education aimed at meeting the developmental needs of young people. This approach is embedded in the Department of Education's Wellbeing Policy Statement and Framework for Practice, first published in 2018. Its core aims are to:

- build core social and emotional skills and competencies,
- enable students to experience supportive relationships within the school setting, and
- ensure that students are integrated into a school environment and culture that feels both physically and psychologically safe, in which they feel a sense of belonging and connectedness, that their voice is heard, and they feel supported.

These aims are achieved through existing school structures. Pastoral care, the guidance counsellor service, peer-led mentoring projects, etc., are all part of the 'safety net' that schools provide for vulnerable young people.

Provision for students with special educational needs, students at risk of early school leaving and students at risk of neglect or other abuse form part of this ecosystem of support, as do anti-bullying and positive student behaviour policies. The curriculum is also important and the ASTI welcomes the development of a follow-on programme for SPHE at Senior Cycle.

Counselling is a key part of the role of the guidance counsellor, offered on an individual or group basis as part of a developmental learning process, at moments of personal crisis but also at key transition points. The guidance counsellor also identifies and supports the referral of students to external counselling agencies and professionals, as required. A major challenge for the service is that when they decide that the student requires further expert support such as Child and Adolescent Mental Health Services (CAMHS), they are not confident that access to this service will be timely.

The announcement in Budget 2023 of a pilot process in primary schools is welcome, but the question must be asked, what about older children and adolescents?

Teachers – individually and collectively – are influential in mental health



promotion but they are not mental health workers. Early intervention is key to successful outcomes. The whole-of-person approach underpinning the Government's Sharing the Vision: A Mental Health Policy for Everyone is best realised in the school context where young people are in familiar and safe environments with their peers and caring professionals. From what we already know about the epidemiology of mental ill health, it is clear that adolescence is the stage when mental health issues begin to manifest and demand attention. The Minister for Education must take on board the set of recommendations in Sharing the Vision on education and early intervention, and ensure the roll out of a reconstituted National Educational Psychological and Counselling Service (NEPCS) to all schools within a clear time frame.

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### **Counselling is a key part of the role of the guidance counsellor offered on an individual or group basis.**

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#### **The school response**

Schools are uniquely placed to support young people with mental health difficulties. The implementation plan for the Sharing the Vision strategy contains several important recommendations on how schools can be best supported to deliver on their potential.

These include ongoing professional development/national CPD for all teachers, expanding dedicated services such as TUSLA's education welfare service, the National Psychological Service, and continued targeting of DEIS schools. The plan also acknowledges the need for clearer protocols in terms of communications between schools, school support services and mental health services. Its wider recommendations on healthy workplace interventions have a particular resonance for the teaching workforce. All of the above require engagement with the teaching profession and investment in the human resources provided to and within schools.

In addition, the ASTI believes that the following changes are needed in order for schools to best support students with mental health difficulties.

#### **Extend the guidance counselling service**

The appointment ratio for guidance counsellors needs to be reduced in order to ensure that schools have enough trained guidance counsellor teachers. Unlike in other systems, the guidance counselling service is holistic and integrationist, placing the student firmly at the centre of the four areas of social/personal counselling, vocational guidance counselling and educational guidance counselling. The Junior Cycle well-being programme has added significantly to the workload of guidance counsellors. Schools need more guidance counsellors.

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### **The appointment ratio for guidance counsellors needs to be reduced in order to ensure that schools have enough trained guidance counsellors.**

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#### **Emotional counsellors and therapeutic supports for second-level schools**

There is a growing body of evidence at EU level that exposure to adverse early childhood experiences is directly and intergenerationally associated with poor mental and physical health outcomes, with attendant social and economic costs to society.

'Flashpoints' included the transition from primary to second level, negative engagement with schools' norms and policies leading to frequent suspension and expulsion, not succeeding in learning, lack of supports (especially counselling

and therapeutic supports), and failure to make successful transitions after school. Above all, the report resonates with a call for help while in school in terms of behaviour, anger management, feeling alienated from teachers and peers, and family problems.

#### **Strengthen school leadership by creating more leadership roles**

The primary purpose of school leadership and management is to create and sustain an environment that underpins high-quality student care, learning and teaching. School leadership is increasingly demanding, as schools are to deliver on complex social policy goals such as inclusion, diversity and equity, as well as responding to multiple societal concerns such as bullying, youth mental health, sustainable development, etc.

The key to strong and effective school leadership is having sufficient numbers of leadership posts in schools. The number of such posts still has not met pre-austerity levels, despite the sustained increase in school population.

#### **Professional learning and development for teachers**

In 2017, a new model of allocation of resources to schools to support students with special educational needs was introduced. It removed the need for a diagnostic assessment of need in order to secure resources, while retaining access to professional assessment for lower-incidence/higher-need students. Schools now assumed greater responsibility for identifying high-incidence needs, putting in place appropriate learning plans, ensuring regular monitoring, and reporting on students' progress. Unfortunately, this new model was not accompanied by any national training initiative for classroom teachers.

This example of recent failure to support policy innovation with investment in teachers' professional learning continues to have negative consequences, not least a teaching profession that feels bypassed, while yet being held responsible for inclusion of all needs in the mainstream classroom. There needs to be a comprehensive examination of the professional learning needs of teachers and appropriate programmes put in place to meet current and future demands on the school community.

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### **Student well-being starts with staff well-being.**

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#### **Teacher well-being must be centre**

As noted in the Guidelines for Well-being in the Junior Cycle, part of the task of putting well-being on the school map involves creating opportunities for teachers to consider their own sense of well-being. The Teaching Council recognises "the importance of care of self so as to be able to care for others and, in that context, teachers' well-being is vital if they are to effectively lead learning, and support and facilitate students in this endeavour".

In a sense, student well-being starts with staff. They are in the front line of the work and it is hard for them to be genuinely motivated to promote emotional and social well-being of others if they feel uncared for and burnt out themselves. Teachers' consistently report low morale and poor well-being in ASTI research. A large part of this malaise is attributed to workload and the increasing intensification of teachers' working lives. It is also attributable to a feeling of not being valued and a lack of public or political appreciation of their work and the work of schools. A healthy workplace framework for schools is a long overdue policy intervention for a resilient school workforce.

To read the full submission, visit:  
<https://www.asti.ie/about-asti/policy/submissions/>



**STEPS**  
**Engineers Week**  
**4 - 10 March 2023**

STEPS Engineers Week, run by the Engineers Ireland STEPS programme, gives children the opportunity to discover engineering, facilitated by their teachers, parents and local community.



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# TEACHER SUPPLY, HOUSING MUST BE ADDRESSED



**Ireland's housing crisis is affecting teachers, students and the education system as a whole. ASTI representatives brought this message to the media.**

"I'm a secondary school teacher here in Balbriggan and I pay €1,450 a month for my rent. I take home about €2,700 a month so you can work out yourself how little I have left at the end of the month. That's a one-bedroom apartment in Dublin. It's extortion. I used to live in Spain about four years ago and my rent was €300 a month in Barcelona and here in Dublin it's €1,450. I'm teaching four years now and before that I used to teach in Spain. I'm 28 now. Everyone I know who is the same age as me is in the same boat. If they are lucky enough that their parents live in Dublin they can live with their parents, but if they're not then people just can't afford to live in Dublin."

**Fintan Creagh, ASTI member,**

***Lunchtime Live with Andrea Gilligan, Newstalk, November 22***

"I leave it to the politicians to argue about the best strategy in terms of dealing with the housing but in the education arena there are certain things that Minister Foley could do this week. One of the previous speakers said that a lot of teachers have left the country for other shores. Let's try and get them back. How do you go about getting them back? Well, you cut through the red tape of the Teaching Council. Secondly, you give teachers a permanent job when they come back and you give permanent jobs to people who are starting out in their career. You rebuild the middle management structure in schools. There are people who are just leaving teaching because they are fed up of no promotional opportunities because it was dismantled at the time of the crash and never properly rebuilt. There are three things that Minister Foley and her colleagues in Government could do in the next week."

**Kieran Christie, ASTI General Secretary,**

***The Tonight Show, Virgin Media, November 22***



ASTI IN THE MEDIA

"Students, parents and teachers value the fairness and equity the Junior Cycle and Leaving Cert exams afford to students. This fairness is a key contributing factor to Ireland's high-performing education system and must be retained."

**Miriam Duggan, ASTI President,**

***Irish Independent, November 23***

"There was a consultative forum held yesterday. Various unions were represented but they don't seem to be very impressed. The Association of Secondary Teachers in Ireland said there was a lack of ambition from what they heard from your Department and the General Secretary, Kieran Christie, put it very bluntly. He said that you seem to be out of ideas on this. Is he correct?"

**Bryan Dobson interviewing Minister for Education Norma Foley**

***News at One, RTÉ Radio 1, December 1***

"Well we have a crisis in schools currently in relation to retention and recruitment of teachers. Nine out of ten principals are reporting that they have recruitment problems in their schools, some of them very acute, to the point where subjects have had to be dropped. You know, what disappointed us most was the Minister sent her officials in to rehash and restate very small-scale initiatives that have been taken over the past five years and seems to be banking on them to solve the problem."

**Kieran Christie, ASTI General Secretary,**

***Morning Ireland, RTÉ Radio 1, December 1***

"I don't really know what the Minister is trying to do here. I mean, we are a female-dominated profession – 75-80% of our members are female. And if you look at the breakdown of the figures of those who are on career break, it is mostly women who want to look after their children because they can't afford childcare, or their elderly relatives, because there's nobody else available to look after them. I'm saying to you that people will resign their posts, rather than give up or renege on a career break or job share. That's what I'm hearing from my own colleagues."

**Adrienne Healy, Standing Committee member for Region 15,**

***Irish Independent, December 8***

# RECOGNISING TEACHERS' ACHIEVEMENTS

Following articles on the 2021-22 and 2020-21 winners of the ASTI Awards in the previous two editions of *ASTIR*, here are the winners from 2019-20, whose award ceremony was delayed due to Covid-19.



ASTI Honorary Life Membership Award recipient Ger Curtin (centre), with Kieran Christie (ASTI General Secretary), and Deirdre Mac Donald (ASTI President 2019-2020).

The ASTI awards ceremony took place in the Riu Plaza Gresham Hotel, Dublin, on Friday, May 27.

## Outstanding Teacher Achievement Award 2020

Edel Farrell of Coláiste Éamann Rís in Cork was the recipient of an Outstanding Teacher Achievement Award for 2020 for pulling out all the stops to prevent the deportation of the Khan family, three of whom were her students. The students faced deportation to Pakistan along with their parents and siblings, and Edel was concerned about the impact this would have on their education and futures.

With the decision made and the deportation imminent, Edel devoted all her time to reversing the decision. She helped to launch a highly effective campaign to prevent the deportation, which involved press statements, radio and TV interviews, petitions and letters of support. She secured coverage of the family's situation in local and national media, and garnered political support from both Government and opposition representatives, and from the trade union movement, including the ASTI and ICTU. A petition was circulated to other schools that are part of the Edmund Rice Schools Trust and simultaneous demonstrations against the deportation were held in Cork and Dublin. These demonstrations changed to celebrations when Simon Coveney TD (then Tánaiste) called the school to inform them that thanks to Edel's campaign, the Department of Justice had



From left: Eamon Dennehy (ASTI President 2021-2022), Edel Farrell (Outstanding Teacher Achievement Award 2020 recipient), and Kieran Christie (ASTI General Secretary).

agreed to halt the deportation and review the family's case.

Edel's nominators for the Award said: "Edel was unrelenting in her pursuit of the happiness, safety and education of the Khan family. She thoroughly deserves this award; she is entirely selfless in her devotion to human rights and the pursuit of education".

## Outstanding Individual Achievement Award 2020

Elaine Feeney of St Jarlath's College in Tuam, Co. Galway, was 2020's Outstanding Individual Achievement Award recipient for her literary work. Elaine is a published poet of three collections (*Where's Katie?* (2010); *The Radio was Gospel* (2013); and, *Rise* (2017)) and her debut novel, *As You Were*, was published in 2020. In 2016, she was commissioned to write a national stage and screen piece, *WRoNGHEADED*, by the Liz Roche Company, which has toured internationally since its first run at the Tiger Dublin Fringe Festival.

Elaine teaches English and History in St Jarlath's, and also lectures in Creative Writing and Poetry at the University of Galway. She was Poetry Ireland's Poetry Ambassador in 2018 and is also the Creative Director of the Tuam Oral History Project at the University of Galway, which works with survivors of the Tuam Mother and Baby Home.

Her poem, *Jack*, about her eldest son, was published as the unseen poem in the poetry section of the Leaving Certificate Ordinary Level English Paper 2 in June 2019.

Elaine and her novel were also featured in a number of articles on books to watch out for in 2020, and she was named one of the 10 best debut novelists of 2020 by *The Observer*. Her work has also appeared in many publications





Teachers from St Benildus College, Stillorgan, Dublin, were the recipients of the Outstanding Teacher Team Achievement Award in 2020. From left: Barry O'Brien (St Benildus College), Maeve Clancy (St Benildus College), Eamon Dennehy (ASTI President 2021-2022), Liam McLoughlin (retired, formerly St Benildus College), Kieran Christie (ASTI General Secretary), Oisín MacEoin (Coláiste Mhuire, Dublin 7), and Brendan Kelly (St Benildus College).

including *The Stinging Fly*, *Oxford Poetry*, *Poetry Ireland*, *The Irish Times*, *The Manchester Review*, *Stonecutter Journal*, and *Coppernickel*.

Elaine is also a committed member of the ASTI, acting as school steward for St Jarlath's, and is a member of the Tuam Branch.

### Outstanding Teacher Team Achievement Award

A group of teachers who strived tirelessly for many years in St Benildus College, Stillorgan, to raise money for good causes was awarded the Outstanding Teacher Team Achievement Award in 2020. The team is made up of Oisín MacEoin, Brendan Kelly, Maeve Clancy and Barry O'Brien. Oisín is now Principal of Coláiste Mhuire in Dublin 7, but spent 25 years teaching in St Benildus', where he founded the Run for Life campaign with another teacher, Liam McLoughlin (now retired). The other three teachers still work in St Benildus' College and oversee Run for Life.

Run for Life raises money for worthy causes through a wide range of activities and culminates in a sponsored run/walk each November. The project involves the whole school community in the ideals at the heart of education: awareness, engagement, participation, and justice. It is supported by corporate sponsorship, sponsored sports tournaments, raffles, carol singing, bag packing, roadside and church gate collections, and more.

Every year, these teachers give generously of their time, enthusiasm and skills, leading by example and providing the holistic education that is at the very heart of the teaching profession. Run for Life and the efforts of the teachers make a tangible difference in the lives of the most vulnerable in society, the education of their students, and in the life of the school and community. Some of the charities that Run for Life has raised funds for include St Vincent de Paul, the Special Olympics, the National Children's Hospital Crumlin and many others. To date, over €810,000 has been raised.

### Honorary Life Membership Award

Ger Curtin of the Dublin North West Branch was the recipient of the Honorary Life Membership Award for 2020.



From left: Eamon Dennehy (ASTI President 2021-2022), Lorraine Finn (who accepted the ASTI Outstanding Individual Achievement Award on behalf of Elaine Feeney), and Kieran Christie (ASTI General Secretary).

### Thomas MacDonagh Medal

The recipients of the Thomas MacDonagh Medal for 2019/2020 were Patrick Collins (Dungarvan Branch), Robbie Cronin (Dublin South 1 Branch), Pierce Dillon (Dublin South 1 Branch), James Duffy (West Mayo Branch), Miriam Duggan (Dublin North 1 Branch), Bill Lonergan (Nenagh Branch), Breda Lynch (Dublin South Central Branch), Gerry Maloney (Wicklow Branch), and Declan McNerney (Wicklow Branch).

### PJ Kennedy Award

The PJ Kennedy Award is presented to ASTI members who have given valuable service to the union at branch level. The 2019/2020 recipients of the Award were Paula Bigley (Dublin North West Branch), Antoinette Casey (West Mayo Branch), and Ann Colleary (Dublin South 1 Branch).

# SUPPORTING IRISH-MEDIUM SCHOOLS

A new report has found that there is a low level of transition to Irish-medium education outside of Gaeltacht areas.



Late last year, the Department of Education published a research report called ‘An overview of provision of Irish-Medium Education outside of the Gaeltacht’. The report was prepared to assist a public consultation process on how to increase the number of students accessing Irish-medium education outside of the Gaeltacht areas. It makes for stark reading.

- Just over 10,283 students were enrolled in Irish-medium post-primary schools (Gaelcholáistí) in the 2020-21 school year, representing 2.8% of all enrolments outside of the Gaeltacht at post-primary level. Dublin had the highest number of students at 4,387, while Monaghan had the highest rate of enrolment at 6.8% (see **Table 1**).
- Out of 700 post-primary schools, there are 29 Gaelcholáistí outside of the Gaeltacht. Exactly half of the counties in the State (13) have no Gaelcholáiste enrolments and seven of these counties also have no aonad – an Irish-medium unit attached to a host school, which operates through the medium of English, to allow some or all subjects to be taught through the medium of Irish.
- There were 4,723 pupils in sixth class in Gaelscoileanna in June 2020. Of these, 1,688 transitioned to a Gaelcholáiste, representing a transition rate of 36%.

## Issues to be addressed

The report sets out the issues impacting on the provision of Irish-medium education, including school patronage, planning and demographic issues, and public demand. At second level, the situation is further complicated by considerations of parental and student preference and the extent of diversity of provision that currently exists.

**Table 1: Enrolments in Gaelcholáistí and schools with aonaid outside of the Gaeltacht by county, 2020.**

County	Number of Gaelcholáistí	Number of schools with aonaid	Enrolments in Gaelcholáistí as a percentage of total
Carlow	1		5.9
Cavan			0.0
Clare		1	0.0
Cork	4	9	3.6
Donegal	2		2.6
Dublin	10		4.7
Galway	1	1	1.4
Kerry	1	1	3.3
Kildare	2		2.0
Kilkenny	1	1	2.6
Laois		1	0.0
Leitrim			0.0
Limerick	2	1	6.6
Longford			0.0
Louth		2	0.0
Mayo			0.0
Meath			0.0
Monaghan	1		6.8
Offaly			0.0
Roscommon			0.0
Sligo		1	0.0
Tipperary		3	0.0
Waterford	1		1.6
Westmeath		1	0.0
Wexford	1		1.9
Wicklow	2		4.9
National	29	22	2.8



Currently, most new second-level schools must have a student enrolment capacity of 600-1,000. A lower threshold of 400 may apply to Gaelcholáistí, having regard to the alternative of establishing an aonad in a school. The word “may” is significant. Given that most counties outside of Dublin and Cork have between one and five primary Gaelscoileanna, it is hard to envisage how an enrolment capacity of 400 could be generated in any meaningful sense.

In its submission to the public consultation, the ASTI highlighted a number of issues as follows:

- The State needs to invest significantly greater resources into ensuring the provision of Irish-medium early childhood learning and care provision. The latter is an area where the State is investing significant amounts of funding into what are primarily commercial enterprises. There is a need for a radical examination of how the State can best support Irish-medium naoinra outside of the Gaeltacht areas.
- The ASTI expressed its disappointment at the dominance of the economic approach in the research report. The focus was on declining demographics and limited opportunities for increasing provision. The focus of making the best use of existing school accommodation is in itself problematic, as many second-level schools are overcrowded. Many voluntary secondary schools are also old and have less flexibility in terms of space for Irish-medium units.
- While reference is made to research, much of it recently commenced, the report itself does not provide information on emerging findings, making it difficult to make meaningful observations in the consultation.

- The issue of teacher supply is rightly considered as problematic. However, the focus is on Irish-medium teacher education programmes and it makes no reference to the Department’s own Action Plan on Teacher Supply or to the fact that the supply of teachers of Irish has been of concern for well over a decade.
- Serious questions need to be raised about the fact that only 22 out of 671 English-medium schools have an aonad or Irish-medium unit. Moreover, this report contains the concerning statement that this number is likely to be lower than the actual figure due to delays in updating information.
- The report underlines the importance of supporting transitions from one level of education to the next. However, this concept is meaningless if there are not actually schools or units in place where children can be taught through the medium of Irish.
- Finally, the ASTI underlined the importance of listening to teachers on what is actually happening to the teaching of Irish at second level. There is mounting concern about the model of Teanga 1 and Teanga 2 specifications in Junior Cycle. While the NCCA will conduct a review of the ‘enactment’ of these specifications, the concerns of teachers of Irish need to be listened to as a matter of urgency.

To read the ASTI submission, see: <https://www.asti.ie/about-asti/policy/submissions/>

## BOOKING FORM FOR CONVENTION 2023

Hotel reservation number:

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

Arrival date:

Departure date:

Please tick whichever room you require

☐ Single €115 per night ☐ Double/twin €168 per night ☐ Family room €168 per night

Please reserve one room for:

Name

Name

Address

Address

Tel no.

Tel no.

Email

Email

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

CREDIT CARD DETAILS:

Cardholder's name:

Last four digits of credit card number:

Please contact Clayton Whites Hotel, Wexford at **053-9122311** or **info.whites@claytonhotels.com** to reserve a room. The completed booking form to be sent to ASTI Annual Convention Reservations, Clayton Whites Hotel, Wexford.

**Please note that bookings will not be confirmed until booking form has been received by the hotel.**

Hotel cancellation terms will apply to all bookings.

# THE researchED DUBLIN EVENT

Organised by practising teachers, researchED events are positive, enlightening and often exhilarating, and the recent Dublin event was no exception.

By Julian Girdham and Humphrey Jones

researchED is a unique phenomenon: on a Saturday in a school, hundreds of teachers gather in their own free time to attend talks on pedagogy, curriculum and classroom practice. The conferences are organised all over the world by practising teachers, like us, and they feature a special mixture of speakers from all levels of education: distinguished professors, interesting authors, and classroom practitioners describing their experiences with their peers. There is no general agenda, and no institutional involvement. Ticket prices are low since everyone gives of their time and expertise freely. As everyone who has been to a researchED event will tell you, they are positive, enlightening and often exhilarating experiences.

The second researchED day in Ireland took place in our school, St Columba's College in south Dublin, on September 24, 2022. The speakers came from all over Ireland, as well as the USA, the Netherlands, Sweden, Scotland, Wales and England. Over 20 of our colleagues volunteered to help on the day in their yellow t-shirts. There was also, of course, a real sense of anticipation for 350 attendees after the Covid years.

We hit the jackpot with our opening keynote speaker. Prof. Barbara Oakley generously made the trip all the way from South Dakota for a rare speaking appearance in Ireland (on her way to Norway, the Netherlands, Thailand, Nepal and Vietnam). She is the main designer of the world's biggest massive open online course, Coursera's Learning How to Learn, and gave a stunning demonstration of how the brain works when we are learning. Our other keynote speaker, Prof. Paul Kirschner from the Netherlands, called it "the best keynote I have ever experienced". This was Prof. Kirschner's first time in Ireland. One of the most important educational researchers in the world, he spoke twice: on educational psychology and, at the end of the day, on teacher effectiveness.

## Wide range of speakers

After Barbara Oakley's opening, everyone broke up to put together their own programme from the 35 speakers in five 40-minute sessions. There was an extraordinary range, and something for everyone: from the nature of feedback for boys in class to a history of physics textbooks in Ireland, from leadership to the cognitive psychology of learning mathematics. We were pleased to be able to feature sessions on the vital issue of diversity in Irish education (or rather the lack of). Primary school principal Simon Lewis spoke about his experience of being Jewish in this system. Annie Asgard gave a very well-informed talk about refugees and asylum seekers, and later Simon and Annie joined Clinton Wokocha for a fascinating panel discussion on being in a minority, looking at issues like 'colour blindness' and the challenge of tokenism.

Among the presentations by other Irish teachers (including ASTI members), Kate Barry returned to address the idea of explicit teaching in English, Olivia Derwin gave her experience of using YouTube in her biology classes, and Emma Regan spoke on setting up a professional learning community. Paul Nugent presented ideas on the question formulation technique, Dáire Lambert reflected on becoming evidence informed, and Brendan O'Sullivan



Humphrey Jones (left) and Julian Girdham at the Dublin researchED event.

directed his own talk specifically to mathematics research. Speakers from north of the border included James Maxwell, Principal of Carrickfergus Grammar School, who gave an account of his school's CPD journey, and his colleague Mark Roberts, who spoke as the first research lead in the country and an expert on boys' education.

## Pressing issues

Many ASTI members are concerned about Senior Cycle reform, and about the problematic nature of the Junior Cycle reform that preceded it. Will the inadequacies of the latter become embedded in the final school years, or will we learn from what went awry? As has rightly been said, teachers should be at the heart of educational reform, and they have not been in recent years here. Clare Madden from Glanmire in Cork looked at how the Junior Cycle Framework has not lived up to its promises, and Jerome Devitt from the King's Hospital in Dublin echoed these concerns in looking at the way the new Leaving Certificate politics and society course was introduced. These ideas were given an overview by Prof. Áine Hyland in a superb talk in the main hall challenging the dubious idea that revisions to several Leaving Certificate syllabi have been in line with international best practice.

There was so much more: educational superstar Kate Jones had a big audience for her talk on retrieval practice, and there were fine talks by several third-level speakers. And so much more also happened in the networking in the seven venues, at coffee breaks, at lunch, and in the gardens between talks. It was the very best kind of conference.

We were delighted again to receive financial support from the ASTI, and to welcome a delegation including the President, Miriam Duggan. We were grateful for further support from the Irish Science Teachers' Association, and Sodexo. As in 2019, tickets (just €40, including all catering) sold out within three weeks in May, and there was a long waiting list. We were delighted to host many teachers from Northern Ireland too. This was a genuinely all-island event.

For more information on researchED, see:  
<https://researched.org.uk/>, or @researchEDDub on Twitter.





## 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 10th, 2023

[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)

# ASTI SCHOOL LEADERSHIP TRAINING

**ASTI training for teachers who wish to apply for AP posts took place in November.**

The ASTI held a series of successful school leadership training seminars in November. Aimed at teachers thinking of applying for an AP post in their school, the first part of the seminar focused on the four domains of leadership, with reference to the Framework for Leadership and Management in Schools (Circular 0003/2018). This was led by Dr Pauline Egan, Director of Schools, Kilkenny and Carlow Education and Training Board, and covered the following:

- leading teaching and learning,
- managing the organisation,
- leading school development, and
- developing leadership capacity.

Catherine O'Connor, independent education consultant, led the second session, which focused on the application process and preparing for interview. She said: "What participants fear most is how they can get their story across at interview and relate their experience to the language set out in the Looking At Our School (LAOS) document. Over the many years that I have been running workshops and coaching clients, I can't underestimate the need to spend more time preparing for interview. "My tips include a deep reflection by getting to know yourself, your teaching philosophy, your values and beliefs about learning and learning

expectations, your understanding of school ethos and policies, department briefings, schools' role and potential within the community, and student, parental and community engagement. A mock interview together with a detailed checklist is a must to complete the process".

One participant at the ASTI seminar, a teacher based in Munster, said: "The interview process session gave me an excellent sense of direction and helped me pinpoint for myself areas requiring further development. The seminar trainer here was excellent at leading, facilitation and getting the best out of all the potential leaders present. A great seminar offering great guidance for aspiring AP leaders in schools".

Another participant, Gavin Lynch-Frahill, added: "I found the course to be an excellent bridge between teaching in a classroom and showing leadership in the wider school community. I felt the coaching from the staff who delivered it was to a very high level and the fact that both of them sit on interview boards for trusts and as independent chairs was excellent. The experience I have gotten from the course has also shown me how to greater understand the school self-evaluation process and how circulars play a role in management".

For more information about ASTI events and training, see: <https://www.asti.ie/member-benefits/events/>

## THE ASTI NON-PERMANENT TEACHERS' ADVISORY COMMITTEE

**The ASTI Non-Permanent Teachers' Advisory Committee works on behalf of teachers on fixed-term and part-time contracts.**

The ASTI's Non-Permanent Teachers' Advisory Committee represents teachers who are working in fixed-term and part-time (casual and non-casual) teaching positions. The main focus of the Advisory Committee's work is the proper and fair implementation of the Protection of Employees (Part-Time Work) Act and the Protection of Employees (Fixed-Term Work) Act. The other function of the Committee is to advise Standing Committee on matters of concern to non-permanent and part-time teachers. The Committee meets approximately four times a year.

The Committee members are as follows:

- Lorraine Finn – Chairperson
- Michael McGrath
- Órlagh Nic Eoin
- Cian O'Grady
- Michelle Ryan
- Kevin Wall
- Miriam Duggan – ASTI President
- Geraldine O'Brien – ASTI Vice-President



*The ASTI's Non-Permanent Teachers' Advisory Committee. Seated (from left): Kieran Christie (ASTI General Secretary), Oragh Nic Eoin, Cian O'Grady, Miriam Duggan (ASTI President), Bernard Moynihan (ASTI Executive Officer Industrial Relations), Lorraine Finn, Michelle Ryan, and Kevin Wall. On screen (from left): Michael McGrath and Geraldine O'Brien (ASTI Vice President).*

Executive Officer Industrial Relations Bernard Moynihan provides professional support to the Committee.

The main issues that are dealt with by the Committee are:

- teachers' contracts,
- discussion of court cases taken by the ASTI in support of teachers, including to the Workplace Relations Commission (WRC), the Labour Court, and adjudication, and
- teacher shortages, especially in urban areas, are also high on the agenda.



# BEREAVEMENT LEAVE

Bereavement leave for teachers has been increased following pressure from the ASTI.



The Department of Education has published Circular Letter 78/2022 Bereavement Leave Scheme for Registered Teachers employed in Recognised Primary and Post Primary Schools.

The new circular comes in response to demands from the ASTI in recent years that teachers should have access to bereavement leave on a similar basis to workers in other sectors of the public and civil service.

## What are the main changes to teachers' bereavement leave?

Teachers are entitled to up to 20 days' bereavement leave in the event of the death of the teacher's spouse (including cohabiting partner) or child (including adopted child, stepchild and child being cared for on the basis of *in loco parentis*), or a person in a relationship of domestic dependency (meaning the deceased person shared accommodation with the teacher and also relied on them for their care). Previously this leave was capped at five days.

Teachers are entitled to up to five days' bereavement leave in the event of the death of an immediate relative. This means an increase in the bereavement leave entitlement from three days to five days for a number of specified immediate relatives including siblings, grandparents, parents-in-law, sisters-in-law, and brothers-in-law (the full list is set out in Appendix A Circular 78/2022). Members should also note that apart from exceptional circumstances, leave for aunts, uncles, nieces and nephews is now one day.

## Does bereavement leave include weekend days?

Weekends and public/bank holidays are excluded when calculating bereavement leave entitlements. Bereavement leave must be taken consecutively and availed of at the time of the bereavement. In exceptional circumstances, where the funeral is held at a later date, e.g., a funeral abroad, bereavement leave may be granted at that time at the discretion of the employer.

## How do I apply for bereavement leave?

If you are taking bereavement leave you should notify your school immediately. By its nature, bereavement leave cannot be requested in advance. You should apply for bereavement leave as soon as is practical after the bereavement by filling out the application form contained in Circular 78/2022 and submitting it to your school.

## How does bereavement leave work during a school holiday period?

Periods of school closure are included in bereavement leave. For example, in the event of the death of a teacher's spouse, there is a maximum bereavement leave entitlement of 20 working days.

### Example:

Anne commences bereavement leave on December 21, 2022, due to the death of her spouse. The school closes for the Christmas holiday period on December 23 and will reopen on January 9, 2023.

The bereavement leave entitlement is calculated based on the working days in the relevant period, with periods of school closure included, and public/bank holidays and weekends excluded. Anne is granted 20 working days of bereavement leave, broken down as follows:

- December 21-23, 2022 (3 working days)
- December 28-30, 2022 (3 working days)
- January 3-6, 2023 (4 working days)
- January 9-13, 2023 (5 working days), and
- January 16-20, 2023 (5 working days).

For more information, see Circular 78/2022.

# New RSTA members welcome

## A message from the RSTA President.

At the beginning of this new year, the RSTA is gearing up for a renewed recruitment drive. As the daylight hours increase, we look forward to the first green shoots and spring flowers appearing. We will be resuming branch activities and outings and, of course, organising our annual National Conference in Limerick in May.

Perhaps you or some of your colleagues may be thinking of retiring from teaching this year. I would like to extend the warmest welcome to you to join the RSTA.

Apart from the very pleasant social events and trips organised on a regular basis by our 18 branches, we are also actively involved in defending pension parity. We are especially grateful to the members of the ASTI for their support in this but we can never relax. Pension parity has been assured for the duration of the current pay agreement but we need numerical strength to continue our efforts to maintain it. So join us so we can represent you in retirement.



*Susie Hall (RSTA President).*



*The RSTA President and members of the national committee at their recent meeting with the ASTI. Back row (from left): Michael O'Neill (RSTA National Secretary), Pat Younger (National Treasurer), Eamon Dennehy (ASTI Immediate Past President), Padraic O'Doherty (RSTA), and Padraic Murphy (ASTI Honorary Treasurer). Front row (from left): Kieran Christie (ASTI General Secretary), Susie Hall (RSTA President), and Geraldine O'Brien (ASTI Vice President).*

## RSTA membership application/renewal

Name:

Address:

Home phone:

Mobile:

Email:

RSTA branch:

**Annual subscription: €24**

**Annual renewal date: September 1**

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

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

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

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



## SEAI Five Minutes of Sustainability

The Sustainable Energy Authority of Ireland (SEAI) is supporting teachers and students to bring climate action to the classroom with Five Minutes of Sustainability. This video series has been developed by students from Donegal, Dublin, Tipperary and Waterford to empower and encourage the youth voice in the climate conversation and support young people to take climate action. The series was co-ordinated by the Irish Schools Sustainability Network (ISSN) and sponsored by the SEAI.

By taking part, teachers will receive 12 student-led videos focusing on energy, sustainability and climate, which they can show in the classroom to help start conversations, take action and change mindsets around sustainability in their school. This new educational initiative is aimed at secondary school teachers and students.

## Darkness into Light

Darkness into Light, proudly supported by Electric Ireland, will take place at 4.15am on Saturday, May 6, 2023. Pieta House would like to invite teachers and their students to get involved.

Last year, Pieta provided over 54,000 hours of free one-to-one suicide intervention and bereavement counselling sessions, and over 97,000 crisis calls and texts. Did you know that almost 60% of clients presenting to Pieta are under the age of 25, and 40% are under the age of 18?

There is plenty of time for schools to get involved. Darkness Into Light is a great opportunity for schools to come together to fundraise for Pieta's life-saving services.

You can register online until the end of February at [www.darknessintolight.ie](http://www.darknessintolight.ie) and walk in one of the listed Darkness into Light venues. Alternatively, you can contact Pieta's dedicated school support team at [schools@darknessintolight.ie](mailto:schools@darknessintolight.ie) for more information and ideas on how your school can get involved.

With Pieta's support your teachers and students can come together to send a powerful message of hope – you will not only be supporting each other but by raising vital funds, you will also be ensuring that when a young person who is self-harming or in suicidal crisis reaches out for help, there is always someone there to answer their call.

## 50 years of Irish labour history

The Irish Labour History Society (ILHS) is 50 years old and celebrates the contribution and promotes knowledge of Irish labour and Irish people in labour history. The ILHS is run by volunteers and most trade unions are affiliated with it. ASTI Assistant General Secretary Moira Leydon is the current Vice President. The website – [www.irishlabourhistorysociety.com](http://www.irishlabourhistorysociety.com) – is updated regularly and contains material of interest to researchers. An annual journal, *Saothar* (now in its 48th year), is published by the ILHS, as are several other studies of labour history personalities and events.

As the ILHS celebrate its half century, you are invited to join, whether your interest is based on personal, educational, or general interest in labour history. Individual membership costs €35 per year and includes a copy of *Saothar* to each member on publication. Join the ILHS in the work of promoting and preserving labour history at [www.irishlabourhistorysociety.com](http://www.irishlabourhistorysociety.com).

## #StopTargetingKids

The Irish Heart Foundation's #StopTargetingKids campaign aims to protect children and teenagers from junk food marketing, a key driver of Ireland's childhood obesity crisis.

Currently, one in five children in Ireland are living with overweight or obesity. It is estimated that one in 20 of this generation of children will die prematurely from the long-term effects of overweight and obesity. Junk food and drink brands understand that children are highly impressionable and, through marketing, they are influencing children. Watching one extra junk advert a week is associated with an average increase of 18,000 calories to a child's diet per year. Shockingly, children see three ads every 10 minutes online.

The Irish Heart Foundation wants the Government to take three actions to protect children in Ireland from junk food marketing:

- ban all online marketing of junk food and drinks,
- extend the broadcast watershed for junk food ads to 9.00pm, and
- remove junk food ads from State-owned transport, buildings and other public infrastructure.

To sign the petition demanding these changes, visit:  
<https://my.uplift.ie/petitions/stop-targeting-kids-ban-junk-food-marketing-to-young-people>

Watch the Irish Heart Foundation's #StopTargetingKids campaign video at: <https://irishheart.ie/campaigns/stop-targeting-kids-2022/#>

## Creating a dementia-inclusive generation

The Alzheimer Society of Ireland (ASI) has created a Transition Year e-learning programme called 'Creating a Dementia Inclusive Generation', which aims to educate teenagers about Alzheimer's disease and remove its stigma. The Programme is intended to educate the younger population, and provide a forum for people with dementia, families, supporters and friends to reminisce and learn about the disease through an online platform.

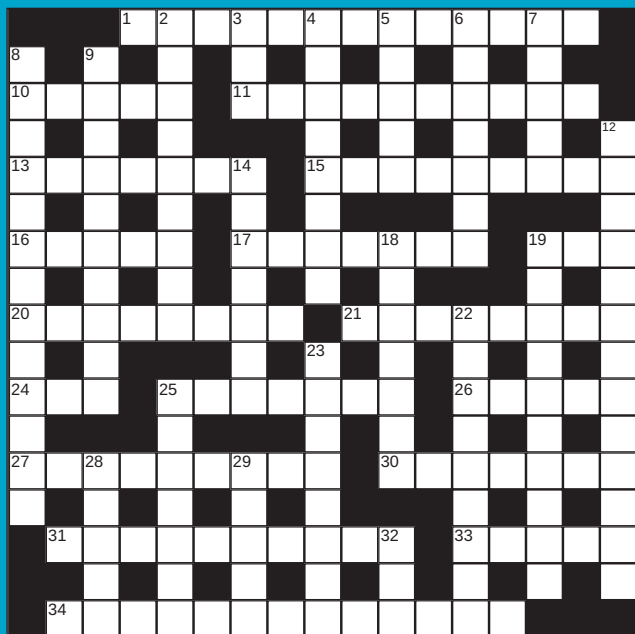
The e-learning programme contains five modules of self-directed learning on the Moodle platform – Growing Older, The Brain, Brain Health, What is Dementia?, and Perceptions of Dementia – all of which aim to help and facilitate knowledge, discussion, awareness and caring for those with dementia, as well as older people in general.

The programme does not cost anything for the school to run, but fundraising is encouraged as an essential part of the programme, raising much-needed funds for services and support in the local community. Participants will be supported to engage with one of the ASI's calendared events and also to craft one of their own.

Upon completion of the programme, each student has the opportunity to become a peer educator to their fellow students and those in the Junior Cycle through the use of the ASI ToolKits.

For more information on the programme, visit:  
<https://alzheimier.ie/> or contact:  
[communityengagement@alzheimier.ie](mailto:communityengagement@alzheimier.ie)

# Win €250



## ACROSS

1. British comedy actress (1925-2018) (4,9)
10. .... Boys, Trump supporters (5)
11. Help from crazy Asian sects (10)
13. Deduce? Negative! That's hot as hell (7)
15. Dissolve, break off, discontinue (9)
16. Bilbo's cousin, hobbit of the Shire (5)
17. Narrow strip of land forming link between two larger land masses (7)
19. "... Humbug". Christmas is coming! (3)
20. Where foreigners mainly come from (8)
21. Piece of furniture hanging on or standing against partition (4,4)
24. Secret 28 down might do this (3)
25. Leading in a straight line (7)
26. Accumulate when said in church (5)
27. Landslip or rockslide, for example (9)
30. Small building in which soldiers hide while fighting (7)
31. Timesaving attitude of scepticism or cynicism (10)
33. Doctrine from canine mother (5)
34. Anticipate, gain an advantage over (5,1,5,2)

## DOWN

2. TG4 sports programme (9)
3. Greet a Spanish separatist movement (3)
4. Equivocate, hang back, dither (8)
5. Shocking weapon from around Tasmania and Niger (5)
6. Typeface in which the letters slant to the right (7)
7. Sports clothing taken from Julian Clary (5)
8. 9 down is encouraged at this time (5,5,3)
9. Silly behaviour from Jerry's nemesis (10)
12. Nevertheless, despite that (2,4,2,2,3)
14. Japanese art of paper folding (7)
18. Renamed winding curve or bend of river (7)
19. Orgy popularised by Italy's Berlusconi (5,5)
22. North Wales seaside resort (9)
23. Asian herb, similar to parsley (8)
25. Its capital is Montgomery (7)
28. Representative, proxy, go-between (5)
29. Teach in an Asian country (5)
32. Son of an Irishman (3)

## Did you miss?

Senior Cycle update 11  
Recognising teachers' achievements 20

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**Entries to:** ASTIR Crossword No. 2301,  
Think Media, The Malthouse, 537 NCR, Dublin 1.

**To arrive by:** Monday, February 13, 2023.

### Solutions to ASTIR Crossword No. 2205

## ACROSS

1. Change of heart
10. Amour
11. Puerto Rico
13. Katrina
15. Andromeda
16. Naomi
17. Reclaim
19. Pol
20. Solvency
21. Kangaroo
24. RNR
25. Patient
26. Eagle
27. Impugning
30. Rossini
31. Backlashes
33. Glebe
34. Skinny dipping

## DOWN

2. Herbicide
3. Nap
4. Elegance
5. Fetid
6. Earworm
7. Roche
8. Rack one's brain
9. Controller
12. Fail to deliver
14. Apricot
18. Adapter
19. Paraglider
22. Grease gun
23. Feng shui
25. Pigskin
28. Prank
29. Italy
32. Sup

## CONGRATULATIONS

Congratulations to the winner of  
Crossword No. 2205:  
Ann Clohessy, Rice College,  
New Road, Ennis, Co. Clare.  
Clare Branch member





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- M Ed in Education for Sustainability and Global Citizenship
- M Ed in Religious Education
- M Ed in Educational Leadership and Management
- M Ed in Leadership of Wellbeing in Education
- M Oid san Oideachas Lán-Ghaeilge agus Gaeltachta
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- MA in STEM Education
- MA in Music Education
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- Graduate Diploma/M Ed in Information and Communication Technologies in Primary Education
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- 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 Ghaeltachta
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- MA sa Ghaeilge
- MA in History
- MA in Local History (with UL)
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- MA in Modern English Literature
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