

ASTIR

Association of Secondary Teachers, Ireland

Lament for Thomas MacDonagh

By Francis Ledwidge

*IRISHMEN AND IRISHWOMEN: In the name of the old generations
HE SHALL not hear the bitter cry, the tradition of
In the wild sky, where he is lain, strikes for her
Nor voices of the sweeter birds, gained her
Above the wailing of the rain. republican Brother
organisations, the Irish Volunteers and
pe Nor shall he know when loud March blows
its Thro' slanting snows her fanfare shrill, and, support
an Blowing to flame the golden cup, but relying in
str Of many an upset daffodil, victory.*

*We declare the right of the people of Ireland
But when the Dark Cow leaves the moor, to be sovereign
And pastures poor with greedy weeds, The long
Perhaps he'll hear her low at morn, In
Lifting her horn in pleasant meads.*

sovereignty; six times during the past three
arms. Standing on that fundamental right
of the world, we hereby proclaim the Irish
and its people's lives and the lives of our
of Ireland, the exaltation and
Irishman and Irishwoman. The Re
rights and equal opportunities to



Stair bheo:

ASTIR ag comóradh 1916

Why Ireland needs to
spend more on education

Join us online for
Convention 2016

Supporting LGBT students



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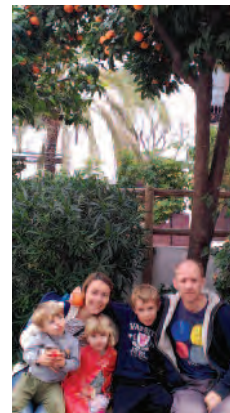
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Letters, comments and articles are welcome

All submissions will be considered by the ASTIR Editorial Board. Email astir@astir.ie.

Focal ón Uachtarán

"Anois teacht an Earraigh, beidh an lá ag dul chun síneadh,
Is tar éis na Féile Bride, ardóidh mé mo sheol"

Sin mar a bhraitheann an-chuid againn an tráth seo den bhliain. Ag smaoineamh siar ar fhilíocht Antaine Uí Raifteirí braithimid dóchasach agus tuigimid gur féidir linn constaic a sháru.

At this time of the year as Annual Convention, the biggest event in the ASTI calendar, approaches we feel a sense of optimism because we know that when we work together as a trade union we make progress in the interest of our members and of education. The teachers' voice is powerful and we will have it heard through debating our strongly-held views on many seriously important issues over the Convention period. Among the motions which will dominate Convention are those concerning the grossly inequitable and totally unacceptable situation regarding teachers on different pay scales. Casualisation in our profession shamefully disimproves the pay situation even further. Three motions which will be debated at Convention demand the restoration of one common pay scale for all teachers.

I am delighted to see that a motion regarding the full restoration of guidance counselling hours in all second-level schools will also be debated. Ongoing issues regarding the proposed Junior Cycle Profile of Achievement will form part of the debate at Convention.

All information pertaining to motions is available in the Convention Special *NUAHT* published in February.

As Annual Convention this year is taking place on the 100th anniversary of the 1916 Rising, it is appropriate that the occasion will be commemorated at Convention. We have already given recognition to 1916 by holding the January CEC meeting in the Mansion House where the foundation meeting of the ASTI was held in 1909. Two ASTI members involved in that meeting also played very significant roles in 1916 – they were Thomas MacDonagh and Éamonn de Valera. The sense of history was palpable in the Mansion House on January 23 as we acknowledged not only the founding members of this Association but the thousands of ASTI members who paved the way for us. I would like to thank CEC members for the hugely positive feedback following the meeting and Standing Committee for taking the decision to hold the first CEC meeting of 2016 in such a historic venue. Bhí sé an-tráthúil.

Gúim gach rath ar obair bhaill uile an ASTI agus sinn ag féachaint ar aghaidh ar an gComhdháil. Críochnóidh mé le píosa filíochta le Tomás Mac Donncha, muinteoir a léirigh tionscnaíocht agus é mar dhuine de bhunaitheoirí an ASTI.

"But, when the rain is o'er,
Sunlight comes back once more"

Bímis dóchasach agus sinn ag obair go dearfach le chéile!



Máire G. Ní Chiarba
ASTI President

A pulverised system

As I write in the midst of a General Election campaign, a key focus for the ASTI will be to ensure that the next government, whatever its makeup, will spread the benefits of economic recovery across all strands of society. Repair of all the damage inflicted by the most savage of cuts must be the top priority. In education, the stripping from schools of adequate teacher numbers, an ex-quota guidance counsellor service and unrealistic capitation grants have pulverised the system to a point that it is creaking at the seams. The decimation of the posts of responsibility structure, notwithstanding some limited alleviation, has torn the heart out of schools' capacity to adequately fulfil many essential administrative, pastoral and curricular functions. Whatever its complexion, the ASTI will vigorously insist that any long-term recovery and prosperity must be underpinned and sustained by increased investment in education. OECD studies have highlighted that the return achieved by investment in education becomes a multiple of the original outlay.

Wage recovery must remain at the very top of our agenda too. Removal of the public service pensions levy should be the first step. But the most galling of all provisions that has to be tackled is the tiered salary scales for teachers that have developed over the last decade. It is simply a disgrace that some teachers are paid a higher rate than others and some are entitled to qualification allowances while others are not. Notwithstanding that some limited progress was made in partial restoration of this appalling imbalance within the Haddington Road Agreement, the inequity simply has to be addressed. It is heartening that motions on this issue figured prominently in the prioritisation process for Annual Convention this year and will form the centrepiece of our platform of issues for debate. Every effort will be made to restore the common basic scale in the shortest time possible. Income poverty often linked to precarious employment are other issues that will feature at our Convention. It should be noted that with regard to precarious employment, including under the terms of the Ward report, the period required to qualify for a CID has been reduced from four years to two. This has resulted in several hundred of our members securing security of tenure in recent years. But it is noteworthy that a particular emphasis this year will be put on highlighting the plight of those of our members that are privately paid by schools. It must be stressed that many of those schools who are in a position to privately employ teachers do so in an exemplary manner. However, it is simply a disgrace that some of our members that suffer the most in terms of income poverty and a lack of security of tenure are those employed by schools who can well afford to employ their privately paid teachers on proper terms and conditions.



Kieran Christie
ASTI General Secretary

Bursary Award

Are you a member of the ASTI and currently engaged in postgraduate study – part-time or full-time?

If yes, you are entitled to apply for the ASTI Centenary Bursary Award of €4,000. This Bursary is awarded each year and was initiated to mark the Centenary celebrations of the ASTI in 2009, and celebrating the ASTI as a leader of learning in Irish society. Full details are available on the ASTI website, or by emailing eileen@asti.ie, or calling 01-604 0170.



AVC Annual Scheme Report

ASTI members who are members of the ASTI AVC Plan should note that, in accordance with pension scheme regulations, a full copy of the Irish Life Trustee Services annual report for the year ending March 31, 2015, is available for examination by contacting the Honorary Treasurer of the ASTI.

Seminar for principals and deputy principals 2016



This year's seminar for principals and deputy principals will take place in the Hodson Bay Hotel, Athlone, on Wednesday, April 27.

Topics to be covered include:

- supporting LGBT students and staff in schools
- posts of responsibility appeals
- dealing with social media – schools' legal responsibilities.

The Principals' and Deputy Principals' Advisory Committee for 2016-18 will be elected at the seminar.

The seminar is open to all ASTI principals and deputy principals, who should have received registration forms and nomination papers for the Committee. If you are an ASTI principal or deputy principal, and have not received this correspondence, please contact Danielle Cullen, on 01-604 0160, or via email at dcullen@asti.ie.

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- Mentorship, coaching and leadership of colleagues.
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- Evidence-based decision making and leadership.

Commencing: September, 2016

Closing Date: 3rd June, 2016



FURTHER INFORMATION:

School of Education, UCC. Tel: 021 4902467

Anita Cronin: a.cronin@ucc.ie

Claire Dooley: c.dooley@ucc.ie

<http://www.ucc.ie/en/ckc18/>



Further Study Opportunity:

Those who satisfy the entry requirements of the MEd (Modular) and have achieved an honours grade in the Postgraduate Diploma in Educational Leadership, will be granted an exemption of 60 credits from the taught element of the MEd Modular (120 credit) programme. For details of the MEd, please see <http://www.ucc.ie/en/cke59/>

ASTI President representing the Association



ASTI President Máire G. Ní Chiarba recently attended a function in aid of the Children's Hospital. From left: Breda Lynch (Standing Committee), Máire G. Ní Chiarba (President, ASTI), Miriam O'Callaghan (broadcaster) and Nadia Johnston (TUI Administrative Officer).



ASTI President Máire G. Ní Chiarba is pictured with two of her past pupils at the launch in King's Inns of the book *Damages*, of which Tadhg Dorgan BL, past pupil of Coláiste an Phiarsaigh, Gleann Maghair, Co. Chorcaí, is co-author. From left: Peter McKenna BL (co-author), Máire G. Ní Chiarba (President, ASTI), Tadhg Dorgan BL (co-author) and Elaine Troy, past pupil of Coláiste an Phiarsaigh and ASTI member.

Two generations of teaching



ASTI President Máire G. Ní Chiarba pictured with a former teacher of hers, Gabrielle Wallace O'Donnell.

Refund of fees scheme

Did you complete an in-career development course of study between September 1, 2014, and August 31, 2015? You may be eligible for a partial refund of course or examination fees through the Teacher Fee Refund Scheme.

Courses that qualify should be of benefit to schools, school management and the improvement of teaching and learning. Courses must lead to an award from an appropriate accreditation authority approved by the Department of Education and Skills.

Please note that this scheme excludes courses that result in a qualification in respect of which an allowance is payable. Serving teachers who are fully registered with The Teaching Council are eligible to apply under the scheme.

The closing date for applications is Friday, April 8, 2016.

Application forms and further information are available on www.mie.ie/refundoffees.

This issue in numbers...

4.1

PERCENTAGE OF GDP SPENT
on education in Ireland in 2013

(P. 10)

5.2

AVERAGE PERCENTAGE OF
GDP spent on education in the
EA-12 countries in 2013

(P. 10)

Leitrim teacher guides students to global success



ASTI member Claire Gallagher with her students Linda Dolan and Clare Dolan, who founded MURE.

Two students from Leitrim with a unique cow manure briquette business will represent Ireland at a global showcase in New York celebrating youth entrepreneurship.

Cousins Linda Dolan (17) and Clare Dolan (16), students in St Clare's Comprehensive School, Manorhamilton, set up their business, MURE, which offers odourless briquettes made from dried cow manure, through the Foróige Network for Teaching Entrepreneurship (NFTE).

A year-long study carried out by the girls in conjunction with their school and Sligo Institute of Technology found that their product is more efficient than its peat counterparts.

Their Certified Entrepreneur Teacher (CET) is Claire Gallagher, who teaches in St Clare's. Claire was heavily involved in the project and provided support to the girls when they set up their business last year. As a CET, Claire is trained to deliver the Foróige NFTE to young people, helping and supporting them to create and develop their own business. Linda and Clare will now represent Ireland at NFTE's Global Showcase in New York, which celebrates the power of entrepreneurship education. There they will rub shoulders with Chelsea Clinton, as well as young entrepreneurs from the United States, Australia, China, Mexico, Singapore, Israel, Germany and Belgium.

New Leaving Certificate subject launched

Phase 1 of the implementation of a new Leaving Certificate subject, Politics and Society, was launched in February. Politics and Society is organised in four strands:

- power and decision-making
- active citizenship
- human rights and responsibilities
- globalisation and localisation.



The subject will follow on from what students learn in CSPE at Junior Cycle and has been launched this year to mark the centenary of the 1916 Rising.

A total of 115 schools expressed interest in offering the subject from September 2016; however, only 41 will offer the subject during Phase 1. All other interested schools will be able to offer the subject from September 2018. Politics and Society will be a full Leaving Certificate examination subject in 2018, at higher and ordinary levels.

The launch event was organised by the National Council for Curriculum and Assessment, and featured workshops and information sessions for participating schools.

Dr Roland Tormey, Head of the Department of Education and Professional Studies, University of Limerick, and chief architect of the subject specification, said: "Politics and Society is about giving students the opportunity and the ability to question the things that are often taken for granted, but which have an important impact on their lives: things like their school rules, their leisure activities, the information they are given and the products they buy. It will teach them how to be active in their community in ways that are informed by their learning and debates, and by the evidence available".

Politics and Society is seen as a subject to help build on and learn from past events to better equip students to make progress in the future.

For more information, see

http://www.ncca.ie/en/Curriculum_and_Assessment/Post-Primary_Education/Senior_Cycle/Politics_and_Society/Politics_and_Society.html.

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NUMBER OF CIVILIANS
killed during the 1916 Rising

(P.22)

14

NUMBER OF EUROPEAN
schools

(P. 26)

Schools need investment, not increased autonomy

The ASTI has expressed concern at a Department of Education and Skills (DES) consultation paper which focuses on increased school autonomy at a time when the capacity of schools has been seriously damaged by austerity measures.

Advancing school autonomy in Ireland

The Department of Education and Skills initiated a consultation process on Advancing School Autonomy in the Irish School System in December 2015. The process was initiated in the context of the commitments in the Programme for Government on advancing school autonomy. The DES published a research paper and a discussion paper to facilitate the consultation process. The latter concluded at the end of February.

In its submission to the Department, the ASTI points to the strong evidence that school autonomy does not improve the quality of education. It also states that Irish schools already enjoy high degrees

of autonomy in terms of ownership, governance, management, ethos, curriculum, and in the employment of teachers. "The biggest challenge facing schools in Ireland is not the degree of autonomy they enjoy, but their lack of capacity to provide greater choice for students," states the report.

It also says that while schools in Ireland can make use of the broad curriculum to meet the diverse needs of their students, this has been severely undermined by austerity measures, which have resulted in subjects and programmes being dropped by schools.

The submission warns of "the ideological nature" of the proposals in the Advancing School Autonomy papers: "Both papers are posited on an uncritical acceptance of a set of assumptions concerning the role of the State, more specifically, reducing the role of the State in the provision of social goods such as education and health".

To find out about the consultation and the ASTI's submission visit www.asti.ie.

Sexting and the Consequences for Schools



Pictured at the 'Sexting and the Consequences for Schools' seminar are (from left): Brian Hallissey BL, Helen Ryan (Irish Second-Level Students' Union), Orla Barry (Newstalk presenter), Ciara O'Donnell (PDST), Brian Murray (PDST) and Finola Flanagan (Law Reform Commissioner).

To mark the launch of Safer Internet Day 2016, Webwise, the internet safety initiative of the Professional Development Service for Teachers (PDST), hosted a symposium on 'Sexting and the Consequences for Schools'. The aim of this event was to support schools dealing with the complex issues around explicit self-generated images of minors.

Topics discussed at the symposium included:

- launch of 'Lockers', a new resource to assist schools in coping with and preventing the sharing of explicit self-generated images of minors
- the law on sexting: important considerations for schools
- how the law is enforced in cases of sexting involving minors
- the information and support that young people need on sexting

- dealing with sexting in schools
- does criminal and civil law need to be adjusted to deal with sexting?
- awareness and prevention of sexting through the SPHE curriculum.

Safer Internet Day is an EU-wide initiative to promote a safer internet for all users, especially young people. It is promoted in Ireland by the PDST Technology in Education and Webwise. A total of 463 schools and organisations took part in Safer Internet Day events where they discussed how to use the internet safely and highlighted the risks of sharing personal information or photographs online.

The symposium is available to watch online at www.saferinternetday.ie.

FOLENS



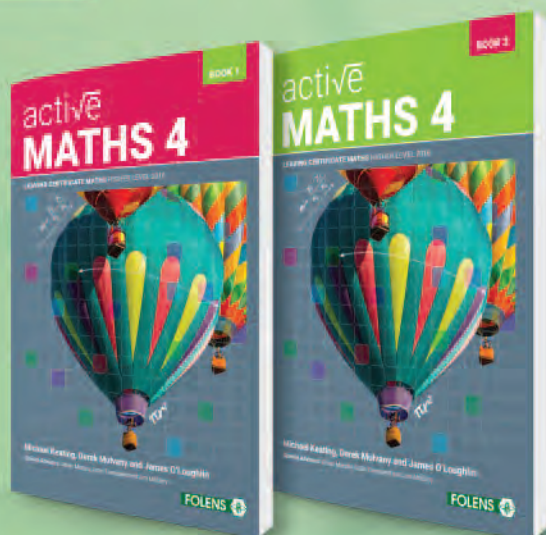
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David Teacher



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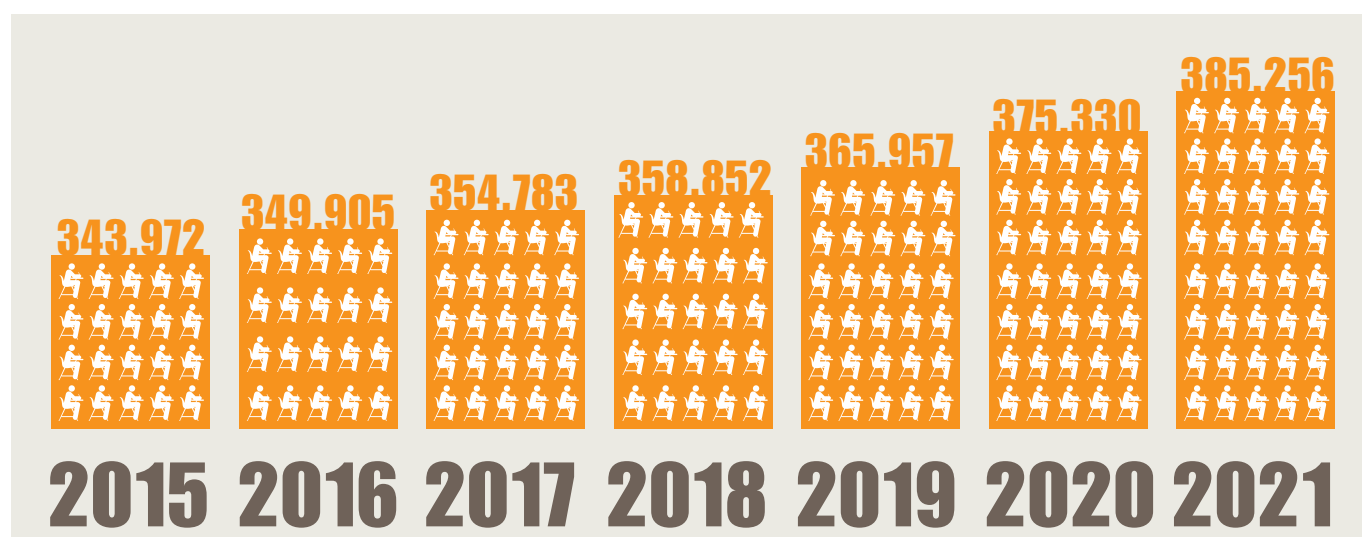
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Why Ireland needs to spend more on education

Spending on education as a proportion of GDP is relatively low in Ireland compared to other European countries, according to a research paper by the Nevin Economic Research Institute.

While education is the third largest item of public spending in Ireland (after social protection and health), the 4.1% of GDP spent in 2013 was significantly lower than the EA-12 average of 5.2%. This is in spite of Ireland having the area's largest proportion of children aged 14 years and under.

Report

The Nevin Institute's research paper, which looks at trends in education spending, finds that the recession and the austerity measures designed to address it had a substantial impact on investment in education. In the years immediately preceding the crisis, nominal spending increased from €6.3 billion to €9 billion in 2008. This subsequently declined by €1 billion in 2014.

The report states that capitation grant cuts have made primary and second-level schools increasingly reliant on voluntary contributions and resource fees. Students' families now spend in the region of €127.50 per annum on these expenses.

Demographic stresses

The report also warns that the Irish education system will come under further strain in years to come from increases in the student population. Enrolment at second and third level in particular is expected to continue to see significant increases over the next decade.

Low levels of expenditure in education raises questions as to how the current funding can be reconciled with the provision of effective educational services in the coming years, states the report.

Department of Education and Skills full-time student enrolment projections.

Year	Primary	Second-level	Tertiary
2015	556,133	343,972	171,221
2016	565,459	349,905	174,018
2017	572,844	354,783	176,282
2018	578,453	358,852	178,099
2019	578,498	365,957	180,060
2020	573,764	375,330	182,547
2021	565,549	385,256	185,388

"Trends in Education Spending – NERI Research in Brief" is available from www.nerinstitute.net.

The Nevin Institute for Economic Research is an economic think tank funded by a number of Irish trade unions, including the ASTI. It aims, through the provision of expert research and analysis, to contribute towards the construction of alternative perspectives and possibilities, which will lead to the development of an economy that supports a better, fairer society. For information, visit www.nerinstitute.net.

UK union fights “draconian” anti-union bill

The ASTI supports its fellow trade unions in Ireland and abroad in defending workers' rights.

Trade unions in Britain are fighting back against what they describe as a vindictive and draconian Trade Union Bill from their government. The Bill demands that in “important public services” such as health and education, at least 50% of union members must vote in a ballot on strike action, and at least 40% of the total unionised workforce must vote in favour of strike (e.g., if a trade union holds a ballot, and 50% of the membership vote, in order for the strike to be legal, 80% of those who participated in the ballot must have voted in favour of the action). A mandate for strike action will only be valid for four months under the proposed new law. The Bill also seeks to abolish “check-off”, whereby trade union members can have their membership fees deducted directly from their salary following agreement between their trade union and their employer. Other provocative aspects include the proposed removal of a ban on using agency workers to break strikes, and a requirement that picket leaders wear identifying armbands and provide their contact details to the police.

A bizarre requirement that unions advise the police and employers of their social media strategies has been dropped from the Bill.

The Bill has been described as “extraordinarily partisan, vindictive and selective”, and as an attack on trade unions and democracy.

The Bill has gone through the initial legislative stages of the British Parliament. In a move welcomed by the Trade Unions Congress, the House of Lords voted earlier this year to set up a cross-party committee to scrutinise aspects of the Bill before it proceeds to enactment.

Meanwhile the Trade Unions Congress and its member unions continue to campaign to keep the pressure on British politicians to oppose the Bill and ensure that workers in the UK maintain their democratic right to organise, campaign and strike.

For more information visit www.tuc.org.uk.



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www.mic.ul.ie

Join us online for Convention 2016

Log on to ASTI Convention 2016 for updates on teachers' key concerns



Each Easter approximately 500 ASTI members – teachers from all over the country – gather at ASTI Annual Convention to determine the union's policy priorities for the coming year. This year they are meeting in the Clayton Hotel Silver Springs, Cork, from Tuesday to Thursday, March 29 to 31.

Key issues for Convention 2016

Motions at Convention will facilitate debate on a range of issues of concern to teachers, including:

Newly qualified teachers

Teachers who entered the profession after 2010 are on different pay scales than their colleagues even though they have the same duties and responsibilities. Budget 2011 slashed new teachers' pay by 10%. In 2012, most pay allowances above the basic salary scale (e.g., allowance for obtaining a master's degree) were abolished for those entering teaching (as well as for new beneficiaries).

While the ASTI has made some progress in having these cuts restored, it remains the case that new and recently qualified teachers are placed on inferior pay scales.

In addition, because so many newly qualified teachers spend the first few years of their career in temporary and/or part-time teaching positions, they experience the double whammy of a part-time income and an inferior pay scale.

Three motions for debate at this year's Convention will demand the restoration of one common pay scale for all teachers.

Education cuts

On Wednesday, March 30, delegates will discuss the impact of cuts to the allocation of guidance counsellors and to posts of responsibility (e.g., Year Head posts) in second-level schools. A survey by Millward Brown in 2013 found that:

- seven out of 10 second-level schools have reduced one-to-one guidance counselling for students
- almost 60% of principals surveyed stated that the moratorium on posts of responsibility has had a high or medium adverse impact on the wellbeing of students.

Teachers' terms and conditions

Teaching has been affected by a number of cutbacks and impositions in recent years, including:

- education cuts have led to greatly diminished resources in schools
- a moratorium on posts of responsibility has decimated middle management structures in schools
- more than 20 new Department of Education and Skills reforms have been introduced in schools since 2009
- the Croke Park Agreement introduced additional non-teaching hours for specific activities for all teachers
- the Haddington Road Agreement introduced compulsory, unpaid supervision and substitution duties for all teachers.

What this means is that teachers are doing much more with much less. ASTI Convention motions will discuss how impositions such as the Croke Park

hours and compulsory supervision and substitution are using up time previously available for teaching-related work (e.g., marking and lesson preparation), pastoral care activities and extra-curricular activities.

Junior Cycle update

In September 2015, ASTI members voted to reject the document entitled *Junior Cycle Reform – Joint Statement on Principles and Implementation* (including the appendix) by 55% to 45%. ASTI members also voted to continue industrial action up to and including strike action by 70% to 30%. The ASTI has communicated the outstanding concerns of second-level teachers to the Department of Education and Skills. These include:

- the impact of the proposals on teaching time
- increased workload/bureaucratic pressure on teachers
- the absence of State-assessed oral exams in Gaeilge and modern European languages
- the lack of an ordinary/higher level option in most subjects.

At the time of going to print, plans are in place for an ASTI conference on Junior Cycle reform in March. The Conference proceedings are available on the ASTI's Junior Cycle web page at www.asti.ie.

Other key issues

- Public sector pension levy
- Financial Emergency Measures in the Public Interest legislation
- Teachers and CPD

Log on to Convention

The ASTI website and social media pages mean that you can experience Convention virtually as well. Even if you aren't attending Convention, you can keep up with what's happening and share your views – so log on and join in!



Web

Log on to www.asti.ie for the latest updates from Convention and a list of the key media coverage each day. You can also watch key speeches live from 4.15pm on the ASTI website. The text of key speeches will also be available online.



Facebook

Log on to 'like' the ASTI facebook page – <https://www.facebook.com/astiteachers/> – for photos from Convention and reports on decisions made.



Twitter

Follow the ASTI twitter account – @astionion – to find out what's happening, as it happens, at Convention 2016. Don't forget to use the hashtag #asti16 to see all the latest tweets from Convention and to join in the discussion.



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Future trends in education

An OECD study has identified five global trends that have the potential to influence the future of education around the world.



Trends Shaping Education 2016 discusses these trends in terms of their potential both to influence education and to be influenced by it. Each of the headings below will have resonance for teachers in Ireland, who will already have encountered these issues both inside and outside the classroom.

1. Globalisation

Individuals now move more freely than ever across countries and continents, bringing greater ethnic, linguistic and cultural diversity. Economically, this is reflected in the rise of international trade, foreign direct investment, and the spread of multinational companies. Among the challenges created is the need to address rising inequality. Education has a role to play in providing the skills and competencies to operate in this new world. Teachers in Ireland have already seen the impact of these issues, from increasing multiculturalism, to the pressures to adapt curriculums to prepare students for globalised workplaces.

2. The future of the nation-state

The report also addresses the central role the state still plays in ensuring the well-being and security of its citizens. One of the major challenges facing most countries is how to balance public spending in difficult economic times. How will rising health and pension costs affect budgets for other areas, such as education? Educators need to be aware of the advanced skills students will need to flourish in more knowledge-intensive labour markets. In Ireland, the debate about adequately funding public services has been a contentious one that teachers are all too familiar with.

3. Are cities the new countries?

The rise of the megacity is identified as a significant trend. But urban environments face their own challenges: they concentrate productivity and employment opportunities, but can also host high levels of poverty and labour market exclusion. Education can and does play a role in this,

by teaching civic literacy, providing the skills needed for community engagement, and supporting creativity and innovation. While Ireland is a small island with a relatively small population, the increasing gaps between urban and rural communities have long been identified as significant social and political issues.

4. Family matters

The dominant family model in the twentieth century – the breadwinning father, with a mother taking care of household and children – has changed. Governments increasingly play a role in supporting families: public spending on family benefits such as parental leave has increased across most OECD countries. The modern world is also seen as having created new stresses for our children, from child obesity to online bullying. Serious questions remain as to how education can best support children and families, especially the poorest and most disadvantaged. These are stresses that now form part of the day-to-day workload for Irish teachers.

5. A brave new world – technological transformation

Increasingly mobile and adaptive technologies allow us to buy our groceries, pay our bills, watch films and attend meetings without leaving our homes. Yet new technology can also give rise to previously unknown risks. As adolescents and children are the most frequent users of online services and social networks, schools and teachers are increasingly faced with the challenges of educating and guiding students through the advantages and disadvantages of the virtual world, without always having the necessary skills themselves.

The report emphasises that these trends are themselves shaped by education, and is intended to stimulate debate among all stakeholders in education.

OECD (2016), *Trends Shaping Education 2016*, OECD Publishing, Paris. http://dx.doi.org/10.1787/trends_edu-2016-en

Supporting LGBT students

A new publication has been launched with the aim of guiding school communities in supporting LGBT students and teachers. DIARMAID DE PAOR explains.

2015 was a very significant year for Ireland's LGBT community. In May, the Marriage Equality Amendment was passed by the people of Ireland, making Ireland the first country in the world to allow same-sex marriage as a result of a popular vote.

In July the Gender Recognition Act (2015) was passed into law. This legislation provides a process enabling transgender people to achieve full legal recognition of their preferred gender and allows for the acquisition of a new birth certificate that reflects this change. The Gender Recognition Act will allow all individuals over the age of 18 to self-declare their own gender identity. Young people aged 16-17 can also apply to have their gender identity legally recognised.

Finally, in December, the Equality (Miscellaneous Provisions) Act 2015 was passed by the Oireachtas. This legislation, *inter alia*, amended the infamous section 37.1 of the Employment Equality Act 1998, making it much more difficult for an employer to use this section of the Act against an employee. The ASTI, while maintaining its position of outright opposition to Section 37.1, welcomed this amendment.

Seeking guidance

All of these changes have improved the atmosphere and climate for LGBT people in Ireland, including LGBT students and teachers in our schools. A consequence of this improvement is that many more students are coming out while they are still in school, and this has led teachers, principals and school managements to seek guidance on how to support these students. In this context, the publication of the resource 'Being LGBT in School' is very much to be welcomed. Published by the Gay + Lesbian Equality Network (GLEN) and the Department of Education and Skills (DES), this booklet provides advice and guidance to teachers, school principals, guidance counsellors and those involved in Homeschool Community Liaison and School Completion Programmes.

The resource is intended to replace previous publications by GLEN, together with the DES, the ASTI, the National Association of Principals and Deputy Principals (NAPD) and the Institute of Guidance Counsellors. It reflects the specific requirements of the 2013 DES Anti-Bullying Procedures for Post-Primary Schools, along with other relevant policy changes.

The new publication includes a section addressing the specific support needs of students who identify as transgender. This section is particularly to be welcomed, as the increase in enquiries to the ASTI on issues relating to transgender, gender fluid and gender non-binary students attests to the growing awareness in schools of these students – whether or not they have come out. Support for transgender students provides particular challenges for schools in such areas as the provision of appropriate toilet and changing facilities, the use of terminology and language, and choices in school uniforms. It is also important to note

that the Gender Recognition Act allows any young person over the age of 16 to apply for legal recognition of their self-identified gender.

'Being LGBT in School' is published in association with the ASTI, as well as the TUI, ACCS, ETBI, JMB, NAPD, the Transgender Equality Network, TUSLA and the National Centre for Guidance in Education.



Diarmaid de Paor

ASTI Deputy General Secretary

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Highlighting the important issues

ASTI officers and members continue to speak out for students and teachers.



"There's a huge rise in anxiety levels, in lack of self-esteem, and it comes from the complex issues that are now in the world that we live in, and these all come in to school. Students as well are experiencing loss at a very early age, whether it be through bereavement or separation, and they need help to get over these issues in their life. One-to-one counselling is needed for that. There's no point in a child coming to me and telling me 'I'm crying, I'm down, I'm depressed'. I can't say to that student 'wait now until I see if I can get somebody free next week to deal with you'."

Mary Keane, ASTI member, *Morning Ireland*, RTÉ Radio One, January 29, 2016

"There remains a considerable range of important outstanding issues, which is why our members haven't been able to sign up for it [Junior Cycle] ... Many of your listeners mightn't know that higher and lower level is going to be abolished, in most subjects immediately and in Irish, English and Maths in a few years' time. They will be common level subjects and that would be something we'd have major concerns about because it would mean that to some extent there would be a targeting of the centre, and students of higher abilities and those that would be particularly challenged would find that a difficult environment in a classroom. I know that from my own experience of many years as a teacher ... That's not our only concern; for instance, there'll be no external oral exam in Gaelige and modern languages. Think about that: people studying languages for three years and no external oral language certification at the end of it."

Kieran Christie, ASTI General Secretary, *The Last Word*, Today FM, January 25, 2016

"Specific measures to broaden programme choice at senior cycle would be more influential in retaining young people in school than merely raising the school leaving age. ESRI research demonstrates that one of the main reasons disadvantaged young people leave early is the non-availability of non-academic programmes."

ASTI spokeswoman, *Irish Independent*, January 25, 2016

"I've been working as a history and geography teacher in Blackrock in Co. Dublin for the past 14 years, and I commute every day from Portlaoise ... As a teacher you do not get bonuses or big promotions, but you expect

your pay packet will remain set. But teachers' take home pay is down about 20% since the recession.

I am a member of ASTI and so I am in favour of education reform, but it must be the right type. It is hard to understand why the Government insists on a steroidal reform agenda when schools are haemorrhaging from cutbacks and teacher morale is very low as a result.

Cuts to guidance counsellors have also had a huge impact on students, and on teachers too. If you have a student with any sort of a mental [health] issue, from just having a bad day up to suicidal tendencies, the person you would send them to is now gone.

Another big issue for me is the fact that new teachers have to start on a different salary scale. I do not think that is fair and it has to be addressed. Now that the economy is growing, it is time to give people back what they deserve."

Enda Whelton, ASTI Standing Committee, *The Irish Times*, February 11, 2016

"We do all the talk about mindfulness and student well-being but we can't actually give to students what we could a few years ago ... Common level examinations proposed for all subjects except Gaelige, English and Maths and the Government's refusal to invest in externally assessed oral examinations in languages are not acceptable and will not advance students' learning experience," she said. A reduction in growing class sizes would also have to be addressed to make any new system work efficiently. "It isn't even a want, it would have to be a requirement," she said.

Since 2009, a moratorium on posts of responsibility has been in place, meaning that when teachers in a managerial post retire, they are not replaced. This "short-sighted" cutback has made it difficult for schools to function, and in some areas, forces them to operate inefficiently, according to Noelle ... In relation to teacher remuneration, the repeal of Financial Emergency Measures in the Public Interest (FEMPI) legislation and the removal of the pension levy are both critical. Noelle also believed that the inferior pay scale of teachers entering the profession, as well as the practice of having teachers contracted for a few hours every day and earning partial salaries, are areas that need to be addressed immediately.

Noelle Moran, ASTI Standing Committee, *Galway City Tribune*, February 12, 2016

New Publications 2016

New Junior Titles



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CEC pays tribute to ASTI founding member Thomas MacDonagh

Central Executive Council meets at historic venue, site of the foundation meeting of the ASTI.



From left: Ray St John (Honorary Treasurer), Philip Irwin (Immediate Past President), Máire G. Ní Chiarba (President), Kieran Christie (General Secretary) and Ed Byrne (Vice President) outside the Mansion House at the January meeting of CEC.

In order to celebrate Thomas MacDonagh's role in the foundation of the ASTI, and to commemorate the 1916 Rising, the Central Executive Council held its January meeting in the Mansion House, Dublin. The Mansion House was the venue for the foundation meeting of the ASTI in July 1909.

In her opening remarks at the meeting, ASTI President Máire G. Ní Chiarba stated:

"Is ócáid stairiúil í a bheith anseo i dTeach an Árd-Mhéara i gcóir an chéad chruinniú i 2016 de Choiste Láirneach Chumann na Meanmhuinteoirí Éire. Táimid anseo inniu chun aitheantas a thabhairt do na muinteoirí cróga a léirigh tionscnaíocht sa bhliain 1909 nuair a bhunaigh siad ár gCeardchumann, an ASTI, as a bhfuilimid ana bhródúil. Na muinteoirí a léirigh an tionscnaíocht chun an ASTI a bhunú ná – PJ Kennedy, Tomás Mac Donncha, Micheál Ó Sé agus Cormac Ó Cadhlaigh. Agus sinn ag comóradh 1916 i mbliana tá sé an-tráthúil go smaoinimis ar bheirt iarbhall den ASTI go raibh ról suantasach acu in Eirí Amach 1916 – is iad san Tomás Mac Donnacha agus Éamonn de Valera. It is indeed an honour for me as ASTI President to open proceedings here today in the Mansion House, where the foundation meeting of the ASTI was held in 1909. Two ASTI members involved in that meeting also played very significant roles in 1916 – they were Thomas MacDonagh and Éamonn de Valera. It is, therefore, significant, that we are holding the first meeting of our Central Executive Council in 2016 in this historic building.

The records show that PJ Kennedy of St Colman's College, Fermoy, Co. Cork, opened the meeting at which the ASTI was founded here in the Mansion House in July 1909. Éamonn de Valera also attended the historic meeting and was a steward on the day.

Six months later PJ Kennedy was elected the first President of the ASTI and Éamonn de Valera was elected chairman of the ASTI's Leinster Provincial Council in 1910.

It is indeed a historic day for us today, as Members of the Central Executive Council of the ASTI, as we remember those who went before us, who took the initiative to form this highly respected Association. I want to acknowledge, as ASTI President, the thousands of ASTI members who have over the years contributed to the Association and who have paved the way for us the current activists. I always thought it very symbolic that the torch of learning/lóchrann an eólais is the ASTI emblem, as that is what an Association such as ours embodies – the acknowledgement that the teacher facilitates learning and education which should be the cornerstones of any society and in the words of PJ Kennedy, the first President of the ASTI "an education system which ignores the teacher is radically unsound".

And as your current President, I would like to say that any country that undervalues its teachers and its education system, undervalues itself and its citizens.

Gúim gach rath ar obair an lae agus sinn ag tabhairt aitheantas go speisialta do laochra 1916 agus iarbhall an ASTI."

‘When the Dawn is Come’

DR SHANE KENNA examines the life of Thomas MacDonagh and his role in the Easter Rising.

Born in Cloughjordan, Co. Tipperary, in 1878, Thomas MacDonagh is one of the most fascinating characters behind the Easter Rising. He was the child of a peculiar marriage of two national school teachers, his father a jovial drunkard with little interest in politics, and his mother a devoted convert to Catholicism who instilled in her children a devotion to just causes. As a child he enjoyed ‘running little manuscript magazines, playing paper and pencil games and reading improving books’. He was described as a ‘small, sturdily built boy with curly brown hair and large grey eyes’, with a mischievous humour and a love of ghost stories. Educated by the Holy Ghost Fathers at Rockwell College, Co. Tipperary, following the death of his father in 1894, MacDonagh developed a decided inclination for the missionary priesthood and applying to join the order, he wrote: “I like its rules and customs and particularly the great object of all its members, and for which it has been founded. I first learnt of it from some of my friends, and now, having tried by every means in my power to find out to what life I have been called, I have concluded that I have a vocation for this congregation, and a decided taste for the missionary and the religious state. It has always been my wish to become a priest and now that wish is stronger than ever, and it is to become, not only a priest, but a missionary and religious.”

At no point, as has previously been asserted in the history of the Easter Rising, did MacDonagh become a priest or take any religious vows. Thomas MacDonagh enrolled as what the Order termed a Surveillant. This was a means of preparation for young boys during adolescence to adulthood who showed potential to go further within the Church. If they so chose to continue on to a religious life they were then recommended to begin a novitiate in Paris. As MacDonagh’s studies progressed within the Junior Scholasticate, he began instruction of junior students, and seemed to relish the role of teacher with a special interest in humanities, particularly English, Latin and classics. At Rockwell, however, MacDonagh drifted away from the church and battled a crisis of faith where he doubted the existence of a God and afterlife, and rejected church teachings in favour of a harrowing Catholic heterodoxy. Unable to stay at Rockwell, he left for Kilkenny where he worked as a teacher of English and French at St. Kieran’s College. It was here that he developed a life-long love for the Irish language and experienced what he termed ‘a baptism in nationalism’, when he attended a meeting of the Gaelic League, which he had intended to disrupt for ‘a lark.’ He was so moved by how the native speakers used the language that he recollected how it dawned upon him that he was “the greatest West Britisher in Ireland and suppressed the Irish language”.



through the league’s social and cultural activities he attended summer language classes on Inishmaan, Co. Galway, and became a fluent Irish speaker and writer. His enthusiasm for the Irish language, and disagreement within the local Conradh, forced him to leave Kilkenny, however, and making his way to Fermoy. He settled at St Colman’s College, which he described as “Gaelic to the spine”. He was thrilled to find that the President of the College was progressive and that its teachers were “scholars and gentlemen”.

Musical collaboration

At this time MacDonagh had also been working on a musical cantata in collaboration with the Italian composer Benedetto Palmieri. Palmieri and MacDonagh’s cantata, called *The Exodus* was based on the escape of the Israelites from Egypt and was submitted to the Feis Ceol, an Irish music festival held in at the Royal University, Dublin. *The Exodus* was first performed on May 19, 1904, and featured a baritone singer, accompanied by tenors, sopranos, and a boys’ choir drawn from St Mary’s College, Dublin. A resounding success, the cantata was so popular that MacDonagh and Palmieri won first prize at the festival and Doremi & Co, a London publisher, published it later that year.

Working with Pearse

Moving to Dublin, MacDonagh started working with Patrick Pearse, whom he had met on a visit to the Aran Islands. It was evident that MacDonagh held Pearse in high regard and describing him suggested how Pearse was “the greatest of Irish writers in imagination and power, if not in language”. Pearse had been desirous of establishing a bilingual educational project and establishing a school, Scoil Eanna, at Cullenswood House, Ranelagh (later Rathfarnham). MacDonagh was effectively his right hand man and was employed as deputy headmaster. MacDonagh was responsible for internal organisation, administration and the day-to-day working of the school, and was the face of Scoil Éanna, regularly meeting high profile visitors and lecturers. He was also committed to teaching English and French, and thoroughly enjoying the experience, thinking the students “splendid”, he reported how he had “the little lads now talking French” on a regular basis. Relishing this role, MacDonagh used it to network within the bustling academic and literary scene, meeting many varied guests including Shane Leslie, George Moore and WB Yeats, Lady Gregory, Francis Ledwedge, A.E. (George Russell) and Padraic Colum, to name a few. Embracing the Dublin literary scene, however, he was frustrated at his inability to become a recognised poet and despite his best efforts throughout his life his poetry was never a commercial or academic success.

The playwright

That same year the Abbey Theatre produced his first play, *When The Dawn is Come*, poignantly based upon the theme of a rebellion led by a council of seven. His protagonist was a rebel poet, Turlough, who in a complicated narrative attempts to trick the British Government into believing he was a spy. Extensively criticised by the media, his opening night was regarded as a failure. This was no fault of MacDonagh's; pre-production had been blighted by several factors, including poor management on the Abbey Theatre's behalf and the fact that the main actor, Ambrose Power, had refused to learn his lines. Disappointed by failure, he remained committed to further theatre work and produced two further plays, including *Metempsychosis*, in which he lampooned Yeats, whom he partly blamed for the failure of his first play, and *Pagans*, his only play to have strong, believable protagonists showing tangible human emotion. In this play, a married couple eventually part due to irreconcilable differences, followed by a throwaway remark where the main character announces to his former wife: "You will not know yourself in the Ireland that we shall make".

Around this time of *When the Dawn is Come*, MacDonagh met Joseph Plunkett, a fellow poet, albeit more bohemian in character, who, desirous of entry to UCD, had advertised for an Irish tutor to improve his chances. Hiring MacDonagh the two developed an instant friendship through a mutual love of poetry, history, language and art. Both poets offered constructive criticism on each other's work and Plunkett dedicated his first book of poetry, *The Circle and the Sword*, to MacDonagh in 1911. Teaching Plunkett the Irish language MacDonagh threw himself into linguistic studies and, following advice from Plunkett, he accepted a position lecturing in UCD where he taught English literature in 1912. Here he had earlier completed an MA thesis on the works of the English writer Thomas Campion and strongly considered a PhD on the theme of language in Ireland, which he worked on until his death in 1916. This PhD was published posthumously under the title *Literature in Ireland*, where MacDonagh asserted that the English language, as spoken in Ireland, was a new form of Irish and that a national literary culture could be written in English.

Marrying Muriel

In 1911 MacDonagh proposed to Muriel Gifford, who he had earlier met at St. Enda's. Writing to Muriel he humorously described his proposal was a "testament of intentions" from a "bachelor of arts and artfulness, being in a state of perfect poverty and health (barring a slight cold)". The following year MacDonagh and Gifford wed on January 3 in a small informal wedding. Celebrating his new wife, he joyfully wrote:

Now no bitter songs I sing;
Summer flows for me now;
For the spirit of the Spring;
Breathes upon the living bough;
All poor leaves of why and how? Fall before this wonder, dead:
Joy is given to me now,
In the love of her I wed.

MacDonagh and
Gifford wed on
January 3 in a small
informal wedding.

The new couple moved into an apartment in Dublin City Centre at 32 Baggot Street and by November of that year had their first son Donagh. He would later be joined by Barbara, who was born in March 1915.

A new theatre

By 1914 MacDonagh and Plunkett had formed a partnership with Edward Martyn to establish a new theatre in Dublin. The three were eager to counter the influence of the Abbey Theatre, which they believed gave too much emphasis to peasant plays and a stereotypical view of rural Irish life. Their new venture, the Irish Theatre, was located at Hardwicke Street, with MacDonagh as its manager, and listed a troupe of actors including Frank Fay, Máire Ní Shuibhlaigh and Una O'Connor. According to Fay, MacDonagh had desired a company of young actors who would assist in staging avant-garde plays written by Irish and European playwrights. Such was MacDonagh's dream of an avant-garde theatre, the partnership became the first theatre in Ireland to perform Chekov's *Uncle Vanya* in June 1915, followed by August Strindberg's *Easter* and Henrik Ibsen's *An Enemy of the People*. Serendipitously, the Ireland that the Irish Theatre was created in was politically changing and the project was operating in a new political environment.

Political events

Inspired by political events in Ireland and abroad, notably the Ulster crisis and the first world war, MacDonagh was swept in a prevailing current of militancy and found himself elected to the provisional committee of the Irish Volunteers. By March 1915 he was appointed commandant of the 2nd Battalion of the Dublin Brigade and regularly produced headquarters orders and notes for the training of volunteers. This was alongside a series of lectures and rallies, which he addressed on military themes. MacDonagh insisted upon a programme of regular training including drilling, scouting, ambushes and fieldwork, often involving two companies of Volunteers in manoeuvres with the object of war games, skirmishing and seizing strategic points. This, MacDonagh speculated, would familiarise the Volunteers with discipline and obedience to their senior officers, company formation, tracking advance guard and frontal assault strategies. In his training style MacDonagh also favoured the establishment of instruction centres and rifle ranges parallel to inter-company rifle competitions as a means of "stimulating healthy rivalry in what is after all the most important part of [Volunteer] training".

In April 1915 he was sworn into the Irish Republican Brotherhood and he recruited Eamonn de Valera into the conspiracy. Discussing this with Eamonn Ceannt, who was skeptical about de Valera, MacDonagh prophetically commented: "Don't you worry about de Valera, he always lands on his feet". The last man to be co-opted onto the military council, it is wrongly assumed that MacDonagh knew nothing of the Rising until a few weeks beforehand. This is not a correct assumption MacDonagh was aware of the plans for the rising and the evidence indicates that he had been working on these plans with Joseph Plunkett prior to his co-option to the military council. Such was the demand of his Volunteer work that his work at UCD and the Irish Theatre was greatly hindered, and meeting his friend Edward Martyn for one final time, he explained to Martyn his belief



Thomas MacDonagh and Muriel Gifford MacDonagh with their son Donagh MacDonagh. Image courtesy of the National Library of Ireland.

that Ireland would change forever due to the Volunteers. Almost prophetically, Martyn warned him: "Remember, dear boy, you'll be shot".

The Rising

Martyn's prediction was eerily correct and when the Easter Rising began MacDonagh found himself in charge of Jacobs Factory. An impregnable fortress with two large towers, it is assumed that MacDonagh's garrison saw little action. This is not entirely correct. While the garrison was isolated, they were regularly engaged in sorties, sniper fire with Dublin Castle, and provided relief to Michael Mallin in the Royal College of Surgeons and de Valera at Boland's Mills. While the atmosphere in the Jacobs garrison was tense, there were moments of levity too, with assembled volunteers organising ceillis and reading circles. Here the rebels found a gramophone, but to their horror the only record they could find was God Save the King. As the Easter week wore on the Jacobs garrison was wholeheartedly dejected and it was recalled that MacDonagh, disheveled and worn looking, had become more of a figurehead within the garrison, with real authority passing to his second in command John MacBride. By Wednesday the garrison stood on top of the roof of Jacobs and saw the city ablaze, watching in horror as the British used heavy artillery to pound the distant GPO. Throughout the course of the week MacDonagh wrote extensive propaganda to keep the rebels' spirits up, and rumours of German landings and national uprisings spread through the garrison. Resultant from this, when MacDonagh eventually agreed to a surrender, the garrison collapsed into visible pandemonium amidst calls of "fight it out, fight it out", while one rebel, Peadar Kearney, recalled men were in tears and others had become

"Remember, dear boy,
you'll be shot."

prostrate with disbelief. Addressing his men for the last time, he lamented: "We have to give in. Those of you in civilian clothes go home. Those of you in uniform stay on, you cannot leave".

He died like a prince

Thomas MacDonagh was sentenced to be executed in the Stone Breakers Yard at Kilmainham Gaol on May 3, 1916. Unable to see his wife Muriel, MacDonagh wrote to her hours before his execution, holding: "I am ready to die, and I thank God that I am to die in so holy a cause. My country will reward my deed richly.

I counted the cost of this, and I am ready to pay it". In what would become the most iconic execution of the Easter Rising, he addressed the firing squad, and offering them a cigarette he lamented: "I know this is a lousy job, but you're doing your duty - I do not hold this against you". Turning to the officer in charge of the firing squad, he offered him his silver cigarette case saying: "I won't be needing this would you like to have it". Shot shortly afterwards, the British commented: "They all died well, but MacDonagh, he died like a Prince".



Dr Shane Kenna

Dr Shane Kenna is a historian specialising in modern Irish history and author of *Thomas MacDonagh: 16 Lives* available to buy in all good bookshops.



Left: Teacher and ASTI member Lorraine Creed and her students Harry Denning, Mateusz Truskowski and Conor Keane in St Joseph's School for Deaf Boys in Dublin with their 1916 Sackville Street Project houses. Right: A close-up of the boys' projects.

Living history – commemorating 1916

Commemorations of the 1916 Rising are taking place all over the country, including in many second-level schools. *ASTIR* spoke to some teachers about projects in their schools, and we also preview a fascinating exhibition that will visit this year's ASTI Annual Convention.

Commemorating the civilians

The 1916 Sackville Street Art Project is an exciting and unique commemoration of the 262 civilians who died in the 1916 Rising. The brainchild of Irish ceramics artist Ciara O'Keeffe, the aim of 1916 Sackville Street is to give individuals, youth groups and second-level schools the opportunity to remember these ordinary civilians through the medium of art.

Each individual or group chooses a civilian and, after carrying out research into their life, constructs a house – using any 3D art form – to commemorate them.

Maggie Owens, a teacher and ASTI member, is one of the organisers of the project, and says that feedback from participants has been fantastic: "I believe this is going to be one of the best centenary projects of 1916. It is engaging, creative, interesting, and most of all it's educational. It has been amazing to have teachers emailing us and telling us how much their students are enjoying the project".

Lorraine Creed teaches art in St Joseph's School for Deaf Boys in Dublin. She is working with five Transition Year students on the project,

All 262 houses in the 1916 Sackville Street Art Project will be exhibited at the National Botanic Gardens in Glasnevin in Dublin from April 8-24.

along with fellow art teacher Tom Maginn and English teacher Joy Kealy. The art department is advising the students on the practicalities of building their houses, while Joy Kealy works with them to research the civilians they have chosen.

"I felt it would be a very relevant, interesting and educational project for the students. It's hugely important for them to be aware of and commemorate the events of 1916," says Lorraine Creed.

The groups in St Joseph's chose two civilians to research, and are working to create two beautiful houses to represent them.

"We chose Christopher Hickey, aged 16, and Margaret Veale, aged 13. Christopher and his father were shot dead in North King Street along with 12 other civilians on Saturday, April 29, 1916. Margaret went to a window in her home to look out at what was happening in the city and, in her green jumper and holding binoculars, she was mistaken for a rebel and shot dead."

The students are using a variety of media to bring their impressions of these two young people to life.



Students from Árdcoil na Tríonoide, Athy, Co. Kildare with their house: Mariela Scutaru, Helen Babyuk, Gloria Dibenzi, Maeve Doyle, Donna Juric, Amy Kelly-Gorman and Grace McGuinness. Right: Close-up of the house.

"Christopher's house is quite dark, evoking feelings of loss and sadness, whereas Margaret's house is bright and colourful, representing her young, short, innocent life. When we researched Christopher's background, we found a memorial mass card featuring a picture of the father and son together. We thought that it would be poignant to use this image on

their house, so one side of the house will display intricate detailing on cardboard and wood, and another will show the image of Christopher and his father. Margaret's house is very colourful and open so you get a glimpse of the interior. The front half is curved and yellow, with coloured balls glued to the wall representing the number of bullets."

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Pictured are some members of Coláiste an Phiarsaigh's 'Coiste 1916': Jamie O Dúnaigh, Tadhg O Súilleabháin, Heather Ní Chonaill, Sadhbh Ní Mhaolalaidh, Caitlín Ní Ghrífin, Toni Ní Chonchubair, Kelsey Ní Thiománaí, Dónal O Súilleabháin, Tamsin Nic Óda, Cáit Ní Chorcóráin, Clár Ní hIcí, Pádraig Mac An Rí, Eoin Mac Gírr agus Príomhoide, Mícheál O Tuama.

Lorraine feels that both students and teachers have gained tremendously from their involvement in the project.

"The students have gained an insight into the events of 1916 and the ordinary civilians who were killed, and what was involved in establishing the Irish Republic. We're very proud to have been asked to be part of this project and are really looking forward to seeing all of the other projects and their interpretations at the exhibition."

Maria Treacy teaches art in Árdscoil na Tríonoide, Athy, Co. Kildare. Maria is working with both a first-year and a Transition Year group, and they are creating art to commemorate three civilians.

"We chose Arthur Ferris, George Pearse and John McElvery. The students researched each person themselves, came up with their own design ideas and constructed the houses themselves. For example, one group found out that one of the people they researched was living in the city, but his dream was to live in a cottage in the country surrounded by colour, so they've taken that on board and brought the two ideas together to construct one house."

For Maria, seeing the students work enthusiastically together to explore different artistic media has been the most rewarding part of the project.

"They have really embraced it and are thoroughly enjoying it. The students usually work on an individual basis, so this was a perfect opportunity to get them to work in teams. They're covering vast areas, such as working with clay, then assembling their own material using mixed media. They're learning all about the art room."

Maria says the students have also learned a lot about what life was like for ordinary people in Dublin in 1916, and a lot about themselves.

"I think what they've probably learned most about is the way people used to live at that time compared to now – the crampedness of places, and how badly run down they were. They have also learned how to work as a team, and it has given them a chance to really explore their creativity."

All 262 houses in the 1916 Sackville Street Art Project will be exhibited at the National Botanic Gardens in Glasnevin in Dublin from April 8-24.

1916 Commemoration in Coláiste an Phiarsaigh Comóradh 1916 I gColáiste an Phiarsaigh

Commemorating the 1916 Rising is particularly important in Coláiste an Phiarsaigh, Gleann Maghair, Co. Chorcaí, named as it is after Pádraig Mac Piarais, Chairman of the Provisional Government and signatory of the 1916 Proclamation. Teacher Gillian Ní Mhathúna explains:

Agus sinn ag druidim idtreo Comóradh Céad Bliia Eirí Amach na Cásca 1916, tá se tabhachtah dúinn anseo I gColáiste an Phiarsaigh aitheantas a thabhairt do Pádraig Mac Piarais a bhí mar chrann taca ag ár Náisiún agus bhí sé an-bhainteach le hathbheochan ár dteanga dhúchais. Bhí sé mar oideachasóir aislingeach chomh maith.

Our year of commemoration began back in September when our students formed a Guard of Honour to the funeral cortege for the re-interment of the remains of Thomas Kent, who was one of only two men executed outside Dublin for his involvement in the 1916 Rising. Thomas Kent's great-grand niece and nephew are students at our school. From then, we began our preparations for the spring of 2016. A 1916 Committee, 'Coiste 1916', was formed from the student body. This has been extremely active, maintaining a noticeboard, planning events and keeping students abreast of plans. They will run a 'Proclamation for 2016' competition. Representatives of this group will receive the Irish Flag from President Michael D. Higgins on March 7 in Croke Park.

Ceann de na tionscnaimh is mó a mbeidh an coiste ag tabhairt faoi ná bailiúchán a dhéanamh ar eolas maidir leis na nascanna atá ag daltaí le Eirí Amach 1916 agus an Céad Chogadh Domhanda. Beidh deis ag na daltaí na scéalta pearsanta sin a thairfead agus beidh an doiciméid sin mar comóradh buan ar na himeachtaí.

The highlight of the year is planned for March 15, 2016, Lá an Phiarsaigh. With the enthusiastic support of our Principal, Mícheál O Tuama, we are setting this day aside to celebrate the vision of Pádraig Mac Piarais. On this

day, staff and students will dress up in the clothing of the period, and our school hall will be handed over to local historians and re-enactors, who will bring the Rising to life with memorabilia and primary footage. A céilí will take place in the schoolyard. Students will be drilled with their hurleys as they might have been both in preparation for the Rising and for the Western front. Mar scoil lán-Ghaeilge beidh ar teanga, ár gceol agus ár gcultúr mar mhór-pháirt den cheiliúradh. Students will listen to the radio documentary and those involved will have the opportunity to exhibit some personal memorabilia. Students will sing and play music, and a quiz based on the events of 1916 will be held.

Mar aitheantas ar an Eirí Amach mar bhunchloch de bhunú an Stáit, árdófar brat na hÉireann mar bhuaicphointe an lae. Beidh daltaí ag canadh an Amhrán Náisiúnta in éineacht le banna píobaire. Ar an lá, cuirfear lipéid le hainmneacha láthair chogaidh i rith deireadh seachtane na Cásca ar fhoirgnimh na scoile. Seo ócáid a bhaineann linn go léir mar Éireannaigh agus tugann sé seans duinn macnamh a dhéanamh ar an tabhacht a bhaineann linn mar phobal. Agus ag féachaint siar ar an saol sin, táimid ag súil go gcothóidh sé bród agus freagracht saorantachta in san Óige agus go mbeidh nasc níos láidre acu siúd leis an tír agus an cultúr.

School Principal Mícheál Ó Tuama says of the proposed celebrations: "'Sé Lá an Phiarsaigh buaicphointe na scoilbhliana dúinn go léir i gColáiste an Phiarsaigh. Táimid ag ullmhú le fada chuige agus ag tnúth go mór leis". He



ASTI President Máire G. Ní Chiarba recently visited her school, Coláiste an Phiarsaigh, Gleann Maghair, Co. Chorcaí. The President is pictured with ASTI Members Maebh Ní Chionnaith, Mícheál Ó Tuama (Príomhoide) and Bernie Ní Dhonnchú.

thanked the history department, Gillian Ní Mhathúna, Seán O Colmáin, Seán O Céilleachair, Rosalín Ní Dhonnchú and Cian O Coigligh, and all the staff of the school for helping to organise the events. He paid special tribute to the students on 'Coiste 1916' for their interest, energy and enthusiasm. He also wished to acknowledge the parents on Coiste na dTuismitheoirí for their continued help and support.

A commemoration event by Coláiste an Phiarsaigh will take place before the President's Address at ASTI Convention.

The Gaelic Revival and 1916

This year, delegates at Annual Convention will have the chance to visit a fascinating mobile exhibition created by Conradh na Gaeilge. Cuan Ó Seireadáin is the exhibition's co-ordinator, and says that it's a key part of the organisation's 1916 commemorations.

"The exhibition is particularly special because it gives an indication of just how rich our archives are and how rich the history of the Gaelic Revival movement is. The broad historical record of that period is well established but there are many details which remain to be explored by historians, and the foundation and early history of the Gaelic League is one of them."

So what can delegates expect to see in Cork?

"The exhibition features primary source material from our own archives – excerpts from newspapers, Ard Fheis booklets, and old images of our buildings, and of important personalities in the history of the movement."

The exhibition consists of 13 panels, exploring personalities who were involved in Conradh na Gaeilge and who were also involved in the Rising or connected with it, with the addition, of course, of Gaelic League founder and first President of Ireland Douglas Hyde. The panels set the Rising in the context of national and international cultural change and upheaval, as Cuan explains: "There's a panel called 'Reimagining Ireland', which is about the conversation they were trying to have with the Irish people about what was going on culturally in Ireland: was Ireland going to become completely subsumed into a kind of British Imperial culture, or was it going to reconnect with its traditions and try to maintain a separate identity?"

The exhibition will of course feature Padraig Pearse and Eoin MacNeill, both leading figures in both Conradh na Gaeilge and the Rising.

There is also a panel about the role of women in the organisation, which is a fascinating and little-known story, according to Cuan: "Conradh na Gaeilge was quite progressive. There was no issue with women serving on



The first ever camogie team, formed in 1904 by members of the Keating Branch of the Gaelic League.

committees, being Presidents of branches, or teaching classes. Also, women's sport was something that started with the Gaelic League because the GAA wasn't facilitating women who wanted to play sports. Cait Ní Dhonnacha and Máire Ní Chinnéide of the Keating Branch decided to start playing and they invented camogie."

Details of venues and dates for this fantastic exhibition will be available on the Conradh na Gaeilge website – <https://cnag.ie/en/2016-commemoration/archiving-exhibiting.html>.

Copies will also be on display in libraries around the country, and a set of posters featuring the exhibition text in English and Irish is available for sale from Conradh na Gaeilge for interested schools.

Teaching in the sun

FIONA O'LEARY, a teacher at the European School in Alicante, gives her perspective on teaching in another country.



Fiona O'Leary with her husband Peter and their children Fiachra (8), Cara (4) and Aodhna (2).

I first heard about the European School System in 2013 from a colleague at an ASTI meeting. I had taught abroad (in France and in Canada) in the past and had really enjoyed the experience. Up to that point, however, I had no idea that being seconded to a school in another European country was an option during my years of service in the Irish education system. Within a few months, I applied for a position and was invited to interview at the Department of Education and Skills in Dublin. There are 14 European Schools across Europe, and I was fortunate enough to be seconded to The European School of Alicante, starting in 2014.

Opportunity of a lifetime

The hardest part of making the decision to embark on this adventure was leaving family and friends behind in Ireland, particularly as I would be bringing a husband and three small children along with me! My husband and I discussed the idea at length, and soon concluded that moving our family to Spain was the opportunity of a lifetime, both on a personal level for the family, and on a professional level for me.

Anglophones

I am teaching English literature at secondary level to students ranging from first to seventh year (this would be from sixth class to sixth year in Ireland). My students are largely the children of parents who are carrying out official EU business in Alicante. They come from both English- and Spanish-speaking backgrounds. Most of them are incredibly motivated and are a pleasure to teach.

I am part of the Anglophone section, where the students learn most of their subjects through the English language. They all choose a second language (generally French or German), and from first year of secondary they study human sciences and religion or ethics through this medium. From the second year of secondary, they study geography, history and economics in their second language. I am constantly

It is a privilege to tap into so much knowledge and professional experience.

impressed with the linguistic ability of the students in the European School System, and our own children will also be privileged enough to learn Spanish and French to a high level while they are here. In this multilingual school environment, they are also able to continue to learn Irish.

A rich cultural environment

In the Anglophone section, where my colleagues have mainly been seconded from schools in Ireland and the United Kingdom, we also work with colleagues sent from various Member States across Europe, who work in the French, German and Spanish sections. It is not uncommon for teachers from five or six European nationalities to have coffee or lunch together on a daily basis. It is a wonderful thing to find out about how each national education system works, and to exchange ideas with such a diverse group of colleagues. We are all aware of the richness of our cultural and professional environment. It is a privilege to tap into so much knowledge and to share in so much professional experience.

Community

Most of the teachers are in the same boat as me, away from family and friends, so an immediate sense of belonging is found within the school community. I have had so much support and help from colleagues, and thanks to their warm welcome I have integrated quickly.

I have taught in the European School System for just one year so far and have just begun a second year out of a potential nine-year period. I really look forward to the year ahead. If you enjoy celebrating diversity, are open to new challenges, and making the most of every opportunity for professional development, the European School System may just be for you too.

Please see www.eursec.eu for further information on the European Schools.

Supporting Community and Comprehensive teachers

The ASTI Community and Comprehensive Committee highlights issues of importance to teachers in the Community and Comprehensive sector to ASTI Standing Committee.



The Community and Comprehensive Committee. Back row (from left): Declan McNerney, Dermot Brennan, Gerard Doherty and Anne Taylor. Front row (from left): Mary Ohle, Liam McHugh, Martin Talbot (Chairperson), Eveline Holderick and Mary Lyndon. Not pictured: Máire G. Ní Chiarba (ASTI President), Ed Byrne (ASTI Vice President), Kieran Christie (ASTI General Secretary), Ian McColgan and Geraldine O'Neill.

Current Committee members

- Eveline Holderick
- Declan McNerney
- Ian McColgan
- Mary Lyndon
- Anne Taylor
- Dermot Brennan
- Geraldine O'Neill
- Martin Talbot – Chairperson
- Gerard Doherty
- Liam McHugh
- Máire G. Ní Chiarba – President
- Ed Byrne – Vice President
- Mary Ohle – Honorary National Organiser
- Kieran Christie – General Secretary

Ann Marie Ryan, Industrial Relations Officer, provides professional support to the Committee.

There are currently approximately 3,500 ASTI members teaching in community and comprehensive schools and community colleges. The ASTI Community and Comprehensive Committee advises Standing Committee on issues affecting members in these schools. The Committee is made up of members representing all of the regions of the country, and meets three to five times a year to consider the concerns of members in their regions who teach in community and comprehensive schools and community colleges. These concerns are then passed on to Standing Committee.

Differences in terms and conditions

When the Community and Comprehensive Committee was first established, there were a number of differences between terms and conditions for teachers in community and comprehensive schools and community colleges and teachers in voluntary secondary schools. These differences included differences in pay and sick leave allowances, and the Committee had an important role to play in highlighting these issues to Standing Committee.

Dual union schools

Current issues of importance to the Committee include: the experiences of members teaching in dual union schools; and, recruitment. Schools in the community and comprehensive sector may have teachers who are members of both the TUI and ASTI (dual union schools) and this can cause difficulties for teachers in these schools. For example, at the moment TUI members in these schools are attending CPD for the proposed changes to the Junior Cycle, while ASTI members are not. The Committee would raise concerns expressed about this by ASTI members in dual union schools to Standing Committee.

Growing sector

The community and comprehensive sector is growing, as most new schools fall under this sector. The number of members in these schools is increasing, and the Committee has an important role to play in representing the views of members in these schools to Standing Committee. They also have a role in recruiting ASTI members from these schools, particularly dual union schools.

A vibrant heart

In this edition, with its 1916 commemorative theme, it is fitting that we feature the Fermoy Branch.



Fermoy Branch officers (from left): Patrick O'Driscoll (Secretary), Bernadette Fennessy (Chairperson), Richard Terry (Equality Officer), Mary Lynch (CEC) and Margaret Kent (CEC). Not pictured: Carmel McCarthy (Treasurer).

"A system of education which ignores the teacher is radically unsound."

P.J. Kennedy, ASTI President 1910-1912 and Fermoy Branch member

Schools

Loreto Secondary School, Fermoy
St Colman's College, Fermoy
Presentation Convent, Mitchelstown
CBS Secondary School, Mitchelstown
Blackwater Community School, Lismore

Officers

Chairperson: Bernadette Fennessy
Secretary: Patrick O'Driscoll
Treasurer: Carmel McCarthy
Equality Officer: Richard Terry
CEC representative: Margaret Kent
CEC representative: Mary Lynch

History

The origins of the ASTI itself lie in the staffroom of St Colman's College, Fermoy. Thomas MacDonagh, who is the focus of much attention this year, was a founding member of the union, and also taught in St Colman's (from 1903-1908) before joining the staff of St Enda's, the school established by Pádraig Pearse in 1908.

The first President of the union was P.J. Kennedy, a teacher from the



The plaque commemorating the 75th anniversary of the foundation of the ASTI was unveiled in St Colman's College on March 2, 1984, by then President Ray Kennedy. A meeting of Standing Committee was also held on the following day in St Colman's.

school, who is now commemorated by the award presented to members who have given long and valuable service to their branches. Another St Colman's teacher, Joe Whyte, served as President in 1992/1993. Many members of the Fermoy Branch have given long service on CEC and Standing Committee, including Matt Bermingham (CEC and Education Committee), who was awarded Honorary Life Membership by the union in 2015, and Ann O'Sullivan, who served on the Equality Committee.

Margaret Kent, a teacher in Loreto Secondary School, is the current Chairperson of the ASTI's Education Committee.

Activities

The branch meets five times during the school year in The Grand Hotel, Fermoy. Discussion can be broad, from the local to the national and international. The Branch regularly makes submissions on topics affecting education and the teaching profession, including recent submissions on 'Cosán' and 'Advancing School Autonomy in Ireland'. At ASTI Conventions in recent times, Fermoy Branch motions on a wind down scheme for teachers approaching retirement, and removal of the pension levy, were approved. Retirement functions are held every few years to recognise the contribution of members to the branch, the union and to education.

Burning issues

The most regular issues to be raised by members include: removal of the pension levy; the effect of changes to the sick leave scheme; the growth of the 'education industry'; the growing bureaucratisation of education; the pay disparity that is undermining the future of the teaching profession; and the need to strengthen the union and increase member participation. Says Branch Secretary Patrick O'Driscoll: "Branch meetings are lively, where issues pertaining to teaching and education in general are debated. There is a recognition that education is going through a transformation, much of which is not being questioned at a national level, and is being done in response to ideological beliefs. The low participation rate of members in ballots and at branch meetings across the union is a concern. Teachers are often the only group who can stand up and

Famous founder

Thomas MacDonagh was a teacher of English, French and Latin in St Colman's.

He previously taught in St Kieran's College in Kilkenny. MacDonagh left

St Colman's after a dispute with the college President,

Dr Barrett, over the management of Gaelic games in

the school. Shortly after, in the winter of 1908, a group of teachers from St Colman's met to form a

representative body to agitate for improved conditions for teachers. This was to become the ASTI. MacDonagh, now working in St Enda's,

became active in the association.



question the direction of changes in education. The union needs to be more active and critical now than at any time in our history, both locally and nationally".

"Though the Fermoy branch is one of the smaller ASTI branches, it has a vibrant heart. Members of the branch work to ensure that the teacher's voice is not drowned out by the burgeoning education industry."

Margaret Kent, CEC

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www.pac.ie

Mary Nolan – a tribute



*"Loveliest of trees the cherry now
Is hung with bloom along the bough
And stands about the woodland ride
Wearing white for Easter tide"*
(A.E. Housman)

Sadly in the midst of springtime – Mary's favourite season – she was called to her eternal reward. Her untimely death on Good Friday, April 18, 2014, following a short illness left us all baffled and bereft.

Mary lived her entire life in Cloocan, Gorthnaganny, Co. Roscommon. In the late 1960s she joined the staff of Mercy Convent Secondary School, Castlerea, Co. Roscommon, which became a community school in the 1990s. Recognising her exceptional abilities, Mary was promoted to the role of vice-principal, which she diligently undertook for 20 years. Indeed, when the school evolved into the larger community school, it was Mary's great generosity and people skills that enabled a very smooth transition for both staffs. She was held in the highest esteem by all in the staffroom, who were so frequently touched by her care and empathy.

Mary taught all the 'commerce' subjects – business studies, accounting and maths. Her love for her daily teaching tasks and her respect for the pupils she taught was always very evident, during a span of 39 years.

Beyond the call of duty Mary made things happen, from singlehandedly creating costumes for the school musicals to transforming the staffroom and gym with flowers and plants from her extensive gardens for important occasions. Her gardens were a reflection of her creative genius, and an explosion of colour translated not only into her immediate local landscape, but also her vibrant paintings, millinery, furniture restoration, stained glass and needle craft of all sorts. Mary's artistic flair came to the fore when she created an array of cakes and confectioneries for school and home parties. Despite her myriad of talents, Mary was gentle and unassuming and never sought the limelight.

We, her colleagues, are left without our 'shining light', who shared her love, home and wisdom with us. What a privilege and blessing to have known Mary for more than 40 years. "A faithful friend is the medicine of life" (Ecclesiasticus 6:16).

Mary is survived by her husband Michael, sons John and Pat, sisters Kay, Helen, Anne and Agnes, daughters-in-law Evelyn and Nicola, grand-daughter Hazel, extended family, relatives and many many friends.

Ar dheis Dé go raibh a h-anam dilis.

Mary Quinn – a tribute



The sudden death of Mary Quinn on October 10, 2013, shook us all to the very core. How could such a vibrant, life-affirming person depart from our midst? She was a larger-than-life person: loving, warm, compassionate, kind, thoughtful and extremely generous. A native of Keel, Achill, Mary arrived in Castlerea in 1973 to teach at Mercy Convent Secondary School, and after the amalgamation, at Castlerea Community School. During a span of 37 years Mary imparted her immense knowledge of French and geography to pupils of all abilities, whom she encouraged to reach their full potential. As school librarian, she volunteered many additional hours to promoting reading among the student body. In the final decade of her career she retrained as a special needs teacher, and it was her greatest satisfaction and fulfillment to celebrate her students' progress. Mary was blessed with a beautiful singing voice, so she assisted with the school musicals and concerts. She was a cherished member of many choirs, be it in Ballyhaunis, Williamstown or Achill.

Mary joined the Carrick-on-Shannon Branch of the ASTI and was a committed member throughout her career. Being a very incisive, independent thinker, Mary explored all the issues in education, especially during the PAYE demonstrations in the 1980s and 1999-2011, and latterly from 2012-2013. Mary was first and foremost a 'people person' who reached out to people of all persuasions and means, and empathised with their life stories and difficulties. Her illness did not deter her or turn her concern inwards, as she continued her involvement with community activities.

Mary eagerly anticipated her retirement in 2010. For her the future was filled with amazing possibilities, which she made happen. She was a most enthusiastic member of the RSTA and, where possible, embraced all its activities. She had volunteering roles in the Special Olympics and with the Eucharistic Congress in 2013. Her natural grace meant that she would greet prince or pauper with equal ease. She exuded wit, fun and charm, which endeared her to all her friends and acquaintances. She was an intrepid traveller; Argentina was next to be explored. Alas Mary's life journey with us – her friends and colleagues – came to an abrupt end. We were blessed and enriched by her goodness and love, and trust that she is now at peace in her eternal home.

Slán leat a Mhaire a grá. Ní imithe uainn atá tú, ach romhainn.

Seamus Falvey (1953-2015)



We as a school community were deeply saddened to learn of the sudden passing of our former principal, Seamus Falvey, on June 26, 2015. It has left a massive void in those of us who had the good fortune to know Seamus throughout the years.

Seamus was born in Batterfield, Fries, on December 24, 1953. He began his education in Longfield National School. In 1967 he enrolled in St Brendan's, Killarney

(The Sem), where he distinguished himself both academically and athletically. In 1972 he went to UCC, where he studied French, Latin and maths. After completing his Higher Diploma in Education in Regina Mundi in Cork City, he took up his first, and what proved to be his only job, here in Presentation Secondary, formerly St Joseph's Secondary School, Castleisland, in 1976.

Anecdotal evidence exists that when Seamus first started teaching here he allegedly said: "If ye are fair with me, I'll be fair with ye". Having spoken to people in the last few weeks, that is the picture that was painted – a sensitive, understanding, kind and fair man. In 2000, he became the school's first permanent lay principal, a post he held until his retirement in 2012. He never forgot, however, the true nature of the vocation, to engender a respect and love of learning, and help every student to achieve her potential.

He was a great advocate of extra-curricular activities. In fact, as principal he had the great fortune to see our school achieve All-Ireland success in Ladies Gaelic football, when the Juniors and Seniors triumphed, in 2005 and 2008, respectively. This was always a great source of pride for him.

Seamus was a great supporter of the GAA, an avid reader and a lover of traditional Irish music and culture. This awareness of his culture and identity, as he said himself, kept him grounded.

When one looks back over the 36 years he spent as a teacher, 12 of those as principal, one can categorically agree that many values in relation to Seamus stand out. His humanity stemmed from extending kindness, respect and Christianity towards people regardless of their position or status in life. Through Seamus' leadership, he has left a happy and contented school in his wake.

We think of Seamus' wife Marie, his children Jerry, Gobnait, Michael, Jimmy (RIP), John and Brendan. Our prayers and our thoughts as a school are with them in this difficult time.

Seamus' time in Presentation Secondary School will be a well-thumbed chapter of the history book on St Joseph's. His earthy feet planted a sense of humour in the face of adversity, and fostered, quite simply, all things good. He will be missed, tá sé fíor, mar sin a rá, nach mbeidh a leithéid ann arís go deo.

'Ar dheis Dé go raibh a anam dílis.'

Padraig Kelliher,
Deputy Principal

An bhfuil céim mhaith agat sa Ghaeilge?
Ar mhaith leat cur le do dheiseanna fostaíochta?

Cuirfidh Láronad de Bhaldraithe do Léann na Gaeilge, UCD Scoil na Gaeilge, an Léinn Cheiltigh agus an Bhéaloidis, cúrsaí máistreachta/ dioplóma iarchéime ar fáil i Meán Fómhair 2016 le freastal ar na deiseanna fostaíochta do chéimithe le sainscileanna Gaeilge:

MA / Dioplóma iarchéime: Scríobh agus Cumarsáid

- Aistriúchán
- Dlí-Aistriúchán
- Na Meáin Ghaeilge agus Nuatheangacha

Tá líon áirithe scoláireachtaí ar fáil do na cúrsaí seo.

Spríoclá Iontrála: 30 Meitheamh 2016

Cheofar eolas breise faoi na cúrsaí agus faoi na scoláireachtaí ó:

Dr. Regina Uí Chollatáin, Stiúrthóir an Chúrsa
Ríomhphost: regina.uichollatain@ucd.ie

Is cúrsaí iad seo atá á gcur ar fáil mar chuid lárnach de gheallúint UCD chun oideachas ceannródaíoch ceathrú leibhéal a sholáthar agus a ndéantar comhordú orthu tríd an Scoil Iarchéime, Coláiste na nEalaíon agus na nDaonnachtaí, UCD. Tá na cúrsaí seo á gcur ar bun le tacaíocht ón Roinn Ealaíon, Oidhreacht agus Gaeltachta tríd an Udarás um Ard-Oideachas.



www.ucd.ie/icsf/postgrad/



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National University
of Ireland Maynooth

Ollscoil Mhá Nuad
Ollscoil na hÉireann
Má Nuad

DEPARTMENT OF EDUCATION

UNDERGRADUATE PROGRAMMES

- BSc Science (with Education) or BSc Mathematics (with Education) MH212
- Contact: admissions@nuim.ie

RESEARCH OPPORTUNITIES

- PhD in Education
- MLitt in Education

TAUGHT POSTGRADUATE PROGRAMMES

- Postgraduate Diploma in School Guidance Counselling MH93G
Application deadline 18th March
- Degree of Master of Education (School Guidance Counselling) MH53G
Application deadline 10th May
- Degree of Master of Education (General or with Specialism)
New flexible modular design
Application deadline 10th May
- Postgraduate Diploma in Educational Management MH59G
Application deadline 17th May
- Postgraduate Diploma in Educational Leadership (Tóraíocht) MH61G
Application deadline 16th May

For further details on our programmes visit:

Website: <https://www.maynoothuniversity.ie/education/our-courses>

All applications must be made online via the Postgraduate Applications Centre, www.pac.ie

RSTA recruitment campaign 2016

The RSTA wishes to remind retired secondary teachers of the urgent need for numerical strength.

While we welcome pension restoration in principle, the paltry partial restoration in 2016 is adequate proof of the need for strong action. Retaining pension parity is imperative to ensure a reasonable standard of living for teachers who have given a lifetime of service. The fight for pension parity was a long and arduous one, and this well-deserved gain is currently under threat. The campaign for negotiating rights is ongoing.

AGM

On a lighter note, the RSTA advises members and prospective members not to miss our AGM, which will be held in Wexford on May 3 and 4, and which promises to be a festival of entertainment, featuring AIMS award winning singers and other exciting activities.

Branch news is available on the website and the RSTA encourages members to check it regularly.

RSTA Membership Application/Renewal

First Name:	<input type="text"/>	Surname:	<input type="text"/>
Address:	<input type="text"/>		
Home Phone:	<input type="text"/>	Mobile:	<input type="text"/>
Email:	<input type="text"/>	RSTA Branch:	<input type="text"/>

Annual Subscription €24. Payment options:

1. Standing Order: Please complete the set-up form below and send to the RSTA National Treasurer.
2. Cheque: Please make the cheque payable to "RSTA" and send with this form to the RSTA National Treasurer.
3. Online Bank Payment: To make a transfer or set up a Standing Order online please refer to the Standing Order Form below for details of the RSTA Bank Account.

PLEASE RETURN COMPLETED APPLICATION FORM TO:

RSTA National Treasurer: Mrs Muriel McNicholas, Cordarragh, Kiltimagh, Co. Mayo.

E: rstatreasurer@gmail.com M: 085-118 1330.

Please complete in BLOCK CAPITALS using black or blue pen.

To The Manager: Date:

(Name of Member's Bank)

Bank Branch and Full Address:

I hereby authorise and request you to DEBIT my account.

Bank Account No:

National Sort Code (NSC):

Account Name: with the amount of €24. Amount in words: Twenty Four Euro

Frequency: Annually Until Further Notice Start Date for payment:

And to CREDIT the account held in the name of: Retired Secondary Teachers' Association AIB Bank, Sutton Branch

NSC: 93-23-61 Account Number: 12729-080 IBAN: IE55 AIBK 9323 6112 7290 80 BIC: AIBKIE2D

Member's Name & RSTA Branch:

(To identify the member's payment on the RSTA bank statement)

Member's Signature: Date:

(You can cancel this Standing Order instruction at any time by writing to your Bank. The amount of the payment authorised above may not be altered except by your instruction to your Bank.)

Volunteers needed for research project

Are you a qualified primary/post-primary teacher who taught overseas for a minimum of one year? Have you been teaching in Ireland since September 2015 at least? If so, are you interested in being interviewed as part of PhD research being undertaken at NUI Galway examining the experiences of Irish teachers who have returned from teaching abroad? Please email M.NAGLE4@nuigalway.ie for further information.

Teaching the Holocaust summer school for post-primary teachers

'Teaching the Holocaust', a three-day summer school for teachers, which takes place from August 22-24, is now in its tenth year. This programme provides Irish teachers with the unique opportunity to work with Holocaust experts, teachers, educators and scholars. Participants learn how to bring this complex subject into the Irish classroom, irrespective of their subject or discipline. Different approaches and perspectives are incorporated into the sessions, and excellent materials and resources are provided to complement the course. 'Teaching the Holocaust' is suitable for all post-primary teachers. For more information, contact info@hetireland.org or visit www.hetireland.org.

Maths Counts 2016

The Project Maths Development Team will host its third annual mathematics conference – Maths Counts – for post-primary teachers and those involved in initial teacher education, in UCD on April 22 and 23. The keynote speaker will be Prof. Akihiko Takahashi, an internationally acclaimed expert in facilitating teachers to develop their ability to teach through problem solving. Prof. Takahashi will teach three problem-solving lessons to a group of students live at the conference on Friday evening and Saturday morning. In addition, a series of parallel workshops and presentations will be provided by practising teachers. The conference aims to disseminate teachers' strategies and real classroom experiences for post-primary maths teachers and personnel involved in initial teacher education.

CLASSIFIED

Volunteer with VLM

Teachers are invited to participate in our four-week summer programmes for 7-15 year olds in Ethiopia this July-August. Visit www.vlm.ie/summer2016/ or contact Mary Anne Stokes on 087-139 7069.

Certificate in Holocaust Education

Continuous Professional Development
Special Purpose award at NQF level 7 carrying 20 ECTS



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

Course Duration: One year (part time)

Accreditation: The Certificate in Holocaust Education is awarded by Trinity College Dublin, standardised by the EU and acknowledged internationally.

Enrolment: August or October.

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

Fee: €1,995 for registered teachers which includes university registration, all tuition, travel and accommodation (a.p.s.) For other applicants who do not qualify for sponsorship, the fee is €2,995. This programme may qualify for the Refund of Fees Scheme.






For information and details about all our teacher education programmes, contact:
Holocaust Education Trust Ireland, Clifton House, Lower Fitzwilliam Street, Dublin 2, Ireland.
 Tel: + 353 1 6690593 Email: info@hetireland.org www.hetireland.org

Teaching The Holocaust

Continuous Professional Development
22, 23 and 24 August 2016

An intensive three day programme for post-primary teachers that addresses the complex subject of the Holocaust and how to teach it in the Irish classroom. The course considers the historical context of the Holocaust, pedagogic challenges, cross-curricular perspectives and interdisciplinary approaches.



Teachers of History, RE, English, CSPE, Drama, German and other European languages, Mathematics, Music, Sports and Transition Year have all benefitted from participation in this programme, presented by international Holocaust educators.

- The historical context and development of the Holocaust
- Teaching the Holocaust to Junior and Senior Cycle
- Choosing and using age-appropriate resources
- Methodologies and Lesson Plans for the classroom
- Participants will draw together a comprehensive portfolio of resources by the end of the course

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

Venue: Trinity College, Dublin 2
Fee: €295 (includes lunch each day)






For information and details about all our teacher education programmes, contact:
Holocaust Education Trust Ireland, Clifton House, Lower Fitzwilliam Street, Dublin 2, Ireland.
 Tel: + 353 1 6690593 Email: info@hetireland.org www.hetireland.org



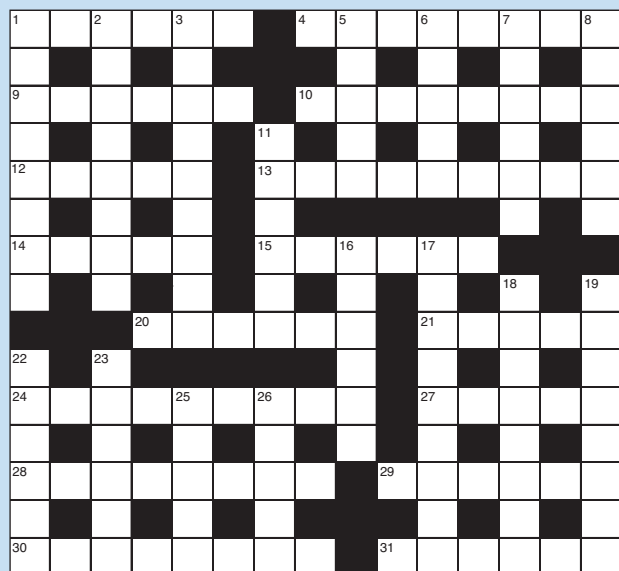
Sponsored by ASTI Credit Union



ASTIR CROSSWORD NO. 1602

The winner will receive €200

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



Name

School

Address

ASTI Branch

Entries to: ASTIR Crossword No. 1602, Think Media,
The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, April 22, 2016

CLUES ACROSS:

- 1 Last month (6)
- 4 See 1 down
- 9 Put the vessel to sea (6)
- 10 Dupe the soup on a clear river in France (8)
- 12 1997 treaty city (5)
- 13 See 18 down
- 14 Verdi's ".... Miller" (5)
- 15 Goldsmith's deserted village (6)
- 20 Does this dairy product always bring a smile? (6)
- 21 Earns a trapping device (5)
- 24 With optimism (9)
- 27 Come together with an itune! (5)
- 28 A UN memorial erected in a short space of time (8)
- 29 Parts of the act! (6)
- 30 Make a mistake in the heavens in this seaside town in North Dublin (8)
- 31 The Old Testament provides relief as an afterthought (6)

CLUES DOWN:

- 1 down and 4 across: Title of John Cunningham's book about the ASTI (8,8)
- 2 Into cute German of old (8)
- 3 See 22 down
- 5 Mixed with (5)
- 6 Is Ben a Norwegian playwright? (5)
- 7 Just about (6)
- 8 Looks with disdain (6)
- 11 'Quantum of', a James Bond film (6)
- 16 Farewell informally (6)
- 17 Cure roses if you have the means (9)
- 18 down & 13 across: ASTI General Secretary formerly held this office (8,9)
- 19 Breaks in nooks or alcoves! (8)
- 22 & 3 down A 1916 signatory and one of the founding members of the ASTI (6,3,6)
- 23 Freeload a light cake! (6)
- 25 A knife murder in the thigh bone (5)
- 26 A clean jousting weapon (5)

Solution to ASTIR Crossword No. 1601

Across

1. White elephant
10. Alleges
11. Imprint
12. Smug
13. Cello
15. Gout
17. Rue
19. Obsess
21. Domino
22. Special
23. Net pay
25. Nitwit
27. CEO
29. Ruin
30. Gasps
31. Aide
34. Amorist
35. Noisier
36. Silver Springs

Down

2. Hold ups
3. Tags
4. Easter
5. Edible
6. Hope
7. Nairobi
8. Lansdowne Road
9. State-of-the-art
14. Lunches
16. Essay
18. Solid
20. Spy
21. Dan
24. Tripoli
26. Whiting
27. Carter
28. Open up
32. Kiev
33. Kiwi

DID YOU MISS?

Why we need to spend more on education
Schools commemorating 1916
Profile of the Fermoy Branch

10
22
28

Congratulations

Congratulations to the winner of
Crossword No. 1601:
Ann Barry, Ursuline Secondary
School, Thurles, Co. Tipperary.
Tipperary Branch member.

**“Today,
tomorrow,
together.”**



New Members Welcome

Visit our stand at Conference to enter a draw for €200!!

If you're not already a member why not talk to our team at conference to see how becoming a member of ASTI Credit Union can benefit you. Simply bring along two forms of Id.

Open an account before 30th April 2016 and we will lodge €20 into your account to get your savings started.



Requirements to Join:

1. Completed Application form
2. Photo Id—copy of your current passport or drivers licence
3. Proof of address—a recent utility bill or bank statement
4. A recent Payslip

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