

# ASTIR

Association of Secondary Teachers, Ireland



## 10,000 sign petition against Junior Cycle Framework

From words to action –  
EI Women's Conference

Advice for new teachers  
seeking work

Call for more supports for  
second-level schools

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**asticu.ie**

# Contents

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## ASTIR

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Cover photo caption: ASTI President Sally Maguire holds  
petitions signed by 9,921 teachers at ASTI Convention 2014.

Photo by Tommy Clancy.

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6



28



22



25



12



19



26

4	From the President's desk
	<i>Time for the Minister to hear the teachers</i>

4	General Secretary's update
	<i>Time to rebuild and regain what we lost</i>

5	ASTI news
---	-----------

10	ASTI in the media
----	-------------------

12	ASTI Convention 2014
	<i>The speeches</i> 12
	<i>Junior Cycle a key Convention focus</i> 16
	<i>Teachers' initiative overload concerns aired</i> 18
	<i>New teachers must be protected</i> 19
	<i>Vox Pops</i> 20
	<i>Resolutions adopted</i> 21

22	Features
	<i>From words to action –</i>
	<i>EI Women's Conference</i> 22
	<i>ASTI Review</i> 23
	<i>Meet your representatives on</i>
	<i>Standing Committee</i> 25

26	Frequently asked questions
	<i>Job-hunt advice from those in the know</i>

28	RSTA news
----	-----------

29	Noticeboard
----	-------------

30	Crossword
----	-----------

Letters, comments and articles are welcome

All submissions will be considered by the ASTIR Editorial Board. Email [astir@astir.ie](mailto:astir@astir.ie).



## The Minister must hear teachers

I wish to extend a big "thank you" to the 10,000 members of the ASTI who signed our petition of opposition to the Minister's Junior Cycle proposals. I had the honour of bringing these signatures with me to our Annual Convention so that I could prove to the Minister that the ASTI's concerns are not those of a handful of ASTI activists (as had been intimidated); rather they are the widely held and deeply held views of ASTI members and second-level teachers.

During my time as President of the ASTI I have tried to communicate the message that teachers are not fearful of Junior Cycle reform. Teachers have been talking about the need for reform at Junior Cycle level for many years. The teachers I know value their roles as contributors to education reform and to the betterment of young people's educational experiences. The ASTI has a long-standing commitment to working with all the partners in education in order to improve Ireland's second-level education service. However, teachers believe that aspects of the Minister's Framework for Junior Cycle are educationally unsound and will damage our education service. This is why up to 27,000 teachers who are members of the ASTI and TUI are reluctantly taking industrial action in opposition to the Framework. This is why so many of you protested outside your schools in March. This is why thousands of ASTI members signed our petition to the Minister.

The Minister says he is listening. Yet he seems unclear about what we want. This is despite the ASTI clearly and unambiguously stating its concerns over and over again, on different occasions and in different fora.

The Minister has quoted research which demonstrates that, during their second-year at second-level, a significant proportion of students disengage from education. The ASTI believes that the Junior Cycle should be reformed in a way that tackles this issue. Indeed, many teachers believe the Minister's proposals will worsen disengagement.

The window of opportunity for the Minister to intervene and engage in genuine dialogue on teachers' concerns is narrowing. If this does not happen, second-level schools will open their doors in September amidst unnecessary uncertainty – uncertainty for teachers and for students.

### The work of ASTI activists

Finally, as this is my last ASTIR editorial as ASTI President, I wish to express my deep gratitude to all of the ASTI activists out there who are working to protect teaching and education during this challenging period. The ASTI is built upon the work and dedication of school stewards, branch officers and members of our committees. I sincerely thank you for your involvement in the ASTI during the past year and look forward to working alongside you in the coming years.



**Sally Maguire**  
ASTI President

## Time to rebuild and regain what we lost

The ASTI is in the middle of a review of the union, including its structures, operation, rules and procedures. The aim of this review is to make the union more responsive to members' needs. This is a very important exercise as the outcome will influence the direction of the union and its ability to meet the challenges it faces in the short, medium, and longer term.

Already a lengthy analysis of the ASTI has been undertaken. This has involved consultation with branches, members in schools, and an independent review carried out by management consultancy Genesis. A report has been produced which will be considered at a Special Convention, taking place in November. The report includes 85 separate rule changes and 74 specific recommendations. Each of these will be debated at the Special Convention, which will be attended by ASTI members who will be selected as delegates at branch meetings this September. Almost every aspect of the ASTI's work and activities will be examined at this Convention, including: how the ASTI operates in schools; how branches should operate; the roles of CEC and Standing Committee; and, the position of new and retired members of the ASTI. The document containing these rule changes and recommendations is available on the ASTI website [www.asti.ie](http://www.asti.ie). You can also read more about the Special Convention in this edition of *ASTIR*.

I cannot stress the importance of this Special Convention enough. Irish trade unions are operating in an increasingly difficult environment. The legitimacy of collective bargaining has been seriously undermined by the introduction and repeated use of the Financial Emergency in the Public Interest (FEMPI) Acts 2009-2013. This legislation was used in 2009 to introduce a pay cut in the form of a pension levy for public sector workers. It was used again in 2010 to impose a unilateral pay cut on public sector workers. More recently, ASTI members were told that if they did not sign up to the Haddington Road Agreement, FEMPI legislation would be used to impose even worse terms and conditions.

On a positive note, the ASTI is currently the second fastest growing trade union in the country. Membership numbers grew by 530 last year. The majority of new members are young, part-time and/or temporary teachers. Clearly they feel the need to be in a union. It is vital that the ASTI functions in a manner which represents these members and protects their futures.

Our energies are currently focused on bringing about fundamental change to entry into second-level teaching so that these dedicated teachers can be assured of fair pay and a reasonable chance of secure employment. I believe the ASTI can renew itself and regain what second-level teaching and education have lost during five years of recession. I believe that in building a strong movement for teachers, the ASTI can also play a pivotal role in developing the strength of the wider trade union movement.



**Pat King**  
ASTI General Secretary

## ASTI Scholarship – applications still open

The ASTI offers a scholarship of €4,000 to assist members in undertaking further studies. Any ASTI member who is currently in service, or on paid study leave, is eligible to apply. The closing date for application is May 31, so log on to the services and benefits section of the ASTI website now to apply.

## Meet your new reps – standing committee

The ASTI elects a new ASTI President and Vice-President each year at ASTI Convention.

Philip Irwin has been elected ASTI President for 2014/2015. Philip will take a sabbatical from teaching at the High School, Rathgar, Dublin. His term of office will begin in August.

Máire Ní Chiarba has been elected ASTI Vice-President for 2014/2015. Máire teaches at Coláiste an Phiarsaigh, Glanmire, Co. Cork.

### Standing Committee

Three new ASTI Standing Committee members have also been elected. The new representatives are Matthew O'Connor (Region 5), Eamon Dennehy (Region 10) and Denyse Hughes (Region 12).

You can read more about your new Standing Committee reps on page 25. You'll find details of all ASTI committee members on the ASTI website.

## Retirement grace period extended to June 30, 2015

Following representations from the ICTU Public Services Committee, the Government has agreed to extend the retirement 'grace period' under the Haddington Road Agreement to June 30, 2015.

The extension means that teachers who retire on or before June 30, 2015 will have their retirement pension and lump sum calculated on the basis of their salary prior to July 1, 2013.

See the retirement and pensions section of the ASTI website for full information.

## ASTI part of new Section 37 Alliance

The ASTI is involved in a new trade union alliance, seeking the repeal of Section 37.1 of the Employment Equality Act. Section 37.1 allows religious employers to discriminate against employees if the employer can make a case that it needs to do so to protect its religious ethos, for example, in the case of LGBT teachers. The ASTI has campaigned for a repeal or amendment of Section 37.1 since the enactment of the Employment Equality Act. At ASTI Convention, ASTI President Sally Maguire welcomed an amendment to Section 37, currently progressing through the Oireachtas, as a step in the right direction. She said, however, that the ASTI is seeking the repeal of Section 31.1, and will not give up until LGBT teachers have the right to work without worry of possible discrimination. Keep updated at [www.asti.ie](http://www.asti.ie).

## ASTI petition on Junior Cycle launched

A petition signed by almost 10,000 teachers opposed to the Junior Cycle Framework was unveiled to the Minister for Education and Skills at ASTI Convention 2014.

The petition was signed by 9,921 teachers from 426 schools around the country, who say they do not support the Junior Cycle Framework proposal for school-based assessment. The petition calls on the Minister to put students at the centre of Junior Cycle reform; to ensure that the methods of assessment used at Junior Cycle are fair, impartial, and transparent and are capable of maintaining educational standards; and, to acknowledge the role of teachers as advocates for their students.

Read more on page 12.

## ASTI Salary Protection Scheme – new lower premium and added benefits

Following a review of the ASTI Salary Protection Scheme, the cost of insurance to members is to fall by up to 22%. The revised scheme will dovetail fully with new sick leave arrangements in place for teachers from September 1. New benefits including a Health and Well Being Programme have also been included in the scheme. The new scheme will be effective from June. For more information, see [www.cornmarket.ie/product/salary-protection/product](http://www.cornmarket.ie/product/salary-protection/product).



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Dublin City University, Ollscoil Chathair Bhaile Átha Cliath

## Reminder: new sick leave arrangements to be implemented from September 1

From September 1, 2014, teachers' sick leave entitlements will be brought in line with those of other public servants. Full information on the new arrangements is available on the ASTI website – [www.asti.ie](http://www.asti.ie).

## ASTI Visa card

The ASTI has partnered with AIB to offer an affinity credit card with a reduced rate exclusively to ASTI members.

The card offers: up to 56 days interest-free credit; special introductory annual interest on purchases and balance transfers; cash advance facility. Terms and conditions apply.

Contact 01-668 5500 or see the services and benefits section of the ASTI website for more information.

Find out about more exclusive benefits the ASTI has to offer you at [www.asti.ie/asti-membership/services-and-benefits/](http://www.asti.ie/asti-membership/services-and-benefits/).

## Teaching Council

More than 87,000 teachers are now registered with the Teaching Council, making it the largest professional registrant in the country. You can check your registration renewal date at [www.teachingcouncil.ie](http://www.teachingcouncil.ie).

## Has your school begun self-evaluation?

As part of school self-evaluation, second-level schools are required to produce and implement three-year improvement plans for numeracy, literacy and one other aspect of teaching and learning across all subjects and programmes by the end of the school year 2015/2016.

Schools should also have begun implementation of a three-year, school-improvement plan, focusing on one of these three areas by the end of this school year, under the terms of Circular 0040/2012. Schools are also required to have begun implementation of that improvement plan and chosen their next area of focus.

For more information, see [www.schoolself-evaluation.ie](http://www.schoolself-evaluation.ie).

## Launch of the UNESCO Global Monitoring Report



*Pictured at the launch of the UNESCO Global Monitoring Report 2014: ASTI Assistant General Secretary and Chair of The Irish Coalition for Education for All, Moria Leydon, and Minister of State for Trade and Development, Joe Costello.*

The Education for All UNESCO Global Monitoring Report 2014 was launched in March. The report outlines a critical review of the progress that countries are making towards the global education goals agreed in 2000. Goals that were to be achieved by 2015. The report acknowledges the significant successes over the last 15 years, but also highlights the stark facts that 57m children worldwide are still failing to learn, simply because they are not in school. While many countries have increased enrolment numbers and expanded teacher numbers, less than 75% of those teachers are trained to national standards. Inequality is very evident with both girls and children with disabilities still being excluded from education, the report says.

## New contract for chaplains agreed

Following representations from the ASTI over a five-year period, a new contract for chaplains has been agreed.

Chaplains, who previously had no entitlement to permanency, will now have the same security of tenure as other teachers. The contract will also outline tuition time and probation period.

A Department of Education and Skills circular will be issued, which will come into effect in September 2014.

## This issue in numbers...

450

**The number of ASTI delegates** who attended Convention last month.  
(P.12)

13

**The number of policy decisions** made by members at ASTI Convention 2014.  
(P.21)

## You're better off in ASTI

Membership of the ASTI gives you:

- representation and support – The ASTI can give you professional industrial relations support and advice, and legal representation, if necessary. We have years of experience and a wealth of expert knowledge to put at your disposal;
- a say in your working conditions and working life;
- answers to your questions – The ASTI is here to explain all aspects of your rights and your entitlements. Any question big or small, give us a call on 1850 418 400; or email [info@asti.ie](mailto:info@asti.ie);
- protection for your profession – The ASTI works to protect and improve teachers' working conditions and to ensure job security. The ASTI represents its members at national, regional, and school levels;
- a say in education – The ASTI plays an important role in shaping second-level education policy in Ireland;
- money-saving deals – As an ASTI member, you can access a number of specially-negotiated deals on a range of products;
- financial benefits – The ASTI operates a Sickness Benefit Scheme through which members can claim benefit for illness and optical and dental treatment. The ASTI Benevolent Scheme also provides financial assistance to members in need;
- up-to-date news and information – The ASTI website is updated daily with news and information for teachers. Throughout the year members receive copies of *ASTIR* magazine and the ASTI newsletter, *Nuacht*;
- you can join the ASTI Salary Protection Scheme, which helps protect your salary against the impact of long-term illness/disability – page 5.

To find out more about ASTI services and benefits visit [www.asti.ie](http://www.asti.ie)

## New National Director of PDST

Ciara O'Donnell has been appointed as National Director of the Professional Development Service for Teachers (PDST). Ciara is on secondment from Scoil Nano Nagle, Clondalkin where she began teaching in 1991. She has worked at various levels in curriculum support and professional development since 2005 and was Deputy Director for Policy, Research and Development with the PDST before her appointment as National Director. The PDST provides continuous professional development to all primary and post-primary teachers and will be releasing its programme of work to all schools shortly in order to facilitate advance planning of CPD at school level.

## New PISA report on problem solving

A new report from the OECD examining students' creative problem-solving skills was released last month.

'Creative Problem Solving – Students' Skill in Tackling Real-life Problems' from the OECD found:

- Ireland's 15-year olds are performing at the OECD average level in problem solving;
- students in Ireland performed best on the knowledge-acquisition tasks and tasks that required them to uncover information;
- Irish second-level schools are doing more to offset the impact of educational disadvantage on problem-solving proficiency than schools in most other OECD countries; and,
- students in Ireland have significantly higher levels of reported perseverance on problem solving, compared to the 28-country OECD average.

Welcoming the publication of the report, ASTI General Secretary, Pat King, said: "While teachers and schools will continue to work to deliver the best possible education to their students, a modern education to equip students to live and work in a globalised society and economy is only possible through improved support for schools as education communities."

To read a full report on Ireland's performance, visit [www.erc.ie](http://www.erc.ie).

## Do we have your up-to-date contact details?

If you have changed address or phone number recently, please let ASTI Head Office know. Contact our membership department on 01-604 0162 or [membership@asti.ie](mailto:membership@asti.ie).

## Paying tribute to dedicated ASTI members

A number of ASTI activists will be honoured for their work on behalf of the ASTI at a ceremony on May 23, to award Thomas MacDonagh medals, PJ Kennedy awards and honorary life membership. Keep an eye on the ASTI website for more details and for photos from the event.



**14/11**

**The date a special convention** giving ASTI members the chance to consider reshaping their union begins. (P.23)



**23**

**The number of teachers** who represent you on ASTI Standing Committee. (P.25)



## Donegal Branch retirement function



*Pictured at a recent Donegal Branch retirement function are: Back row (from left) Maire Mulcahy, former ASTI Assistant General Secretary; Nuala Keegan; Margaret O Driscoll; Kathleen Mc Clafferty; Hilary Donnelly; Paddy Tunney; Joe Harkin; Colm Mc Glynn; Denis Doherty; Stanley Stewart; Mary Hyland; and, Sheila Mc Gettigan. Front Row (from left): Rena O Herlihy; Maura Mc Cool; Bridie Heeney; Gerry Breslin, ASTI Immediate Past President; Brid Barr; Mary Kelly; and, Phyl Dalton.*

## ICTU student film award winners announced

The winners of the inaugural ICTU 'Youth for Decent Work' Film Awards were announced last month.

Colaiste Chiaráin, Croom, Co. Limerick won 'Best Overall Video' in the competition, which asked groups of second-level students to create videos based on the 1913 Lockout and the concept of decent work.

Along with their teacher, Conor Power, the Colaiste Chiaráin students will now be heading to New York to learn about the influence of Irish immigrants on American politics and the American labour movement. As well as the overall award, Colaiste Chiaráin also won in the category 'Best Acting', while Bandon Grammar School won 'Best Screenplay'; Maynooth Post Primary won 'Best Interpretation'; Loreto C.S Milford won 'Best Edit/Animation'; and, Pobalscoil Inbhear Scéine, Kenmare won 'Most Original/Creative'.

Take a look at the winning video and entries from some of the 47 other schools that entered at [www.youth-connect.ie](http://www.youth-connect.ie).

## Teacher Allocations

Teacher allocations for the 2014/2015 school year are currently being finalised. The number of teachers allocated to a school is determined based on the pupil-teacher ratio and the school's additional support or curricular requirements.

In some cases, a school will have more teachers employed than its official allocation, for example, where pupil numbers have diminished in recent years. These schools are referred to as 'over allocation'. When a teacher resigns, retires, or takes approved leave from an 'over allocation' school, they may not be replaced, in order to bring teacher numbers back within the school's allocation.

In cases where a school has permanent teaching vacancies to be filled, these vacancies may be filled in the first instances through redeployment. Following this, the school should attempt to increase the hours of any CID holder on its staff who does not have full hours. It is intended that redeployment be finalised each year by May 31, to allow any remaining vacancies to be filled.

See circular 0007/2014 for more information.

## ASTI directives on Junior Cycle

Following a ballot of ASTI members, industrial action directives are currently in place in relation to Junior Cycle reform.

With effect from Monday, April 7, ASTI members in all schools, including Junior Cycle Network Schools, are to withdraw co-operation with the introduction or implementation of the Junior Cycle Framework proposals as follows:

1. not to attend CPD organised in connection with the Junior Cycle Framework proposals;
2. not to attend meetings associated with the Junior Cycle Framework proposals;
3. not to attend any planning meeting or participate in any planning activities organised in connection with the Junior Cycle Framework proposals;
4. not to engage in any aspect of school-based assessment for the purpose of the Junior Cycle Student Award (JCSA);
5. not to engage in any development of, or delivery of, Junior Cycle Framework short courses; and,
6. not to engage in any event or function related to points one to five above.

For more information the ASTI Junior Cycle campaign, see [www.asti.ie](http://www.asti.ie).

## Keep up with news and information over the summer

You can keep up to date with news from your union over the summer by checking the ASTI website or by following us on Facebook or Twitter.

We'll keep you posted on important news and information for teachers and provide regular updates on ASTI campaigns.

ASTI Head Office will be open throughout the summer, so if you have a query, please don't hesitate to get in touch. Call: 1850 418 400, or email: [info@asti.ie](mailto:info@asti.ie).



[www.asti.ie](http://www.asti.ie)



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## Schools do not have capacity for Junior Cycle Framework, new survey reveals

Only 11% of second-level teachers believe their school has good capacity to implement the Minister's new Framework for Junior Cycle in September 2014, a survey carried out by Millward Brown on behalf of the ASTI has found.

Eighty-nine per cent of those surveyed believe their school has limited, little, or no capacity to implement the Junior Cycle changes proposed by Minister for Education and Skills, Ruairí Quinn. The Framework for Junior Cycle will be introduced from September 2014. However, the majority of teachers surveyed (77%) believe it should be deferred for one year to give schools time to plan.

### Teacher morale suffering

The survey found that teacher morale has suffered a serious decline since the onset of the education cutbacks five years ago. Only 44% of teachers reported good to high levels of job satisfaction, compared to 77% five years ago. Eighty-one per cent of teachers believe their work demands have increased significantly since the cutbacks began. Administration work, and taking part in inspections and evaluations are the areas where teachers say demands have risen the most. Teachers also report an increase in correcting and marking work, due to larger class sizes.

The survey found that the key driver of teacher job satisfaction is "making a difference to students' lives". Key sources of dissatisfaction are demands that take away from direct contact with students, such as administrative duties and increased marking and preparation, due to larger class sizes.

Read the full survey at [www.asti.ie](http://www.asti.ie)

## ASTI survey shows training has failed to prepare English teachers for new Junior Cycle course

The majority of teachers of English in second-level schools believe they have not been adequately prepared to teach the new Junior Cycle English course, which begins in September 2014, a survey carried out by the ASTI shows.

The survey found that 77 per cent of teachers of English said the training provided by the Department of Education did not meet their expectations; 82 per cent said the training did not provide enough time to cover the new English course.

Only 4 per cent of the 1,000 teachers of English who responded to the survey said that their understanding of the Framework for Junior Cycle had increased greatly as a result of the training received; 36 per cent said their understanding had not increased at all. Almost half (47 per cent) said the training had failed to increase their confidence to teach the new English course in September.

See [www.asti.ie](http://www.asti.ie) for more on the survey.

## TEACHING THE HOLOCAUST

### CONTINUOUS PROFESSIONAL DEVELOPMENT

Three-day Summer Course for Teachers  
18, 19 and 20 August 2014

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. Through lectures, workshops, materials and resources presented by expert international Holocaust educators, 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.

#### The programme includes:

- The historical context and development of the Holocaust
- Teaching the Holocaust to Junior and Senior Cycle
- Designing Transition Year Modules
- 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)

Supported by the Teacher Education Section of the Department of Education and Skills (Ireland), The Herzog Centre, Trinity College Dublin, and in appreciation of Claims Conference(USA) for supporting this educator training programme.



Holocaust Education Trust Ireland  
Learning from the past - lessons for today



Claims Conference



For further information about all our Teacher Education programmes and application forms, contact:

Holocaust Education Trust Ireland, Clifton House, Lower Fitzwilliam Street, Dublin 2, Ireland.  
Tel: + 353 1 6600593 Email: [info@hetireland.org](mailto:info@hetireland.org) [www.hetireland.org](http://www.hetireland.org)



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## Teachers: Take a career step that will increase your prospects of employment in Ireland

If you are finding it difficult to secure a full-time teaching job in Ireland or advance your career, Uteach Training & Placement Specialists offer an exciting alternative. Uteach offer opportunities to develop your career teaching in quality schools in England, with a view to a long-term teaching career in Ireland.

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# Teachers call for more supports in schools

ASTI representatives speak out about Junior Cycle concerns and the cuts schools have experienced over the last five years.



*ASTI President Sally Maguire interviewed by TG4 during Convention 2014.*

"What we're saying is: students are entitled to an external objective evaluation of their work, along the way or at some point... The problem with internal evaluation is there is no guarantee that there will be consistency of standards... The Minister has to look at 88% of teachers who are saying no this is not good enough, this is not acceptable."

**ASTI General Secretary Pat King, The Pat Kenny Show, Newstalk, March 27**

"Association of Secondary Teachers Ireland (ASTI) General Secretary Pat King said that students would not develop the problem-solving

ICT skills needed in the globalised economy until there was enough ICT and related supports in schools."

***Irish Independent, April 2, 2014***

"The Association of Secondary Teachers Ireland welcomed the performance of Irish students achieved against a backdrop of cutbacks in education. 'This disinvestment in second-level schools is having a serious impact on the resources and services available to students, including access to ICT for learning purposes,' said the union's General Secretary Pat King."

***Irish Times, April 2, 2014***

"Teachers say six years of cutbacks have left schools unable to implement the changes to the Junior Certificate from September. Almost nine in 10, or 89% of secondary teachers say their school is not ready to implement the proposals, according to a survey by the Association of Secondary Teachers Ireland (ASTI).

The majority of ASTI members surveyed, 77%, want the reforms deferred for one year to give schools time to plan. However, ASTI President Sally Maguire said that even if the reforms were deferred, they would maintain their opposition to the plan for teachers to assess their own students. ASTI General Secretary Pat King said the cuts imposed on schools in six years of austerity had left them experiencing system overload."

*Irish Independent, April 17*

"Association of Secondary Teachers Ireland (ASTI) leaders said there is a clear message from members that schools and teachers need more time and resources before changes are introduced.

The survey of over 1,900 of the ASTI's 17,000 members found that only 11% believe their schools have good capacity to implement Mr Quinn's new Junior Cycle Framework.

ASTI president Sally Maguire said it is alarming that so many teachers do not believe their schools can implement the Junior Cycle proposals. The recent OECD PISA report found that Irish second-level students are among the world's top performers in reading literacy and are also performing significantly above the average in maths and science. What students need is

Junior Cycle reform which builds on these strengths. Teachers have no faith that the Minister's Framework for Junior Cycle — in its current form and in the context of diminished resources in schools — can do this," she said."

*Irish Examiner, April 17*

"When you have an adult and children in a classroom, it's about relationships. So we then asked teachers what is stopping job satisfaction and they made it very clear that what is stopping job satisfaction is the fact that administrative duties, form filling, record keeping, is actually taking away from the time that they have to have one-to-one relationships with kids, the time to stop on the corridor and say how did you get on at the weekend, or how was the match. The ability to have that relationship and to build on those relationships, that's being eroded."

Moira Leydon, ASTI Assistant General Secretary, Drivetime, RTÉ Radio 1, April 16

"An awful lot of the help that students once got is not there. We're not able to engage and help those students in the manner in which we were once able. I find that I am dealing with far more administrative work, rather than dealing with the kind of work that I need to deal with in my classroom, the innovations that I need to take to teach, the help that I am trying to give many of my students."

Sean O'Neill, ASTI Standing Committee, Drivetime, RTÉ Radio 1, April 16



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# Convention report – the speeches

## President's address

*The need for fairness for students and teachers was the central theme running through ASTI President Sally Maguire's address to Convention.*

"In the Government's Public Service Reform Plan 2014-2016, it is stated that 'a well-educated, skilled and motivated population will contribute to economic progress and to the creation of a more equitable society and will enhance Ireland's reputation among the family of nations' ... Minister, we'll make a bargain to provide that 'well-educated, skilled and motivated population', if you give us the working conditions, the resources and the time to provide it. Because, Minister, it is not fair to expect teachers to deliver a quality education service with less and less resources, more and more initiatives, and continuous pay cuts. That is not fair, Minister, in fact, it is disrespectful and very short-sighted."

### Inclusive schools

"In Ireland, it doesn't matter who you are or where you come from, you can access a high quality education in an ordinary second-level school. That is something we should be proud of. Let's not destroy it by forcing schools to compete for places in false and damaging 'performance' tables, which have nothing to do with education and only serve to promote cherry picking ... Many schools have had to discontinue valuable courses such as the Leaving Certificate Vocational and the Leaving Certificate Applied programmes and lots of schools have had to curtail their transition year programmes ... It is not fair to disadvantage the most vulnerable of our students by not providing adequate resources to schools to sustain such programmes... It's time we stopped looking at inclusiveness as an exercise in shoving round pegs into square holes. Let's begin to really treat all the children of the nation equally."

### Supports for students

"Minister, while I very much welcome your recently-published anti-bullying guidelines for schools, I have to say your decision to cut the ex-quota provision for guidance counsellors was a major error, particularly so because it followed other staffing cutbacks ... As a teacher, I value the connection I have with my students as they transform from children to young adults. But we can never assume that this transformation will go smoothly. All teenagers face challenges and they need supportive adults and access to support services during those difficult times. Teachers who deal with 200 to 300 different adolescents in one day cannot see everything. Young people in serious distress require support from people with very specific expertise. This kind of support is needed more than ever in our second-level schools."

### New teachers

"It is nothing short of a disgrace to expect our young teachers ... to work side by side with colleagues who, comparatively, are earning significantly more than them, while doing the same job. It was a cynical exercise on the part of the Government to cut the pay of new teachers, when they couldn't cut existing teachers' pay any further because of the Croke Park Agreement. To create three pay scales in a profession that depends so much on collegiality is an exercise in destruction. Teachers, by their nature, work in a collegial manner. They have to in order to do the best for their students ... So, to expect our young teachers to join in that atmosphere of mutual support is naïve in the extreme when they are being treated so differently and so unfairly."

### Junior Cycle

"[The ASTI consultation with teachers on Junior Cycle] was a process that we had to undertake because you, Minister, didn't see the necessity for it. You didn't think that the voice of teachers, the practitioners, the professionals in the field, the people who would have to deliver the new proposals, was relevant, before you made your decision to abolish the



ASTI President Sally Maguire during her address to Convention.



ASTI General Secretary Pat King addressing Convention.

Junior Certificate. That never ceases to amaze me! Don't get me wrong, we all know there are a lot of very exciting changes in the new Junior Cycle proposals, a lot of aspects which are welcomed by teachers – as we can see from *Teachers' Voice*. But surely it would have been prudent to consult the experts before setting those proposals in stone?

"You have said many times, Minister, that you don't know what teachers want, that we are not telling your officials what we want. So here we are today in Wexford – no officials, no middlemen, no go-betweens – just you and me! So, a Aire, an bhfuil tú ag éisteacht liom? This is what teachers want:

"We want change, but:

- we want a fair, equitable, transparent State-assessed examination system;
- we want to remain advocates for our students, not to be turned into their judges;
- we want all students to have equal access to all aspects of the Junior Cycle programme;
- we want the resources to implement the proposed curricular changes – resources that include middle management positions to coordinate the changes, up-to-date technology for all schools, technical support to back up that technology, support for practical subjects, particularly STEM subjects;
- we want smaller classes so that each student gets a fair chance;
- we want proper training before the implementation of the change; and,
- most of all, we want the time to do it all properly, because we want to keep that high level of public confidence in our education system.

"So, Minister, I hope we're clear now, you and I. And I hope that it is clear that this is not about what I am looking for, a President of a teachers' union, but rather that these are the views of second-level teachers, real teachers in real classrooms with real students; they are

widely held views and they are deeply held views. Teachers want this to work, they want to implement your plans but they are the experts so they know the training they need, they know what tools they need and they know that it is essential to have independent, objective evaluation of their students' work."

Read the full speech at [www.asti.ie](http://www.asti.ie).

## General Secretary's report

*Trade union solidarity is vital for the future, ASTI General Secretary, Pat King told delegates.*

"Over the past year, the trade union movement and public service unions in particular, were faced with impossible challenges. It became a question of how to minimise the attack on pay and working conditions and how to keep as many workers as possible in employment. It is no surprise that in such circumstances, the coherence of the trade union movement was put under massive pressure. The particular interests and priorities of each individual union took precedence over whatever collective interests we had... Not only that, but the Haddington Road talks caused divisions within each union group, with younger teachers pitted against older teachers, fixed-term teachers against permanent teachers and so on... Our members were coerced and bullied into acceptance of the Haddington Road deal. They were threatened with scores of redundancies, the common basic pay salary scale for teachers was to be broken, and they were to suffer losses all the way to retirement and beyond. We will not forget this."

### FEMPI legislation must go

"Industrial relations is governed by several pieces of legislation ... These laws create a balance between the rights of employers and the rights of



*John O'Donovan and Gavin Daly, Kerry Branch.*



*Stillorgan Branch delegates lead a standing ovation for the President's address.*

employees... FEMPI [Financial Emergency Measures in the Public Interest] legislation changed the balance that normally applies in a free democracy. It replaced normal negotiation with dictatorship by government. It made normal negotiation virtually impossible. It removed all elements of fairness and trust from the negotiation forum. What we had was industrial relations by threat and by dictate and by blackmail. And the ASTI became the target in this industrial relations experiment. "Last July, FEMPI was unanimously condemned by every union in this country at the ICTU delegate conference... I believe that FEMPI will go; its various elements will be unwound over the coming months. Its existence is tied up with the state of the national economy. A most important question now is what will replace it. The danger is that now that government has got a taste of deciding on the pay and working conditions of public servants, not at the negotiating table but in the chambers of Dáil Éireann and in the offices of the Department of Public Expenditure and Reform, that this or future governments will seek to maintain this unhealthy abuse of their power."

### **Solidarity needed in post-FEMPI era**

"The public service trade union movement must now look at the post-FEMPI era, at the post-recession era. We must never again find ourselves with a fractured trade union movement facing up to a government armed with draconian FEMPI-type powers. One thing is certain: 20 public service unions chasing around as individuals, each one pursuing its own agenda, ignoring what we have in common, failing to see that we have one common opponent, will be music to government ears and will leave unions open to being picked off one by one. "The Public Service Committee of ICTU has already put on the record that, should there be an improvement in the public finances of a sustained and substantial nature, then public service pay claims will be lodged... In pursuing such a claim, we will have clear and recent memory of how we were treated by government over the past three

years. We will, as always, have learned from our past experiences, particularly that a united trade union movement, a united group of public service unions, a united group of teacher unions are far, far more likely to negotiate successfully than any one union acting alone... I also believe that, when in a battle, we must speak with one voice and we must all publicly support the policy position or tactical position decided on... This is a democratic union where members elect their leaders and ultimately decide matters by ballot. So let's respect that democracy."

### **Future priorities: new teachers and union renewal**

"There were a few positives from Haddington Road. The three-year CIDs represent a major improvement for what will eventually be hundreds of fixed-term teachers. Despite the pay cuts and the increment freezes, we took the first steps in closing the gap in salary scales between newly-qualified teachers and their predecessors. Over their career, this is worth €200,000, or €5,000 a year for 40 years for such teachers. This was agenda item number one on day one of the Haddington Road talks and tabled by the ASTI, TUI and INTO together. Closing the salary scale gap for younger teachers must remain as agenda item number one."

"The ASTI is the second fastest growing trade union in the country, up 530 on last year... We've had some bad years, but I believe that this union can renew itself and begin the challenging process of restoring the conditions and pay that we have lost during the recession. I also believe that the ASTI can play a pivotal role in building the organisational strength of the wider trade union movement. A strong movement with strong collective power is the only way that we as workers can influence our working lives, the lives of our children and our grandchildren, and create a decent society for all."

Read the full speech at [www.asti.ie](http://www.asti.ie).





Minister for Education and Skills, Ruairi Quinn.



Margaret Kinsella, Stillorgan Branch listening to the debate.

## Minister Ruairi Quinn

*The Minister for Education and Skills' address focused on inclusion for students and teachers and his proposed reform of the Junior Cycle.*

"Poverty, immigration, differences in capacity. Domestic dysfunction, embedded educational disadvantage, cultural changes in our nation. All of these are challenges to the education you strive to provide each day. And challenges to how we as a nation imagine our schools can and should operate. By focusing on supporting inclusion and diversity in our schools, I hope that we can tackle the man-made limitations we have imposed upon our children.

"In discussing the need to support inclusion and diversity in our schools, I am conscious that this idea must apply to teachers as well as to students. In that spirit, it is essential that we amend the Employment Equality Act, to deal with the existing Section 37. Over the last fortnight, the Seanad has discussed the committee stage of a bill tabled by my colleague Ivana Bacik. At last, after 17 years of delays, we are making progress on this vital piece of legislation. I believe that this amendment will go a long way to removing the climate of fear faced by many of our LGBT teachers. It will allow them to be open about who they are and who they love, without fearing the implications this may have on their jobs or their prospect of getting a job. Working with the Minister for Justice and Equality, I am determined to resolve this legislation conclusively, before another year has passed."

### Junior Cycle

"The most significant body of research we have on the lived experiences of post-primary students is the longitudinal study carried out by the ESRI. Sadly, this research shows us, to quote Emer Smyth and Frances Ruane, 'the current Junior Cycle is not providing an engaging and challenging experience for young people. Their learning is often well below its

potential.' ... More worryingly, the research tells us that during second year, many students – too many students – disengage from their education... Moving away from centralised state certification at the end of Junior Cycle will certainly benefit those students. But it will also benefit all others.

"The learning approaches which post-primary students best engage with, are those which capitalise upon their natural creativity and imagination... But for you, our teachers, there is little space for such approaches by the time students reach third year. Practising past papers, learning to recite prepared essays, a narrowing of the curriculum to those areas likely to be examined; these are the features of preparing for the Junior Certificate. And by extension, must become features of your classrooms... Is it really acceptable to say that memorisation and rote learning, should be allowed dominate all other learning in post-primary schools? Clearly, the answer is no. As teachers, you are more ambitious than that for the young people you teach. You want them to develop as people, as citizens. Not simply develop the wrong skills for the wrong time in this globalised world we now inhabit.

"Your concern for the welfare of your students is a welcome feature of Irish education... Teachers identify strongly with their students and regard 'judging' them as a betrayal of trust... To be clear, reform of Junior Cycle is ultimately a transition from examination to assessment. It requires a move from judging students to providing them with structured feedback on their learning. This will help them make more informed choices about what to study and at what level in Senior Cycle... The JCSEA will free you from collaborating in the preparation of 15-year olds for narrow judgment on restrictive criteria. You are invited to really fulfil the role of guider and developer. You are being empowered to sacrifice narrow precision for broad based, deep learning. You are required to participate in a project that has at its heart, a celebration of real achievement. This is true advocacy."

Read the full speech at [www.asti.ie](http://www.asti.ie).

# Junior Cycle a key Convention focus

Teachers' opposition to the Minister's proposed Junior Cycle Framework dominated ASTI Convention.



*Maura Greaney, Galway listening to the debate.*

For the second year running, opposition to the Minister's plans for Junior Cycle was the key theme of ASTI Convention 2014. Three motions specifically relating to Junior Cycle reform were debated, but the issue was also to the fore in much of the Convention debate, speeches, and discussion.

A petition signed by just under 10,000 teachers who oppose the Junior Cycle Framework was launched at ASTI Convention. Launching the petition, ASTI President Sally Maguire made clear to the Minister for Education and Skills, who was present, that she was speaking as a representative of, and supported by, the thousands of teachers who had shown their opposition to the Junior Cycle Framework. The petition, she said, is an indication that the ASTI's opposition to the Minister's plans represents the views of real teachers, in real classrooms, who are the real experts on second-level education. A survey, which found that only one in ten second-level teachers believe their school has the capacity to implement the Minister's proposed Junior Cycle Framework, was referenced by many Convention speakers. The survey carried out by Millward Brown, and published by the ASTI in advance of ASTI Convention, found that 89% of those surveyed believe their school has limited, little, or no capacity to implement the Junior Cycle changes proposed by Minister for Education and Skills, Ruairí Quinn. The majority of teachers surveyed – 77% – believe the Framework should be deferred for one year to give schools time to plan.



*Former ASTI President Susie Hall with ASTI President Sally Maguire – a former pupil of Susie's.*

## A flavour of the debate

Delegates debated two motions rejecting proposals for teachers to assess their own students as part of Junior Cycle certification. They also debated a motion calling on the ASTI to mount a public campaign to educate parents and the public about the potential negative outcomes of the Junior Cycle Framework.

"I do think it's really important that we are very clear exactly what we are opposed to; we are opposed to the assessment of our students for certification or award purposes... It is interesting that when the Minister or Anne Looney from the NCCA... are challenged on the transparency and fairness of these proposals, they constantly refer to the fact that there will be 60% external assessment by the SEC to give credibility to their argument. But they fail to mention that it's only in Irish, English and maths and only for the initial period. You sometimes wonder, do they believe themselves in the fairness and transparency when they need to use this argument publically to bring people along ... it's very clear we are saying no to the Minister and we need to keep saying no ... I believe the Minister cannot implement these proposals without teachers and we need to be strong, we need to say no."

**Breda Lynch, Dublin South Central**

"The Framework for Junior Cycle reform is one of the most radical changes to our education system in recent times. If properly managed

and properly resourced, it has the potential to provide a solid foundation for students as they progress through our education system. However, it is clear to date that this is not properly managed and resources allocated are indeed derisory. I would describe the whole thing as shambolic. The proposed methods of implementation are causing the greatest degree of stress to all of us in this conference hall and to our colleagues in classrooms throughout the country... We in the ASTI have set ourselves the clear goal of not assessing our own students and we want the Minister to respect that point of view... Vision combined with action can ensure we can stop this plan."

Jim Breslin, Dublin South Central

"We all have the interests of our students at heart. That is our primary concern. We uphold the principle that each one of them must have equal access to programmes and systems of assessment. This cannot be undermined by social or economic status, by geographical location or by any other factor that militates against equality of opportunity. We have no confidence that the proposed system will protect the principle of equality ... The Minister for Education has stated that, until education changes, nothing else will. Convention we must not allow that view to go unchallenged. Flexibility and creativity are and always have been at the heart of teacher professionalism. These are the skills that allow us to survive and thrive in the classroom. We do this on a daily basis... There is nothing more important to teachers than preserving the integrity of the system of assessment that is rightly valued by everyone in Irish society. That is our professional judgement and must be heeded."

Beth Cooney, Nenagh

"What is the value of a school certificate going to be and will it vary from one school to another? That's a very important question... The Minister has said on a number of occasions that he regards the Junior Cert as a low-stakes exam. To me that's the same as saying it's of very little value. That's the Minister's point of view, but we see it as an important stepping stone for the Leaving Certificate."

Bill Lonergan, Nenagh

"We are worried that the multiplicity of overlapping assessment events would increase pressure on an already overstretched and overworked teaching profession. It would also significantly increase the pressure on our students. Teachers will be bogged down with administration and will have less time for teaching... National certification should be retained to ensure there is no loss of parity of esteem between schools. The integrity and validity and reliability of the current system must be maintained."

Mary Shiel, Bray

"We have a big problem; it's very frustrating to feel that parents may not see [the Junior Cycle Framework] as an educational issue, that it is viewed as a union issue, as a teachers' issue ... We need to get it out there to parents that this is a huge educational battle, their battle, our collective battle and not a teachers' issue."

Noelle Moran, Tuam

See all resolutions adopted by ASTI Convention 2014 on page 21.



## Fiontar

### MSc i nGnó agus i dTeicneolaíocht an Eolais

Tugann an clár seo deis iontach do mhúinteoirí oiliúint a fháil i réimsí an ghnó, na bainistíochta agus teicneolaíocht an eolais. Tá an clár seo aitheanta ag an Údarás um Ardoideachas (HEA) faoin gclár Riachtanas Scileanna. Ciallaíonn sé seo nach mbíonn ach €2,750 le híoc mar tháille in aghaidh na bliana in ionad gnáth-tháillí iarchéime.

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### Struchtúr an Chláir

Is clár páirtaimseartha é a mhaireann thar dhá bhliain agus atá ag Leibhéal 9 ar an gCreat Náisiúnta Cáilíochtaí. Bíonn léachtaí ar siúl ar dheich Satharn sa bhliain acadúil i mBliain 1 agus dhá Shatharn déag i mBliain 2. Tá dhá sheimeastar i ngach bliain acadúil – ó dheireadh Mheán Fómhair go dtí an Nollaig agus ó thus Feabhra go deireadh mhí Aibreáin. Chomh maith leis seo, cuirtear tacaíocht foghlama ar fáil trí chóras foghlama ar líne agus trí theagmháil ríomhphoist idir léachtóirí agus mic léinn. Cuirtear béim ar mheasúnachtaí leanúnacha a chiallaíonn nach gá do mhic léinn scrúduithe a dhéanamh.

### Riachtanais Iontrála

Grád 2:2 i mbunchéim ónóracha (Leibhéal 8) in aon ábhar.

### Scoláireachtaí ar fáil

Tá scoláireachtaí €2,000 an ceann le fáil don chúigear a gheobhaidh na torthaí is fearr sa chéad bhliain.

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# Teachers' initiative overload concerns aired

Initiative overload and cutbacks are impacting on time available for teaching and learning, Convention hears.

Eighty-one per cent of teachers believe their work demands have increased significantly since the cutbacks began, an ASTI survey launched in advance of Convention found. Administration work and taking part in inspections and evaluations are the areas where teachers say demands have risen the most. Teachers also report an increase in correcting and marking work, due to larger class sizes.

The findings of the survey carried out by Millward Brown on behalf of the ASTI were reflected in the views expressed by many delegates to ASTI Convention, who debated a number of motions calling for teachers' increasing administrative and workload burden to be addressed. Delegates cited the range of new initiatives and the removal of teaching posts, middle management structures, students supports and other resources as the cause of the increase in workload over the last five years.

This increased workload is having a serious effect on teachers' ability to engage in teaching and learning in the classroom, delegates said. In addition, the ASTI survey found that teacher morale is suffering: only 44% of teachers reported good to high levels of job satisfaction, compared to 77% five years ago. The survey found that the key driver of teacher job satisfaction is "making a difference to students' lives". Key sources of dissatisfaction are demands that take away from direct contact with students, such as administrative duties and increased marking and preparation due to larger class sizes.

## A flavour of the debate

Delegates to ASTI Convention 2014 discussed four motions on workload. Convention called for a review of the increasing administrative burden on teachers, the restoration of middle-management posts and the ex-quota guidance provision, and the establishment of a winding down scheme for teachers.

"The fact of the matter is [new initiatives] involve a hell of a lot of administrative work... I am finding I have less and less time to do the work I am meant to do, which is teach. I am finding the initiatives and enthusiasms and all the other wonderful things I used to bring into my teaching in my classroom, I don't have time for anymore... We're in initiative overload... The decision has to be made; are we teachers or are we administrators?"

Sean O'Neill, Dublin South County

"What has happened over time is the more and more administrative duties that are poured on teachers, the more and more they are stretched thin... At the very same time that initiatives are being rolled out to us, our post of responsibility structure has been stalled... You can't have it both ways, you can't cut the middle management structure and watch it erode and die and then decide we don't need middle management... If we do administrative duties without payment, we are copper fastening the erasure of posts of responsibility."

Fergal Canton, Kilkenny

"There will be no posts if the new teachers coming into our schools do all the work that was the post work. They're not in a position to say no when a principal asks them... so we have to do something about that... We need to be active... We need to be braver than we have been... The volunteerism is no longer volunteerism; it's forced volunteerism."

Elaine Devlin, Dundalk

"Guidance counsellors are key to the implementation of new anti-bullying guidelines and mental health initiatives. As the only mental health professionals in the schools, it is vital that their role is protected as specialist, distinct and important support to young people ... We are witnessing a crisis in schools with the breakdown of the support services, which previously provided early intervention and assisted the most vulnerable and disadvantaged students. Our young people are paying the price of this policy... In common with thousands of other classroom teachers, I find myself weighed down with the responsibility of an ever-increasing raft of initiatives and guidelines... Over the past two years, we have experienced a silent but steady dismantling of student support services in schools, due to the moratorium on posts and the removal of the ex-quota allocation for the provision of guidance counselling services."

Ann Loughnane, Carbery

See all resolutions adopted by ASTI Convention 2014 on page 21.

# New teachers must be protected

The situation facing new and non-permanent teachers must be addressed, delegates to ASTI Convention insisted.

Three motions passed at ASTI Annual Convention seek to improve the situation for new and non-permanent teachers. Demanding the restoration of salary to new teachers, delegates insisted that all teachers should be entitled to equal pay for equal work and that the ASTI has a duty to protect its most vulnerable members.

Convention also called for measures to improve job security and job prospects for new and non-permanent teachers. A motion passed during Convention commits the ASTI to seek that the eligibility criteria for CIDs be reassessed so that teaching time served in different school settings be considered for the award of a CID. Another motion called on the ASTI to demand that the Teaching Council provides alternative routes to full registration for teachers who cannot secure the necessary teaching experience.

## A flavour of the debate

"The Government were opportunistic; they took the opportunity of the austerity to make this appalling cut [to new teachers' pay] ... From an equality point of view, you can't possibly stand over this. This situation cannot be allowed to continue ... It is important to keep this on the top of our agenda."

Jerry McCarthy, Carbery

"Since the beginning of the financial crisis, the government, the media, and the employers have pursued a very simple, yet very effective strategy of divide and conquer. As a direct result of this strategy, we now find ourselves in a situation where we have three very different rates of pay for the teachers of this country, and it is the new entrants into the profession – those who do not have full hours, nor security of employment, and who are the most vulnerable – that are being discriminated against here. We as a trade union are morally obliged to protect our new entrants... We all know the importance of education to this country, and the importance of putting our students first. But we cannot put our students first if we continue to put our teachers last."

Sinead Corkery, Dublin South Central

"Perhaps the most shocking statistic of all is that these [new teachers] are asked to exist on between €10,000 and €14,000 per year... it's important to realise this is not just our NQTs. Very many of our teachers who have been teaching many, many years still go in year-in, year-out looking for whatever crumbs are available in the school where they have tried to set out a career for themselves."

Joe Scally, Mullingar

"We need to protect non-permanent members... In a very busy school environment, newly-qualified teachers can be overlooked, overwhelmed, or exploited. Their tenure in the school can be short,

their early teaching years can consist of hopping around many schools in the locality or further afield... It is with great relief that the Haddington Road Agreement reduced the number of years required to obtain a CID from four to three years. We need to ensure that every hour worked by a temporary teacher counts."

Denyse Hughes, Dundalk

"It's humbling enough when you come out of college going to schools dropping off your CV, hoping that you might get a couple of hours, you might get a call back, but offering to work for free [to obtain teaching experience] suggests to me somebody who is dedicated to teaching, but feeling increasingly desperate... We need to be sensitive to the dilemma newly-qualified teachers are facing. They deserve to be heard... The NQT is entering a highly-competitive market and all the time they have the added stress that they are up against the clock."

Kevin Connaughton, Dublin South 2



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Holocaust Education Trust Ireland  
Learning from the past - lessons for today



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# Vox pops

What are the most important issues for the ASTI at the moment? We asked some delegates for their views.



"I think it is imperative that there is a restoration of a single common basic salary scale. Teachers who perform the same duties should be paid at the same rates, regardless of their date of entry. With 35% of members on part-time hours in schools throughout the country, it is imperative that the ASTI continues to work to improve their conditions and petition for teaching time served to be considered cumulatively, regardless of working in different school settings, to allow achievement of a CID."

David McCormack, Fingal



"One of the key issues would be the NQTs. I know of a teacher on very low hours who has to work at the weekend to afford to travel to school to work those hours. She has no idea if she'll even have a job next year - and the thing is, she's one of the lucky ones who actually has a teaching job; others have had to leave the country or are not working.

The other issue is the Junior Cycle. We are being

treated as if we don't know what we're doing, as if we don't give feedback, as if we don't assess our students. The plan to introduce standardised tests in second year could lead to league tables and competition and that's going to lead to teaching to the exam. There is no thinking of the subject or of the student; it's all about the outcomes at the end - getting things done for the sake of it and ticking boxes. The pressure is going to be immense and it will lead to more and more paperwork."

Conor Murphy, Carbery



"This is my first Convention and it's great to hear so many diverse opinions, discussed in such an open manner. The Junior Cycle is the biggest issue at the moment for me. As a new teacher, I'm very open to the idea of planning, dealing with new curriculum, and all that, because I had to do that in college. But I worry about whether the new Junior Cycle plans would prepare students properly for Senior Cycle. Because I

know, even as a teacher, I have to prepare even more for senior students. If the students don't have the preparation at Junior Cycle level - a really good grasp of the subjects - there's a huge jump."

Lisa Ronan, Carbery



# Resolutions adopted

## **Motion 1 – Common basic scale – composite motion (Carbery, Dublin South Central, Waterford)**

That the ASTI enter negotiations with the Department of Education and Skills in order to seek the immediate restoration of a single common basic salary scale for all teachers, including new entrant teachers.

## **Motion 6 – FEMPI – composite motion (Cork North, Dublin North East, Waterford)**

That, in conjunction with other public service unions, the ASTI seeks the immediate repeal of the Financial Emergency Measures in the Public Interest Act (2013) and organises a robust campaign to achieve this.

## **Motion 9 – Posts of responsibility moratorium (Fermoy)**

That the number of assistant principals and posts of responsibility be restored to the level they were at in 2008.

## **Motion 56 – Guidance and mental health (Carbery)**

That the ASTI negotiate for the restoration of the ex-quota guidance provision and posts of responsibility so that new anti-bullying guidelines and mental health initiatives may be successfully implemented.

## **Motion 14 – Contracts of indefinite duration (Mullingar)**

That the ASTI seeks to reassess eligibility criteria for CIDs. Teaching time served should be added cumulatively, regardless of the work completed in different school settings to allow for the achievement of CID.

## **Motion 46 – Rejection of assessment (Dublin South Central)**

That the ASTI vehemently rejects the proposal that teachers assess their own students for certification or award purposes.

## **Motion 45 – Policy on assessment (Nenagh)**

That the ASTI adopt a policy of not assessing students for JCSA certification or award purposes.

## **Motion 52 – Junior Cycle Framework campaign (Tuam, Galway)**

That the ASTI undertakes a public and media campaign to inform parents of the many issues and consequences surrounding the proposed implementation of the new Junior Cycle Framework and that the focus of this campaign should centre around school-based assessment and certification, short courses and non-preparation of students for the Leaving Certificate, which will become their first state examination.

## **Motion 25 – Conditions of work (Dublin South Central)**

The ASTI demands a review by the Department of Education and Skills, of the administrative duties and workload, now carried out by teachers under recent Department initiatives, and how they impact on teaching and lesson planning.

## **Motion 38 – Teacher registration (Dublin South 2)**

That the ASTI demand that the Teaching Council provides an alternative

route towards full registration for probationary teachers who cannot secure the necessary 300 teaching hours during their probationary period.

## **Motion 39 – Teaching council fee – composite motion (Wexford Tony Boland)**

That the ASTI seeks a further reduction in the annual Teaching Council registration fee to €30.

## **Motion 11 – Superannuation (Fermoy)**

That the ASTI negotiates with the DES a 'winding-down scheme' for teachers. Any such scheme should enable teachers approaching retirement to scale back their work, while continuing to accrue full pensionable service and benefits.

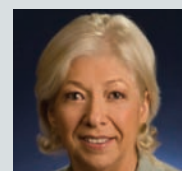
## **Motion 59 – Senior Cycle – composite motion (Dublin South County, Tipperary)**

That ASTI appoints a Committee (a) to review the Senior Cycle, (b) to conduct research on this amongst parents, students, teachers and a wide range of experts, (c) to devise union strategies in this regard and (d) to produce a comprehensive report to be debated at Convention 2015.

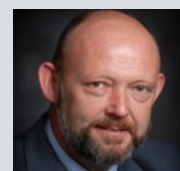
## Election results 2014



**President**  
Philip Irwin



**Vice-President**  
Máire Ni Chiarba



**Honorary Treasurer**  
Ray St John

**Steering Committee**  
John Byrne  
Dermot Brennan  
Susie Hall  
Mary Lyndon  
Deirdre MacDonald

**Business of CEC Subcommittee**  
Gerard Hanlon  
Michael Kilbride  
Joe Moran

**Rules Committee**  
Henry Collins  
Pat Deery

John McDonnell  
Michael McGrath  
Seamus Keane  
  
**Standing Committee**  
**Regional Election Committee**  
Pat Deery  
Liam O'Mahony  
Michael McGrath  
Donal Cremin  
Ed Byrne

**Sickness Benefit Committee**  
Jane Craig Elliott

Roisin Doyle  
Tony McKernan  
**Pensions Subcommittee**  
Tony McKernan  
Mike Moriarty  
Denis O'Boyle  
Ger O'Donoghue  
Bernadine O'Sullivan

**Investment Committee**  
John Byrne  
Patrick Collins  
John McDonnell  
Padraic McWeeney

# From words to action – EI Women’s Conference

More must be done to increase female participation in trade unions and in education, an international conference in Dublin heard last month.



ASTI President Sally Maguire (standing, far right) pictured with ASTI member Neasa Ni Ghallchoir (standing, far left) and her students from Colaiste Iosagain and Colaiste Eoin, Dublin who performed at an event during the Women’s Conference.

Three hundred participants from all over the world met in Dublin last month to plan towards increasing women’s participation in education and engagement with their trade unions. The second Education International (EI) Women’s Conference held from April 7-9 addressed key topics regarding women’s organising and leadership within trade unions and confronting gender gaps in education.

## Supporting women to lead

Typically, although women make up the majority of members in education trade unions, their majority is not reflected in leadership positions, the conference heard. Instead, the higher the decision making body within a union, the lower the percentage of women in leadership or decision-making roles.

Education International Deputy General Secretary Haldis Holst urged Conference delegates not just to stand on the shoulders of the women who had gone before, but to mentor the next generation and provide increased opportunities for female participation in their union and across EI’s activities and networks.

In a plenary panel on women and leadership in trade unions, the participants, all women general secretaries of their unions, acknowledged the support of family, as well as female and male colleagues and mentors, in their rise through their unions’ ranks. Amongst other issues, it explored whether quotas or women’s committees were useful tools to boost the representation of women in top union positions.

## Freedom through education

The EI Conference aimed to highlight the impact quality education has



Plenary panel on women’s involvement in trade unions, from left: Haldis Holst, EI Deputy General Secretary; Christine Blower of the National Union of Teachers in the UK; Habiba Mizouni of Tunisia’s National Union of University College Doctors, Pharmacists and Dentists; and, Sheila Nunan, INTO.

on girls and women, not only on improving the lives of individual students, but on strengthening communities and society as a whole. Pointing to a UNESCO study, which shows that educating a woman, even at a basic level, increases her potential for participation in politics and society, Mary Hatwood Futrell, Professor at the Graduate School of Education in the George Washington University told the conference. “If we invest in quality education, communities become stronger. We need to ensure that people become more engaged in their communities and in civil society, that they are able to deal with inter-connected challenges and to understand the society in which they live.”

To counteract gender stereotyping in society, teachers need training in gender equality, Marina Milenkovic, President of the Gender Committee of the Teachers’ Union of Serbia said during a panel discussion on the tools and mechanisms necessary to achieve progress on gender disparity in education. She urged teachers to promote gender equality in schools, and to include gender perspectives in education materials.

## Women in education: some facts highlighted at the conference

- Women make up nearly two-thirds of all the illiterate adults in the world.
- A child born to a mother who can read is 50% more likely to survive past the age of five.
- Only 38% of countries had reached gender parity in secondary education in 2011.

# How well does the ASTI structure serve you?

A Special Rules Convention this November will give members the chance to consider reshaping their union to better meet their needs. General Secretary, Pat King explains more.

In 2010, ASTI Annual Convention decided that the Officers of the ASTI would initiate a complete review of the union's structures, rules, and organisation, with the objective of making the ASTI more effective, totally democratic and, essentially, member centred. A progress report on the review was adopted by Convention 2011.

Between 2011 and 2013, the officers met on more than 25 occasions in order to progress the review. Initial informal research was carried out by the officers, and independent consultants Genesis were retained by the ASTI during 2012 to carry out research.

## Research

Commencing in February 2012, Genesis undertook a consultative exercise with the following objectives:

- to review the purpose of the union in today's context;
- to assess the current ASTI structures and evaluate their effectiveness today and into the future;
- to review the role and effectiveness of ASTI committees, etc.;
- to recommend ways to improve the union's structures; and,
- to recommend ways to improve member engagement.

The Genesis exercise involved in-depth contacts and discussions on a group and individual basis with members of Standing Committee and CEC, ASTI committee members, Head Office staff, the Retired Secondary Teachers Association; school stewards and school staff groups. An online survey of a cross section of ASTI members was also conducted.

## Proposals for restructuring

Based on the Genesis research, the officers formulated proposals for structural change in the ASTI. In forming the proposals, the officers took consideration that proposals must:

- improve the effectiveness of the union;
- encourage engagement by members in the union, particularly new and young members;
- encourage a spirit of trade unionism and solidarity;
- facilitate effective communication and dissemination of information; and,
- enhance the service for members.

## Special Convention – members will decide

A Special Convention of the ASTI to consider the outcome of the review of ASTI structures will be convened in Athlone on November 14-15, 2014. This convention was originally scheduled for 2013, but

was deferred due to pressure of business from the Croke Park and Haddington Road Agreements. The agenda of the Special Rules Convention will include 85 rule changes and dozens of recommendations. Some of the proposals for consideration by members in November are set out below.

### *The union in the school*

- guidelines, supports and training for school stewards;
- reduced membership fee for school stewards;
- enhanced communication with school stewards;
- union committees in each school to share tasks (rule change);
- clarity on the role of teacher representatives on boards of management; and,
- structured visits by Standing Committee members to schools.

### *Branches*

- reduce the number of branches from 56 to 36 (rule change);
- two branches per Standing Committee rep (rule change);
- branch guidelines to be updated;
- improved school-branch links;
- better branch communications;
- branches to use better engagement techniques;
- streamlining number of branch officers (rule change); and,
- rationalise branch membership (rule change).

### *Standing Committee*

- change name to 'ASTI Executive Council' (rule change);
- redefine responsibilities of Standing Committee;
- Standing Committee to be more strategic;
- Standing Committee time to be used more effectively;
- more efficient communication with and from Standing Committee;
- Standing Committee to be the governing body when Convention is not in session (rule change); and,
- Standing Committee to call ballots and industrial action (rule change).

### *Central Executive Council (CEC)*

- change name to ASTI National Forum (rule change);
- role of CEC to change (rule change);
- CEC to have consultative and analytical role;
- CEC to have 72 members (rule change);
- six-year limit on CEC membership (rule change); and,





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## FEATURE

- associate members may be on CEC (rule change).

### Officers

- two-year presidency proposed (rule change);
- positions of Honorary National Organiser and Regional Organisers to be removed (rule change); and,
- five-year term limit for future Honorary Treasurers (rule change).

### Convention

- motions to be more relevant to current issues;
- Branch Officers to automatically attend Convention (rule change);
- size of Convention to reduce from 500 people to 300 (rule change); and,
- only serving teachers to be delegates (rule change).

### Committees

- no member to serve on more than one committee (rule change);
- procedures for committees to be regularised;
- limits to be set for terms of office on committees (rule change);
- Education and Equal Opportunities committees to be reduced from eleven to nine members (rule change);
- Sickness Benefit Committee to be abolished (rule change);
- Simplify Benevolent Fund procedures (rule change);
- Investment and Community and Comprehensive committees to be abolished (rule change); and,
- role of non-permanent Teachers' Committee to be enhanced.

### Membership

- associate members to be eligible to be branch officers and on CEC (rule change); and,
- emeritus members to lose right to vote in ballots (rule change).

## Some findings from the Genesis survey of members

	Yes	No	Neutral	Don't know
The union is active in my school	59%	27%	15%	
School union meetings are useful	65%	21%	13%	
Stewards proactively engage with staff	59%	26%	14%	
Branch structure is effective	26%	38%	17%	18%
Branch meetings are effectively conducted	60%	13%	13%	13%
Branch meetings are useful	57%	19%	12%	13%
Branch meetings average attendance less than 10 people?				55%

Read the full review of the ASTI structures document to be considered at the Special Convention in the 'structure' section of the ASTI website – [www.asti.ie](http://www.asti.ie).

# Meet your representatives on Standing Committee

Three new members have been elected to ASTI Standing Committee. Find out a little about your new representatives.



## Denyse Hughes

**Represents:** Region 12: Dundalk, Drogheda, Cavan, and Monaghan.  
**School:** St Mary's College, Dundalk.

**I got involved because...** I was encouraged to attend branch meetings by the school steward in my school. I felt the meetings were a wonderful source of information and a good opportunity to network with other colleagues and schools in the area. Subsequently, in 2011, I was elected as school steward. I was very much encouraged by the outgoing representative Elaine Devlin to put myself forward for Standing Committee. I received support not only from my own branch, Dundalk, but also from the other branches in this region.

**The ASTI's biggest priorities right now are...** dealing with concerns of the change in the Junior Cycle, while maintaining the current high standards of education. Early school leavers will now be leaving school with only a school certificate, rather than a national State qualification. It is of grave concern that a significant number of our newly-qualified and highly-skilled teachers are obliged to seek employment and opportunities abroad.

**People may not know...** I am very passionate about fitness in general and cycling in particular. I am a keen cyclist with BCC Camlough. In addition, through my connections with NUI Maynooth, I take part in the 'Maynooth Students for Charity 400km Cycle' annually. So far, the group have raised over one million euro for various children's charities.



## Matthew O'Connor

**Represents:** Region 5: Kerry, West Limerick, and Desmond.  
**School:** Coláiste Íde agus Iosef, Abbeyfeale, Co. Limerick

**I got involved because...** a good branch structure existed where school stewards positively promoted the importance of trade union membership. During my recent election campaign, I had the opportunity to communicate with the school stewards in all three branches of Region 5. I was hugely impressed by their willingness and commitment to union matters. Having taught in the public school system in North Carolina, USA where a dedicated teachers' union didn't exist, I see the huge benefits of union membership. Unions do have influence in adjusting government policy and in protecting their members.

**The ASTI's biggest priorities right now are...** fourfold. Firstly, we need to maintain the retention of external assessment and state certification in the Junior Cycle if we are to have a fair, equitable, and transparent education system. Secondly, the casualisation of the profession is of serious concern. The lack of permanency – particularly in community colleges where it is only at 64%, as opposed to 83% in either community schools or comprehensive schools – is of grave concern. Thirdly, the promotion structure within the profession has been disintegrated by the lack of posts. Finally, we need to listen to, and support, trainee teachers more with their concerns.

**People may not know...** In 2008, I was one of the early members of the 'Global Schoolroom' project ([www.globalschoolroom.net](http://www.globalschoolroom.net)) to visit India during the summer holidays to promote the sharing of educational experience. Since then, with the assistance of all the Irish teachers' unions, the initiative has hugely developed.

## Your Standing Committee representatives

Region 1	Neil Curran	Region 6	Jerry McCarthy	Region 11	Brian Burke	Region 16	Jim O'Neill
Region 2	John Holian	Region 7	Vacant	Region 12	Denyse Hughes	Region 17	Ed Byrne
Region 3	Noelle Moran	Region 8	Fintan O'Mahony	Region 13	Sean O'Neill	Region 18	Breda Lynch
Region 4	Peter Quinn	Region 9	Aidan O'Leary	Region 14	Margaret Kinsella		
Region 5	Matthew O'Connor	Region 10	Eamon Dennehy	Region 15	Ger Curtin		

# Job-hunt advice from those in the know

Newly graduated or job hunting? We asked some principals and deputy principals for their insight.



## Can dropping a CV into a school on spec really lead to work?

Yes, it can. Many teachers distribute CVs to local schools in the hope that short-term work will arise – and principals are very glad to have those CVs on file when it does. If you can meet with the principal or deputy when you drop the CV, it will help to make a memorable impression, but you can always follow up by phone. A good time to drop in is during the State Exams in June, when the school is quiet and the principal will be planning for the coming school year. It's difficult to believe you'll find work this way when you know your CV could be one of hundreds the school has on file, but remember that the number of CVs on file will dwindle as the school year progresses and others in the stack become less available. Of course, it can come down to luck too; if a sick leave vacancy arises in your subjects on the day you phone to follow up on your CV, you have a good chance of getting that work.

Substitute work will get your foot in the door and give you the chance to prove yourself. A lot of job-hunting comes down to networking and getting a good reputation. Principals often share information with other principals and look for recommendations when they need staff, so make a good impression at every opportunity.

## What makes a good application or CV?

If you are applying for a specific job, you may either be asked to submit a CV or fill out an application form. In either case, do all you can to make yours easy to choose. There may be hundreds of applications or CVs to go through, so make sure pertinent information is easy to find – in particular, highlight the subjects you are qualified to teach, your Teaching Council registration status and your Garda clearance. Make it clear that you tick the necessary boxes, and if you have particular strengths or skills that could be of use to the school, make sure they stand out too.

Sign up to the ASTI Substitute Placement Service, which matches teachers looking for work with substitute vacancies that arise in schools. Find out more at [www.asti.ie](http://www.asti.ie).

Teaching experience is probably the most important factor in short-listing for interview or deciding on a substitute hire. You have to show that you are experienced enough to take control of a classroom on your own, so if you received good marks in your teaching practice, or if you have a lot of experience backed by positive references, make that clear.

Your CV or application should be memorable – but not for the wrong reasons: be brief and to the point; proof read carefully; keep information up to date and relevant to the position on offer; and, make sure you include all documentation required as part of an application. Some common pitfalls to avoid are unexplained gaps in your CV and including a contact email address that sounds unprofessional.

It's important that everything you say in your application can be backed up at interview. This applies even to hobbies and interests – for example, if you list reading as a hobby, be prepared to discuss your favourite book. Remember too that if you are including hobbies and interests, it's better to highlight those that could be useful to the school.

Always give the names and mobile numbers of your referees in your application and make sure to pick people who genuinely know you well and to ask their permission in advance.

## Any hints for the interview?

Interviews are all about first impressions, so make a good one by dressing smartly, showing confidence and enthusiasm from the start. You need to illustrate that you are committed and willing to work hard, but don't put on a show. Insincerity is easily spotted and if, for example, you enthuse about getting involved in extra-curricular activities but you didn't in your last job, you may seem less than genuine.

Refresh your memory about your application before the interview and find out about the school and its ethos by reading the school's website.



Practice the likely interview questions in advance, and try to make sure you can get your main points across in the first few sentences.

You will probably be interviewed by a panel, including the school principal, a board of management representative, and a teacher in your subject area. The interview committee will usually try to put you at ease by asking you to talk through your CV or experience first, but be prepared for more complex questions later.

Questions won't necessarily be confined to the specifics of the job; you could, for example, be asked about broader topics like child protection, curriculum developments, school planning, etc.

You are also likely to be asked scenario-based questions. In preparing for those kinds of questions, make sure you are aware that schools have policies on a range of issues and, while it's not necessary to know the particular school policy well, you should be able to show that you are aware of school codes and policies.

You will be asked specifically about your subject area and you'll have to show that you have good knowledge of the curriculum. Consider looking over the most recent State Exam papers, the Chief Inspectors report on your subjects, or any other background material you can find.

There may be an opportunity to ask questions or make a final statement at the end of the interview. This is a good opportunity to show that you understand the role on offer and to highlight your unique selling points. No matter what, try to make sure you end the interview by reminding the committee of what you have to offer that makes you stand out.

The ASTI website is a great place to prepare for interviews. It has comprehensive information on every aspect of being a teacher and second-level education.

## Last minute considerations for...

### Your application

Is your CV up to date and to the point?

Have you let your referees know you have given their details?

Have you included all required documentation?

### Your interview

Have you read over your initial application?

What do you know about the school and its ethos?

Are you up to date with developments in your subject area?

What are the key points you need to make to set yourself apart?

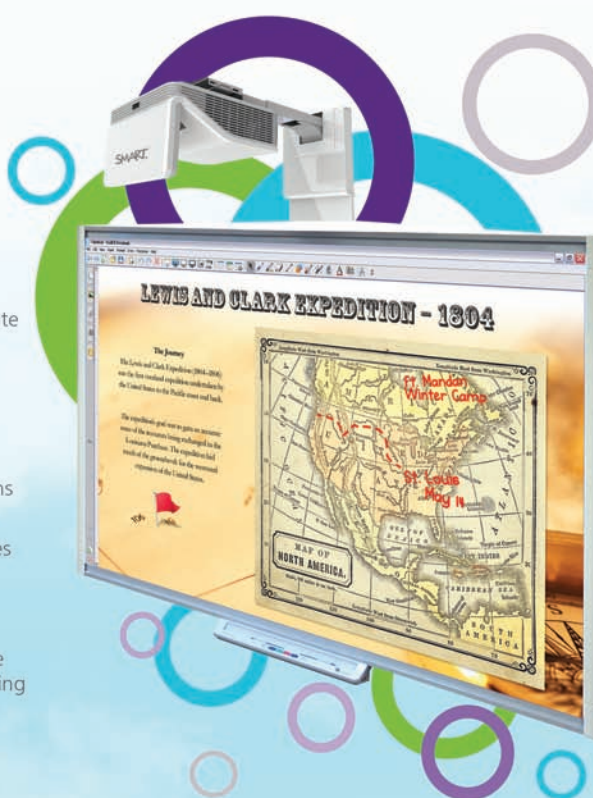
Thanks to the ASTI Principals' and Deputy Principals' Advisory Committee for their comments and views.

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# History of the RSTA launched

A book to mark the RSTA's 50th anniversary has been published.

## Fifty years on



Former President Louis O'Flaherty took on the work of researching and writing the history of RSTA as one of the Association's fiftieth anniversary projects. The book has now been published under the title *"The First 50 Years: The Retired Secondary Teachers' Association"*. Former General Secretary of the ASTI, Dr Kieran Mulvey officially launched the book at a reception in Wynn's Hotel on Monday, March

10. Representatives of the RSTA branches, officers and officials from ASTI, and invited guests from retired teachers' and public servants' organisations attended.

Changes in pension entitlements are outlined in the book, as are the relationship between the RSTA and the ASTI. This book should be a useful companion to the two published histories of the ASTI by John Coolahan and John Cunningham and be of interest to all those involved with retired workers' associations.



*Pictured at the launch of the History of the RSTA: David Mahaffey RMANASUWT; Dr Kieran Mulvey; Louis O'Flaherty (author); Marie Doyle, RSTA Immediate Past President; and, Henry Collins, RSTA President.*

The book may be purchased through RSTA branches at a special price to members of €5 a copy. Books may be ordered directly from RSTA, c/o 20 Meneval Green, Farmleigh, Waterford at a cost of €10 each (to include postage). Cheques should be made payable to RSTA.

## Join the RSTA

Retired public service workers were denied access to the Croke Park/Haddington Road talks. Nevertheless, pensions were cut, and cut disproportionately. Cuts were imposed at an income of €65,000 for public service workers, but for public service pensioners, cuts were imposed at an income of €32,500.

In response, the RSTA, together with other retired public service workers, formed the Alliance of Retired Public Servants. The Alliance has succeeded in getting recognition from the Minister as a formal representative body for public service pensioners. This highly significant development was achieved within a very short time. The RSTA played a pivotal role in the foundation of the Alliance. Now every retired secondary teacher must join the RSTA so we can use the strength of our numbers to get the pension reduction reversed. The RSTA is determined that we must never again be excluded from the negotiation table whenever pensions and entitlements are being decided. As the economy improves and unions revive pay claims, if you do nothing, pensioners will be left at the back of the queue. RSTA is committed to pursuing this campaign relentlessly, but it needs your support.

RSTA membership application forms are available to download from [www.rsta.ie](http://www.rsta.ie) or by request to the RSTA Treasurer, Muriel McNicholas. Email: [murielmcnicholas@gmail.com](mailto:murielmcnicholas@gmail.com), Mobile: 085-118 1330.




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### Professional Certificate/Diploma in Education (Special Inclusive Education)

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## Commencing: September 2014

**Deadline for Applications: 29th August 2014.**

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This programme was funded by the Special Education Support Service, Teacher Education Section, DES, under the National Development Plan

For further information & application forms contact  
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Email: [courseinfo@spd.dcu.ie](mailto:courseinfo@spd.dcu.ie) or log on to [www.spd.dcu.ie](http://www.spd.dcu.ie)  
Information also available from ICEP Europe on (01) 6510618  
Email: [info@icepe.eu](mailto:info@icepe.eu) or log on to [www.icepe.eu](http://www.icepe.eu)

## Teacher swap

**Home economics and religion** teacher in south Dublin seeks swap with same in Louth/Monaghan area. Contact [homeeconomicsteacherswap@gmail.com](mailto:homeeconomicsteacherswap@gmail.com).

**Permanent home economics and religion** teacher in Louth seeks swap with same in Leitrim/Cavan/Longford area. Contact [homeecteacherswap@gmail.com](mailto:homeecteacherswap@gmail.com).

**Permanent home economics** teacher in south Mayo seeks to swap with same in Sligo area. Contact [sligoteacherswap@gmail.com](mailto:sligoteacherswap@gmail.com).

**Permanent biology and science** teacher in southeast seeks swap with same in the Limerick, north Cork, or east Clare region. Contact [scienceteacherswap@gmail.com](mailto:scienceteacherswap@gmail.com).

**Art** teacher in Leitrim seeking job swap with same in the Roscommon/east Galway/south Mayo, or other suitable midlands region. Contact [artteacherswap@gmail.com](mailto:artteacherswap@gmail.com).

Teacher of **science and maths** in Connemara, Co. Galway is seeking exchange with teacher in Galway city, south Galway, or east Galway. Contact [schoolswap@yahoo.com](mailto:schoolswap@yahoo.com).

Teacher of **geography, business, and maths**, based in Dublin seeks swap with teacher in Galway/Mayo region. Contact [geogd9@gmail.com](mailto:geogd9@gmail.com) for more information.

Teacher of **Irish and geography** in north Dublin seeks swap with teacher in Limerick, north Kerry, or north Cork. Contact [gaelgeswap@gmail.com](mailto:gaelgeswap@gmail.com).

Teacher of English with **religion and guidance counselling** in Kerry seeks swap with teacher in Dublin. Contact [englishkerrydublinjobswap@gmail.com](mailto:englishkerrydublinjobswap@gmail.com).

Permanent teacher of **English with geography and CSPE**, based in Dublin, seeks swap with teacher in north Mayo or Sligo. Contact [engjobswap@gmail.com](mailto:engjobswap@gmail.com).

CID (18+ hours) teacher of **English and geography** in Dublin seeks a swap with a teacher from Louth. Contact [Dublin.louth.teacher.swap@hotmail.com](mailto:Dublin.louth.teacher.swap@hotmail.com).

Permanent **business** teacher in North Kildare/Dublin looking to swap with teacher in Galway. Contact [businessirish@gmail.com](mailto:businessirish@gmail.com).

Teacher of **music, business and Irish** teacher in Dublin seeks swap with teacher in Munster. Contact [teacherswapmunster@outlook.ie](mailto:teacherswapmunster@outlook.ie).

Teacher of **maths, business and geography in Louth**, seeking swap with teacher in Sligo/Leitrim area. Contact: [blackyjnr@hotmail.com](mailto:blackyjnr@hotmail.com).

Permanent teacher of **Irish** in Galway seeks exchange with same in Sligo/Roscommon/Leitrim/East Mayo region. Contact: [galwayirishswap@hotmail.com](mailto:galwayirishswap@hotmail.com).

Teacher of **English and learning support** in Dublin seeks swap with same in Leitrim/Longford/Cavan or other surrounding area. Contact [engteacherjobswap@gmail.com](mailto:engteacherjobswap@gmail.com).

**Home economics, religion and SPHE** teacher based in Dublin seeking swap with teacher in Mayo or Galway. Contact [homeeconomicteacher3@gmail.com](mailto:homeeconomicteacher3@gmail.com)

Permanent teacher of **English and religion** based in Carlow seeks swap with teacher in Limerick, Clare, Tipperary or Galway. Contact [teacher19831@gmail.com](mailto:teacher19831@gmail.com)

**The ASTI takes no responsibility for job swap notices.**

## Separated Teachers' Support Group

The Separated Teachers' Support Group provides support, information and social exchange for separated, divorced, widowed, and lone-parent teachers. The group meets at least seven times a year and runs a number of activities. Contact Secretary, Iseult Bourke on 085 239 4661 for further information.

## Information and Business Technology Masters through Irish

The MSc in nGnó agus i dTeicneolaíocht an Eolais (MSc in Information and Business Technology) is taught through Irish on Saturdays by Fiontar, Dublin City University. The programme is recognised under the essential skills programme, so fees are reduced to €2,750 per year and five scholarships of €2,000 are available. For more information call Fiontar on 01 700 5614 or go to [www.dcu.ie/fiontar](http://www.dcu.ie/fiontar).

## Autism resources

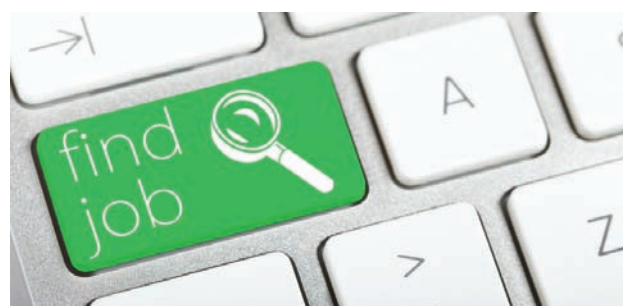
More and more teachers are faced with the challenge of educating children on the autism spectrum. Why not build your confidence in this area by taking on online courses in autism, Aspergers, or ABA? For more information please visit [www.icepe.ie](http://www.icepe.ie) or email us at [info@icepe.eu](mailto:info@icepe.eu).

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Experienced principal and interviewer available to assist with CV and interview preparation. Get the inside track on what you need to really make an impression. Reasonable rates. Contact Seán at 087 715 5179.

## Looking for work?



The ASTI Substitute Placement Service matches teachers looking for work with schools who need substitute teachers. Simply register with the service and if your subjects and experience match with what a school is looking for, we'll pass your details on.

It's easy to register – just submit a registration form, available at [www.asti.ie](http://www.asti.ie) or phone 01-604 0163.




**WIN  
€200**

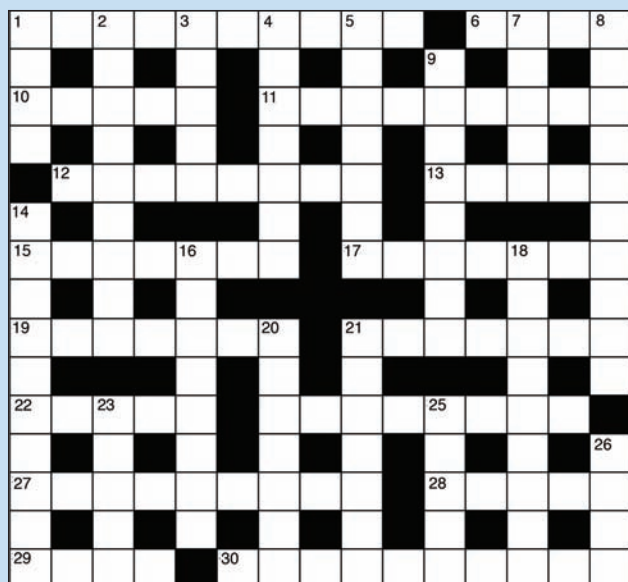
Sponsored by ASTI Credit Union



## ASTIR CROSSWORD NO. 1403

## 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. 1402, Think Media,  
The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, May 30, 2014

## CLUES ACROSS:

- 1 Central issue in Junior Cycle reform (10)
- 6 Now granted after three years (1.1.1.1.)
- 10 Prince George tried to grab this namesake of his in Sydney's Taronga zoo. (5)
- 11 What our schools must be? (9)
- 12 Cupbearer of the gods and Rosalind's disguise in *As You like It* (8)
- 13 Gave power to cut salaries (1.1.1.1.1.)
- 15 Subtleties (7)
- 17 As ruler becomes dreamlike (7)
- 19 This resident is living well in the red here (7)
- 21 They might raise people's spirits! (7)
- 22 To some degree (5)
- 24 With caution in flavoring (8)
- 27 Real gold followed by nervous jerk (9)
- 28 End, if a diabolical sort (5)
- 29 A light brown cure! (4)
- 30 A road you have travelled! (10)

## CLUES DOWN:

- 1 E.g., e.g.! (4)
- 2 Oman is such a territory (9)
- 3 In a crafty fashion (5)
- 4 Non-winning racehorses (7)
- 5 Central part of an atom (7)
- 7 Dialect (5)
- 8 On spec, I am on an A list as an expert (10)
- 9 "And truly in my youth I ..... much extremity for love" (Shakespeare: Hamlet) (8)
- 14 Equine data not enough! (10)
- 16 The world's largest can be found at CERN, near Geneva (8)
- 18 But Nellie is irrepressible (9)
- 20 Annual Henley event (7)
- 21 When the end came it posed a threat (7)
- 23 What you are currently reading (5)
- 25 A bookshelf in small and mischievous mode (5)
- 26 Need an idyllic place? (4)

## Solution to ASTIR Crossword No. 1402

Across	Down
1 Matchless	2 Anorak
9 Grapes	3 Custom
10 Lopsided	4 Ladled
11 Terror	5 Saddest
12 Salome	6 Ardent
14 Elan	7 Operandi
15 Modus	8 Psoriasis
16 Stanza	11 Taste
18 Artisan	13 Moss
21 Bellini	17 Tarnished
24 Noodle	19 Thorough
26 Lists	20 Areas
30 Earl	22 Loth
31 Cherub	23 Allowed
32 Slopes	25 Leered
33 Warrants	27 Scarce
34 Eagles	28 Senate
35 Adherence	29 Rustic

## DID YOU MISS?

One in 10 of teachers say they do not have the capacity to implement Junior Cycle reform page 9.  
A major international conference on women in education was held in Dublin last month page 22.  
Job-hunting this summer? Get advice on applications and interviews from principals page 26.

## Congratulations

Congratulations to the winner  
of Crossword No. 1402:  
Tom Devane, Mountrath CS,  
Limerick Road,  
Mountrath, Co. Laois.  
Laois Branch member.



# Fuelling Their Progress

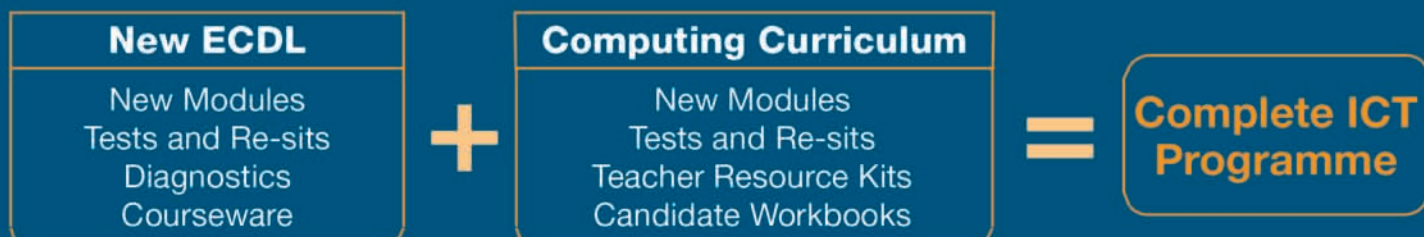
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