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



POST-2010 PAY – CRUNCH TIME

Another school year starts. For some of you it's back to the very familiar, and for others it's an exciting new journey, in a new school or starting out in a new career. Whatever your story I wish you well for the school year ahead, and as President of the ASTI I offer you whatever support and back-up we can provide for you in your professional life.

I am starting my term in office very frustrated that pay equality is still on the agenda. As our cover states we are at 'crunch time'. Teachers who joined the profession in 2011 move into their eighth year on an inferior pay scale. There is very little new I can say about this that hasn't been said over and over again, and is in danger of losing its punch from sheer repetition. ASTI members have shown solidarity with their lesser-paid colleagues, taking strike action on their behalf. Our action led to some improvements, but it is now time for Equal Pay for Equal Work. At Easter all three teacher unions passed motions demanding immediate engagement on the issue, with a proviso that if this was not addressed by early May, a campaign of industrial action, up to and including strike action, would be pursued. May has come and gone, as have June, July and August, and still nothing. We have now been told the pay commission will report in September. It is hard to feel optimistic that this long-delayed report will deliver pay equality. When the report is issued, all three unions, together and separately, will consider it and decide our strategy from there. To follow through on our Convention motions, the combined strength of the entire teaching force may be needed to finally bring about Equal Pay for Equal Work.

Morale has been low in the profession for a number of years, with austerity measures hitting schools badly. Changes at Junior Cert and all that these involve are a source of added stress for many members. The timing of SLAR meetings has to be addressed. We must insist that the 2015 agreement is adhered to. As your President I will use every opportunity to put forward ASTI policies and to robustly defend our core principles along with our National Council for Curriculum and Assessment (NCCA) members and subject representatives. For productive, well-thought-out reform, real consultation is required and must be insisted on.

Investment is key

We consistently campaign for further investment in our schools and in our teachers. We have some new posts in schools, which are welcome, and we have had partial restoration of guidance services, but there is still a long journey to get to Minister Bruton's ambition of having the best education and training system in Europe by 2026. The Minister has excellent, committed teachers but recruitment and retention problems, along with lack of investment, stand in the way of goals. I conclude by again wishing you well for the school year ahead and encourage you to be active ASTI members. Go to your branch meetings, have your say and be sure to vote.



Breda Lynch
ASTI President

PROTECTING PAY AND CONDITIONS

Regrettably, at the beginning of another school year, it's necessary to write another update addressing the unequal pay debacle. This stain on the public service of this country has gone on far too long. The current process to address it within the context of the Public Service Stability Agreement has been unnecessarily tedious. At the time of writing, meetings continue to take place. The ASTI met formally with the ICTU Public Sector Committee negotiating team to clearly set out our issues. We continue to press our point at every opportunity. One thing is clear. Money must be provided in Budget 2019 to deal with this issue. The three teacher unions took a strong stance at their annual conferences if pay equality is not restored. A campaign of industrial action would seem inevitable if the process doesn't deliver. The ASTI's Central Executive Council (CEC) strengthened that position in May when it authorised a ballot of members for industrial action on this issue. New entrants to our profession are paying a massive and unjust price under the programme of austerity. It must end now. Last year was the first in which ASTI members fully participated in the implementation of the new Junior Cycle. It is clear that a number of issues remain to be addressed. Perhaps the most disruptive of these was the insistence of some schools to hold Subject Learning and Assessment Review (SLAR) meetings entirely outside normal school tuition hours. This is contrary to the terms of Circular Letter 0015/2017, the Appendix to the Joint Statement on Principles and Implementation (July 2015), and indeed a statement of clarification provided to the ASTI by the Department of Education and Skills in December 2015. At the CEC meeting in May 2018, a motion was passed to ballot members with a view to issuing a directive in this regard. The directive would ensure that members are fully protected in refusing to attend SLAR meetings scheduled to take place entirely outside normal school tuition hours.

Teachers' expanding work lives

The ASTI/RedC survey on teachers' work lives, published earlier this year, found that teachers spend an average of 20 hours, seven minutes a week on non-teaching activities. The findings suggest that many of these activities take place outside of the working day. Activities include graduation evenings, parent-teacher meetings and extracurricular activities. In addition, anecdotally teachers are saying that it is becoming more and more common to receive emails from management during their personal time, with the expectation that they will respond before they return to work the following day. This is unacceptable. There are no on-call allowances and no contractual obligations to facilitate such requests. It is difficult to envisage circumstances in which a response couldn't wait until it is appropriate. It is vital that we maintain clear boundaries around teachers' personal lives, so that teachers' working lives are sustainable. Finally, I want to wish all ASTI members every success in their endeavours throughout the year.



Kieran Christie
ASTI General Secretary

Cork North retirement event



ASTI Cork North Branch held a dinner recently to mark the retirement of a number of branch members. Front row (from left): retirees Catherine Begley, Máire G Ni Chiarba (Past President), Breda Lynch (then President Elect), David Briscoe (Chairperson), Breda Connolly, and Ruairi Ó Céilleachair. Also included in the photograph are Kieran Christie (General Secretary), Deirdre MacDonald (Vice President), Máire Ni Laoire (Honorary Life Member), Carmel Heneghan (RSTA President), Ed Byrne (Past President), Bernard Moynihan (Executive Officer), Lorraine Mellerick (Honorary Secretary), Nancy Twoomey (Vice Chairperson), Michael McGrath (Standing Committee), and Philip Irwin (Past President).

Festival of Education FÉILTE 2018

FÉILTE, the Teaching Council's festival of education in learning and teaching excellence, will take place in Mary Immaculate College in Limerick on

October 5 and 6, 2018. This year's theme of 'Life-long learning: Making a difference!' includes keynote speeches from President Michael D. Higgins, Wexford manager Davy Fitzgerald and Senator Lynn Ruane.

The first panel discussion will look at the different educational choices in Irish society in 'Education: pedagogy of the oppressed or pathway to freedom?', while Saturday's panel will examine the impact of technology on students in 'The 21st Century Classroom'.

FÉILTE's fringe festival takes place for the first time, kicking off with Teachers Got Talent, which is hosted by 'Rock 'N' Roll Kid' Eurovision winner Paul Harrington in Dolans music venue in Limerick on Friday, October 5. The musical entertainment continues early next morning with a dance and well-being event called Morning Gloryville, where teachers will start the day by dancing from 7.30am to 9.30am.

The entertainment will be provided by Limerick spoken word artist Shane 'Dirt' Davis, with multi-instrumentalist Davey Hatchet, who will perform 'Pillars of Plain' to open the festival on Friday evening.

Tickets are free and will be allocated on a first-come, first-served basis. For more information see www.teachingcouncil.ie.

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Dungarvan Branch retirement



ASTI Dungarvan Branch recently marked the occasion of the retirement of Eileen Murphy, who taught maths and geography for 23 years at St Augustine's College. Back row (from left): Michael McGrath (ASTI Standing Committee representative), Pat Collins (Dungarvan Branch Chairman), and Tommy Collins (Dungarvan Branch Treasurer). Front row (from left): Eileen Murphy (retiree), Breda Lynch (then President Elect), and Margo McGann (Branch Secretary).

Budget must tackle inadequate school buildings

One of the most pressing needs in Budget 2019 is the quality of school accommodation, the ASTI has told the Joint Oireachtas Committee on Education and Skills.

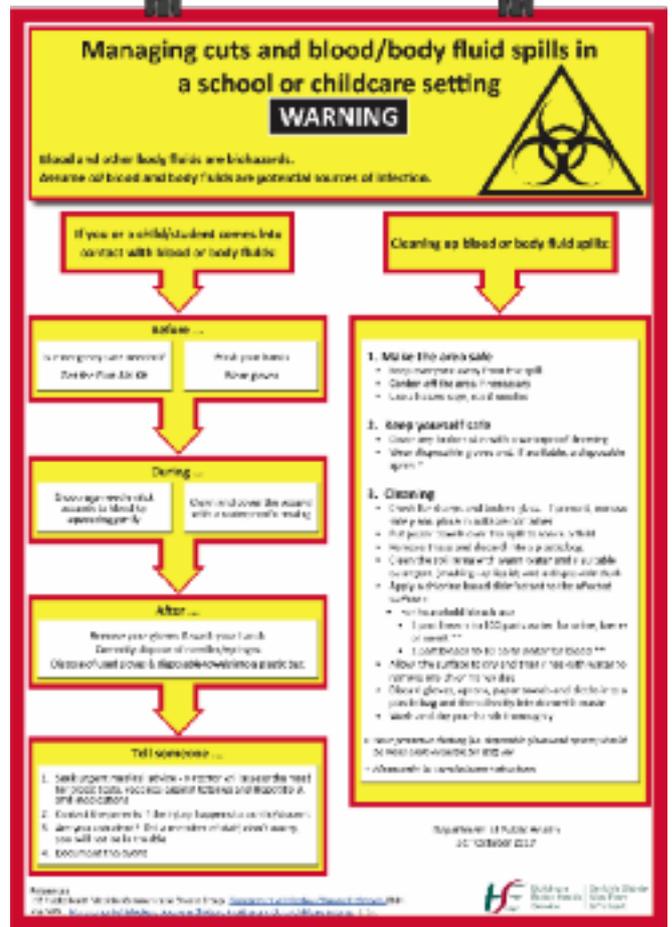
Ireland is currently facing two major intertwined challenges – sustained demographic growth and multiple infrastructure deficiencies, the ASTI said. Speaking to the Oireachtas Committee, ASTI Assistant General Secretary Moira Leydon said that research by the ASTI confirms that many schools have significant infrastructural deficits. Teachers and school principals have highlighted over-crowded classrooms, inadequate numbers of science laboratories, lack of rooms for resource teaching and other forms of personalised learning support, inadequate PE facilities, and non-existent social and circulating space for students.

The ASTI also stated that ongoing curriculum change based on active learning methodologies, collaborative work, and enquiry-based learning requires radical changes to the layout of classrooms and other learning spaces.

ASTI submission on childhood obesity

The ASTI recently made a submission to the Oireachtas Committee on Children and Youth Affairs on the issue of childhood obesity. The submission pointed to evidence from various sources, which has found childhood obesity to be a growing issue in Ireland, including the 'Growing up in Ireland' study, which found that 30% and 22% of nine-year-old girls and boys, respectively, are overweight. Only half (51%) of nine year olds exercise four or more times a week, with girls having significantly lower rates of exercise than boys.

The ASTI's submission noted that schools are pivotal institutions in society



Managing cuts and blood/bodily fluid spills in a school setting

The HSE has offered advice to schools in relation to blood and bodily fluid spills. Blood and bodily fluid spills, including nosebleeds, playground injuries and vomiting, are incidents that can and will occur in all schools. Public health specialists were recently required to urgently attend an education facility when an incident potentially placed children at risk. Blood and bodily fluids are biohazards, which can facilitate the transmission of infectious diseases, including hepatitis and HIV. Science projects for school or for national competitions that involve blood or bodily fluids should be strictly prohibited to prevent risks to students. Any bodily fluid spill should be cleaned according to the instructions on the HSE poster 'Managing cuts and blood/bodily fluid spills in a school or childcare setting', which is available at www.hspc.ie. The HSE has requested that schools display this poster in a prominent position.

and can have a transformational impact on students' health, lifestyles and civic engagement, but there are a number of barriers to schools reaching this potential. These barriers include: under-investment in school leadership; fragmentation of policy wherein responsibility for whole-school approaches is devolved to individual teachers without reductions in other professional duties; no time allocation for team work; and, poor or inadequate physical facilities for PE, games and healthy eating.

To read the full submission, visit www.asti.ie.

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Free ASTI membership for new teachers

Teaching is the most highly unionised profession in the world and young teachers need their union more than ever before. The ASTI annual recruitment drive begins this September. Recruitment packs have been distributed to school stewards nationwide.

New teachers, in their first year of membership, are entitled to apply for free membership by completing the relevant section of the ASTI membership form. In addition, this year, new teachers who join the ASTI can avail of ASTI Advantages – a discounts and special offers scheme supported by Cornmarket.

New teachers can join the ASTI by filling out the 2018 membership form available from their school steward, or by downloading the form from www.asti.ie/asti-membership/join-asti.

Organising Week

ASTI Organising Week takes place from September 3. Activities will include visits to schools by Standing Committee members and union officers, as well as a concerted campaign to recruit both new members and those who left the union in recent times.

Research demonstrates that contact with trade union member colleagues, including trade union representatives in the workplace, is the most effective way of recruiting new members. The ASTI encourages ASTI members to talk to new teachers in their staffroom about the importance of trade union membership and about the ASTI's campaign for equal pay for post-2010 teachers.

Have we got your up-to-date contact details?

The ASTI regularly ballots its members on key issues. Ballots may be conducted via the school structure or by posting individual ballot papers to members' home addresses. It is therefore vital that ASTI Head Office has your up-to-date contact details, including:

- your school address
- your home address
- your mobile number and
- your email address

to ensure you have your vote.

If you have changed your school or home address recently, please email your most up-to-date information and contact details to membership@asti.ie. Please note that the best time to do this is well before a ballot. For administrative reasons, ballot material is prepared in advance of any ballot voting period. Once ballot papers are issued they cannot be rescinded. Being a member of the ASTI means that you get to participate in important decisions that affect your career, teaching as a profession, and the education service.

Passing of Prof. John Coolahan



Prof. John Coolahan, a well-known figure in Irish education policy and author of *The ASTI and Post-Primary Education in Ireland, 1909-1984*, has died. Prof. Coolahan, who was known as “the man who knows more than anyone about Irish education”, was Professor Emeritus of Education at the National University of Ireland, Maynooth (NUIM). His long career in education included time as a primary teacher, a secondary teacher, a teacher trainer and a university professor, as

well as an adviser on education policy to the Department of Education and Skills and to various international organisations, including the World Bank and the Council of Europe.

Prof. Coolahan was commissioned to write *The ASTI and Post-Primary Education in Ireland, 1909-1984* to commemorate the 75th anniversary of the ASTI. The book is a detailed study of the origins and development of the ASTI and of the history of post-primary education from the perspective of secondary teachers, and is of great value to those interested in teaching and labour history in Ireland.

Upcoming change to subscription rates

Please note that ASTI subscription rates will change from January 2019, as ratified by ASTI Convention 2018. The new subscription rate will be 0.76% of basic salary (capped at 1.05% of the first point of the pre-2011 salary scale – €33,805 – which at present equates to €354.95 per annum). This is a result of changes to the Department of Education and Skills' deduction at source arrangements. The new rates mean that a significant number of members will now pay less for their annual subscription than they had previously been paying.

For more information, see www.asti.ie.

ASTIR crossword as Gaeilge

This edition of *ASTIR* includes a special crossword *as Gaeilge*, a great opportunity for the Irish speakers among the ASTI membership to win €200 courtesy of the ASTI Credit Union. All correctly completed crosswords are entered into a draw, from which the lucky winner will be chosen. See page 30 for the crossword and make sure your entries arrive by Friday, October 19.

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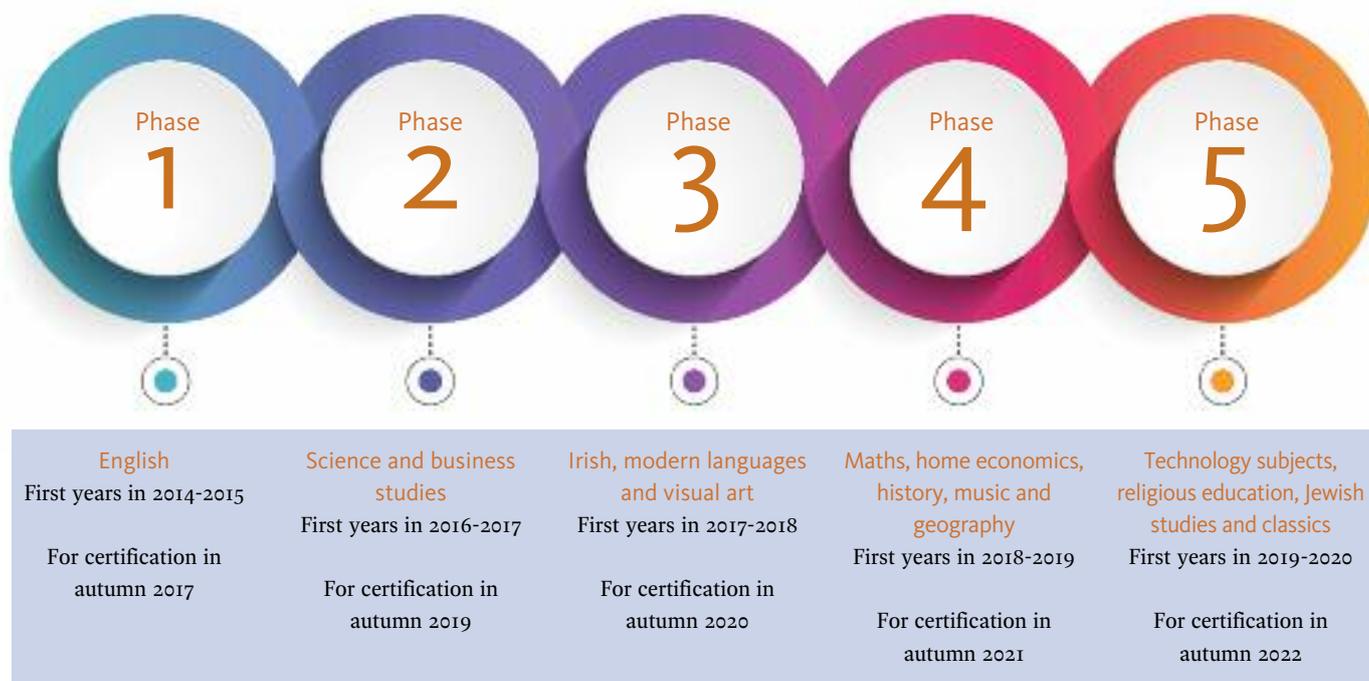
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UPDATE ON CURRICULUM CHANGES

Curriculum change is gathering pace and here we outline the major reforms.

Phases of Junior Cycle reform



Other Junior Cycle changes

Short courses

Introduced for first years in 2014

*CSPE, SPHE, PE, artistic performance, digital media, literacy, coding, Chinese language and culture

*2019 is the final year in which CSPE will be examined as part of the Junior Certificate examination

Wellbeing

Introduced programme to first years in 2017

CSPE, PE, SPHE and guidance

Other school programmes – pastoral care, anti-bullying, student leadership

Aspects of subjects/short course linked to six wellbeing indicators

Level 2 Priority Learning Units

Introduced to first years in 2014

Communication and literacy

Numeracy

Living in a community

Preparing for work

Personal care

Junior Cycle Profile of Achievement

First issued in winter 2017

Includes classroom-based assessment (CBA) indicators and Junior Cycle grades

After 2020, will include reporting on wellbeing

Senior Cycle

A total of 41 schools self selected to participate in a network-approved consultation on the Senior Cycle curriculum. Phase 1 – school year 2018/2019 – will focus on the proposed goals of the Senior Cycle Curriculum. Phase 2 – school year 2019/2020 – will focus on pathways and flexibilities in the Senior Cycle curriculum. At the end of each phase, an interim report will be prepared by the National Council for Curriculum and Assessment (NCCA) for wider consultation.

The ASTI believes that it is absolutely critical that the voice of the classroom teacher is taken into account in any proposed changes to the Senior Cycle. The ASTI will be seeking feedback from members in these schools as the NCCA consultation progresses, in order to inform the ASTI's engagement with the NCCA, the State Examinations Commission and the Department of Education and Skills. The ASTI is also drawing all members' attention to the following motions passed at ASTI Annual Convention this year:

"That the ASTI formulate a policy of total opposition to any attempt to introduce assessment of students by their teachers for certificate or accreditation purposes at senior cycle." (Motion 47)

"That ASTI demand that no further curricular change be introduced without meaningful consultation with subject teachers." (Motion 18)

New education legislation Parent and Student Charter

In February 2018, the Government approved the heads of legislation on the Education (Parent and Student) Charter Bill, 2016. The legislation aims to:

- define the principles that will guide how schools will engage with students and parents
- require schools to have a Parent and Student Charter
- set out in law the principles on which the Parent and Student Charter will be based
- allow the Minister to publish guidelines by which the Parent and Student Charter shall be prepared, published and operated
- provide a power to enable the Minister to direct school boards to comply with the guidelines
- allow the Minister publish information on the directions issued
- allow the Minister revoke a direction given to a school board
- require schools to consider suggestions, guidance or recommendations made by the Ombudsman for Children
- allow the Ombudsman for Children to advise the Minister of any suggestions, guidance or recommendations made to a board and to provide a power to enable the Minister to direct that board in relation to the matters conveyed to the Minister by the Ombudsman for Children
- amend Section 9 of the Ombudsman for Children Act 2002 to expand the role of the Ombudsman for Children to investigate a school in connection with any functions required of a school under the new Section 28 of the Education Act, 1998
- delete subsection 9 (2) of the Ombudsman for Children Act 2002, which requires the Ombudsman to investigate an action by a school only where the procedures under Section 28 have been resorted to and exhausted in relation to the action
- amend Section 9 of the Education Act 1998 to include among the functions of a school a requirement that a school must promote the involvement of parents and students in the education provided to students, and
- amend Section 27 of the Education Act 1998 to change the requirement on a student council from one of promoting the interest of the school to the promoting of the interests of the students of the school having regard to the characteristic spirit and polices of the school and the principles set out in Section 28.

The ASTI made a submission on this draft legislation in March 2017. A copy of the submission is available for download from the ASTI

ASTI SLAR policy

Subject Learning and Assessment Review (SLAR) meetings are designed to assist teachers in assessing students' classroom-based assessments. SLAR meetings should take place in May after the first classroom-based assessment for second year students and in December after the second classroom-based assessment for third year students. Each SLAR meeting should take no more than two hours. This means that a teacher of two subjects to second and third year students will attend four meetings of no more than two hours, amounting to eight hours per school year.

The ASTI has sought to ensure the appropriate implementation of these meetings in accordance with the 2015 'Appendix to the Joint Statement on Principles and Implementation on Junior Cycle' subsequent assurances given by the Department of Education and Skills (DES) in response to ASTI representations.

Section 9.7 of the 'Appendix to the Joint Statement on Principles and Implementation on Junior Cycle' states:

"The 40-minute professional time period provided within timetable is available to teachers on the basis that they will use this time flexibly including bundling time periods and carrying forward time to facilitate professional collaboration. Teachers may also use the time periods for individual planning, feedback or reporting activities relating to Junior Cycle. In particular, time periods will need to be bundled to facilitate SLAR meetings. Since professional collaboration meetings can only be held when the relevant subject teachers can be present, a limited number of meetings

may need to draw on teachers' bundled time to run beyond normal school tuition hours for some of the duration of the meeting".

Unfortunately, the ASTI is aware that some schools had proposed during the last school year that SLAR meetings would be held entirely outside normal school tuition hours. This is contrary to Section 9.7 (above). It is also at variance with Circular 0015/2017, which states that: "Since professional collaboration meetings can only be held when the relevant subject teachers can be present, **a limited number of meetings** may need to draw on teachers' bundled time to run beyond normal school tuition hours for **some of the duration of the meeting.**" [Emphasis inserted by the ASTI.]

At its meeting on May 12, the ASTI Central Executive Council (CEC) adopted the following motion:

"The CEC adopt the view that the current arrangement for SLAR meetings, where a portion of all these meetings takes place outside of school time, contravenes Section 9.7 of the appendix to Joint Statement on Principles and Implementation on Junior Cycle reform.

"Therefore CEC adopt the view that Section 9.7 means that all SLAR meetings must be scheduled to start and end within normal school tuition hours, and only a limited number may run over, and issue a directive to members to comply."

This motion requires a ballot of members. The ASTI is making arrangements for a ballot to run in conjunction with upcoming ballots regarding the post-2010 teachers' pay issue.

CAMPAIGN UPDATE – POST-2010 TEACHERS’ PAY

A ballot on the issue of post-2010 teachers’ pay is expected to take place in the coming weeks.



The ASTI expects the outcome of a talks process between public sector unions and the Government on “new entrant pay issues” to be announced some time in September. This talks process began in April 2018. A significant backdrop to the talks was the fact that the three teacher unions – the ASTI, INTO and TUI – had each passed a motion at their annual conference stating that the process should end by early May and have the capacity to achieve a resolution on all aspects of pay inequality.

The ASTI Central Executive Council (CEC) met in May and heard a progress report on the talks. The CEC passed a motion that in light of the fact that the process hadn’t concluded within the timeframe specified by the teacher unions, a ballot of the ASTI on industrial action, up to and including strike action, to be taken in conjunction with the other teacher unions, be organised.

Standing Committee has decided that this ballot will take place in the coming weeks, following the outcome of the talks process (due in September). Once

the outcome of the talks process is known, it will be considered by the CEC and arrangements for school-based balloting will be implemented.

Talks process

At the talks, the teacher unions made it clear that they expected all of the issues with regard to post-2010 teachers’ pay to be addressed. These are:

- the pay cut applied to new entrants to the public sector in 2011
- the outstanding teacher qualification allowance, and
- the fact that post-2010 teachers are appointed to the first point of the pay scale, instead of the third point.

“ In 2016, the ASTI took two days of strike action in pursuit of equal pay for post-2010 teachers. Since 2017, the three teacher unions have been working together to close the remaining gap in post-2010 teachers’ pay. ”

Background

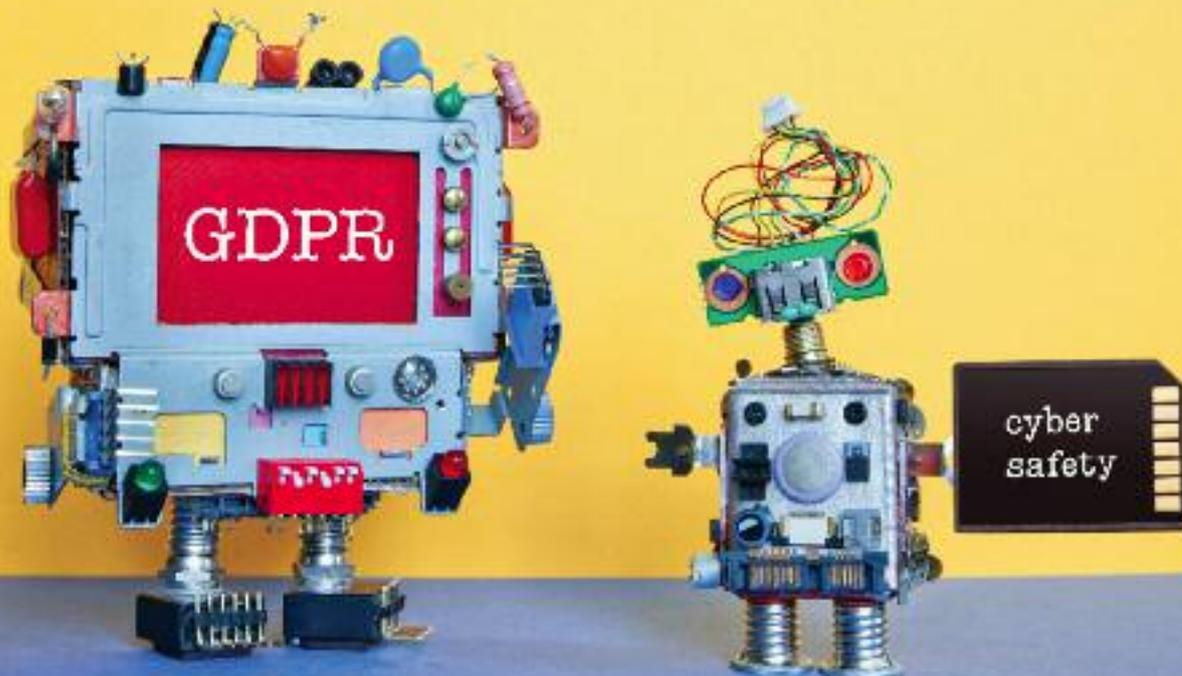
Teachers who entered the profession after 2010 are on different pay scales than their colleagues, even though they have the same duties and responsibilities. Budget 2011 slashed teachers’ pay by 10%. In addition, from January 31, 2011, new teachers were appointed to the first point, rather than the third point, of the pay scale. In 2012, qualification allowances, such as the degree and Professional Master of Education (PME) allowances, were abolished for those entering teaching. While there has been some progress in having these cuts restored, it still remains that new and recently qualified teachers are placed on inferior pay scales.

A second-level teacher entering the profession in 2018 is earning approximately €4,000 less than they would be earning on the old (pre-2011) pay scale. During some of the initial years of teaching this loss is higher – as much as €6,000 to €7,000 per annum. This represents a substantial reduction in earnings over the duration of a teaching career. Teachers entering second-level teaching have spent four to six years training, including attaining a two-year PME.

In 2016, the ASTI took two days of strike action in pursuit of equal pay for post-2010 teachers. Since 2017, the three teacher unions have been working together to close the remaining gap in post-2010 teachers’ pay.

PROTECTING YOUR DATA

The ASTI is working to implement new data protection legislation.



New data protection regulations came into law in May 2018. In order to ensure full compliance with the General Data Protection Regulation (GDPR), the ASTI has updated its privacy policy for members. The policy can be viewed by clicking on 'ASTI Privacy Policy' at the bottom of the ASTI website – www.asti.ie.

GDPR and schools

The new GDPR legislation means that schools must demonstrate that they are compliant with data protection legislation.

For individual teachers, this means ensuring adherence to their school's privacy policy/privacy statement. Key data legislation provisions include:

- students' personal data must only be stored and protected appropriately on school-approved devices
- handwritten notes containing personal information about students should be transferred to the school's information system as soon as possible, and
- personal information about students should not be shared on unapproved systems/platforms.

USEFUL RESOURCES

www.gdpr4schools.ie
www.dataprotection.ie

Strengthening rights

The new GDPR legislation strengthens the rights of individuals in relation to their personal data. It also introduces a new requirement on organisations to make known how they collect, use and protect individuals' personal data.

The ASTI is committed to being professional, open and transparent in how we process our members' personal data. The ASTI's Privacy Policy sets out how we collect, use and safeguard members' data.

The ASTI uses members' personal data for legitimate trade union activities only, including the provision of information and advice services, the provision of specialist services such as industrial relations and legal services, and the administration of the union in accordance with the ASTI Rules and Constitution.

Is your data secure?

The ASTI takes members' privacy seriously. The ASTI Privacy Policy outlines a number of security protections that have been implemented to protect personal data, including database security, which prevents unauthorised access.

ASTI Data Protection Officer

The ASTI will endeavour to address any data-related concerns that members may have. Enquires should be emailed to the Data Protection Officer at DPO@asti.ie.

MEET THE NEW ASTI PRESIDENT

New ASTI President Breda Lynch took up her post recently. She told *ASTIR* about her love of teaching, and her hopes for her time as President.



“ I have always taught girls, and it is a great pleasure to see them come in as children in first year, and watch them blossom into young women, with strong views and personalities, over their time in school.

Where do you teach?

I teach in Muckcross Park College, Donnybrook. I have taught there since 1989, having been redeployed from Loreto Churchtown, a small secondary top,* which has since closed down.

Where did you go to school?

I started with the Dominicans in Cabra aged four. When I was 11 my parents made the move back to Cavan, which is where they are both from. I spent a year in Ballinagh NS and then went on to secondary school in Loreto Cavan.

Who was your most inspiring teacher?

I find it difficult to answer this question as I had many fantastic teachers. Maths was always my favourite subject and I had a number of inspiring maths teachers. I love the challenge of an interesting maths problem and I hope in my term as President we can find the solution to some of our ongoing problems, particularly that of pay inequality.

Why did you become involved in the ASTI?

It was the most natural thing in the world for me as a young teacher to attend ASTI branch meetings. I recently used the phrase ‘I found my tribe’, which is the title of a very good book I read recently, to explain my passion for the ASTI. I am very much at home with people who are prepared to stand up for themselves and for others. That is what we do in the ASTI. I have met some great people through the ASTI and it has been a very important part of my life for a long time now.

What would you say to teachers starting their career in September wondering if they should join the ASTI?

It is so important to be in a union for many reasons. Firstly, the ASTI puts a lot of its energy and resources into helping teachers in the early stages of their careers. Our Industrial Relations Officers have great expertise in the area of contracts and are a great support to teachers who have difficulties. Many contract issues can be solved very quickly at local level with ASTI support, but if not, we have represented members successfully at the Workplace Relations Commission (WRC) and even in the High Court. Another important reason to join the ASTI is to foster collegiality and solidarity in the staffroom. Attending branch meetings can give great insight and support to teachers. By being a member of the ASTI you have a voice in forming education policy. As well as simply joining up, I would encourage new members to really get involved; indeed, I would give that advice to all members. Go to your branch meeting and have your say.

What is your favourite thing about being a teacher?

You couldn't be a teacher if you didn't enjoy young people. I have always taught girls, and it is a great pleasure to see them come in as children in first year, and watch them blossom into young women, with strong views and personalities, over their time in school. They can be challenging at times, but I wouldn't have it any other way. It is very rewarding to feel you have played your part in their journey. It's always nice to meet former pupils, and hear all the interesting things they are doing. I've met one who is now a TD and a few who are members of the ASTI.



What has been your proudest moment to date as an ASTI member?

I hope it is yet to come. I would love to stand up at Convention in Wexford next Easter and say congratulations ASTI members, you stood your ground, you fought the good fight and we now have pay equality.

I have vivid memories of proposing a motion at my first CEC meeting. I was very nervous, but I knew it was important to make my voice heard. I won't tell you what the motion was, as it was a little controversial, but enough to say it passed.

What are your priorities for your year as President?

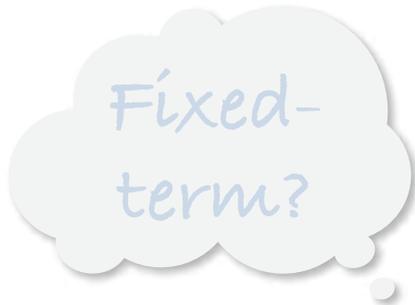
I hope this is the year when we finally put the issue of pay equality to bed. This issue has taken a lot of time and energy of the union for a number of years now and it needs to be sorted. We need to focus on dealing with casualisation in the profession. The problem of teacher supply affords us an opportunity to demand changes here. There are many issues for us around curriculum reforms, both at junior and senior cycle. These changes have implications for teachers and for education. There are workload issues for our members, and if these are not dealt with, we will see even higher dissatisfaction rates and stress levels among teachers. Well-being can't only be about our pupils.

Who in public life do you admire?

I admire people who stand up for themselves, and who are not easily intimidated. Lately I've been very impressed by Vicky Phelan. It takes great courage to take on the health system while faced with the diagnosis she has received. I particularly admire the way she refused to sign the confidentiality clause demanded of her in settling her case. This has helped so many other women and challenged the health authorities, and called them to account in a very significant way.

*Secondary tops were officially primary schools, but prepared pupils for the Intermediate and Leaving Certificate Examinations.





NEW TO TEACHING?

As another school year begins, *ASTIR* has all the information you need if this is your first year in the classroom.

Most new teachers begin their careers in temporary or part-time roles, covering for teachers on leave or covering concessionary hours. When you begin a new role, it is important that you understand the contract you have and the conditions that go along with it.

Contracts

The type of contract you hold depends on the reason for the position being vacant and the type of hours that you cover. Regardless of the type of contract you have, you are entitled to receive clear written information on the terms and conditions of your job, either in the form of a letter of appointment, a written contract or a written statement.

Always keep a copy of your contract and any related documents as they may be needed in the future. If you are unsure of anything in your contract ask your ASTI school steward or ASTI Head Office for clarification or advice.

Before you sign a contract, make sure it includes the following information:

- the nature and duration of your employment
- the type of contract under which you are employed, e.g., fixed-term or permanent, part-time or whole-time
- the number of hours per week you are contracted to teach
- the subjects and levels you will be teaching
- the reason for the vacancy you are filling, and
- whether you will be paid by the Department of Education and Skills, the school or the ETB.

Non-permanent contracts

Many newly qualified teachers (NQTs) will begin their teaching careers with non-permanent contracts. A non-permanent contract should only be given when the need for the teacher's service is genuinely a temporary one, for example where you are replacing a teacher on leave. There are four categories of non-permanent teaching contracts for qualified teachers:

A **casual teacher** is appointed where there is a casual need for hours to be covered (fewer than 150 hours in a school year), usually covering for a teacher on short-term sick leave or parental leave. A casual qualified teacher is paid a standard rate.

A **non-casual part-time teacher** is appointed when a teacher is needed for over 150 hours in a school year but for less than the full school year. Usually they are covering for maternity leave or carer's leave. The qualified non-casual rate per hour worked is the teacher's own personal point on the pay scale divided by 735.

A **regular part-time teacher** is appointed when a teacher is needed for a full school year, but for less than the full 22 hours a week, for example covering a job share contract. A regular part-time teacher will be paid on the same basis as a whole-time teacher, pro-rata to the number of hours worked.

A **temporary whole-time fixed-term teacher** is appointed to work full hours for at least one full school year, generally covering a career break/secondment. They will be paid in accordance with their incremental point on the salary scale.

Permanent/CID contracts

Permanent contract

Permanent teachers are contracted to teach up to 22 hours per week.* If you receive a permanent job, you may receive a permanent probationary contract but once the probationary period has been served you should receive a permanent contract.

**Full-time teachers teaching Junior Cycle have up to 21 hours 20 minutes class contact and 40 minutes professional collaboration time in the form of Subject Learning and Review meetings. See ASTI policy on SLAR meetings on page 11.*

Contracts of indefinite duration

A contract of indefinite duration (CID) gives a teacher the same job security as other permanent teachers. The only differences are that salary is based on the number of hours teaching (which can be less than full hours) and the awarding of the contract is normally the result of the teacher acquiring the requisite amount of teaching service in a sustainable teaching post. For more information on eligibility requirements for a CID see www.asti.ie.

Salary

Your pay depends on:

- when you first started teaching
- your contract
- your hours, and
- your teaching experience.





Teachers are paid based on an incremental salary scale or according to annual rates. If 2018 is your first year teaching you will be on the first point of the post February 1, 2012, pay scale.

If you are employed by a voluntary secondary school or a community or comprehensive school, you will be paid directly each fortnight by the Department of Education and Skills from their offices in Athlone, Co. Westmeath.

If you are employed by a community college or vocational school, you will be paid by the relevant Education and Training Board (ETB) at least once a month out of funds allocated to them from the Department of Education and Skills.

If you are employed privately by the school, you will be paid directly by the school.

Permanent teachers/full-time CID teachers are paid over 12 months and their salary is based on the relevant point on the appropriate scale plus allowances.

Regular part-time teachers, part-time CID teachers and temporary whole-time teachers are paid over 12 months and their salary is based on a pro-rata fraction of the relevant point on the salary scale, plus any allowances, depending on how many hours they teach.

Droichead

Droichead is an integrated professional induction framework for NQTs. It includes school-based and additional professional learning activities to

address the needs of teachers as they begin their careers. From September 2018, all NQTs who are teaching in a school with 400 or more pupils or are employed in special educational needs posts, e.g., resource teachers, can only complete their induction through the Droichead model. For schools in these categories, it is important to note that post-primary NQTs employed in the school will not be able to avail of the traditional processes of post-qualification employment (PQE). Currently, the only exception to this is where a post-primary NQT has a contract of fewer than 200 hours in a post-primary school. In this situation, they can 'bank' their time towards PQE. However, if the post-primary school is not offering Droichead and the NQT has a contract of more than 200 hours, there will be no route to induction available to them in that school during that contract.

An NQT has three years to address the Teaching Council condition of induction upon their registration. If a registered teacher is unable to complete the requirements of a registration condition within the specified period, he or she may apply to the Council for an extension. The Council will consider such requests in the context of the nature of the registration condition, the progress made to date and the work that remains to be completed. Every application for an extension is evaluated on its own merits. In the event that a school with 400 or more students does not offer Droichead in the coming school year, an NQT can legitimately apply for and will be granted an extension for one year on that basis should he or she need it.



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YOUR SALARY SLIP EXPLAINED



1. Basic pay

This refers to payment for hours worked, and does not include your allowances.

2. Deductions

Deductions, including PAYE, USC, income levy, Pension Related Deduction (PRD), and PRSI (including health levy) are detailed here. Payments for your pension contribution are also included (listed as two deductions – pension – grouped and 1.5% spouse and children’s scheme), along with other at-source deductions such as: additional voluntary contributions to pension; certain savings schemes; certain insurance schemes, including salary protection; credit union deductions; Teaching Council registration fee; and, ASTI subscription.

3. PRSI class

All employees, whether full-time or part-time, are liable for PRSI. All teachers employed since 1995 are Class A PRSI contributors. Class A is the normal rate at which PRSI is paid.

4. Tax credit

This refers to the total tax credit you are entitled to for this payroll period, including your PAYE credit, individual tax credit and other credits based on your individual circumstances. Notice of your tax credits is sent to you at the beginning of each year by the Revenue Commissioners. Check www.revenue.ie for more details of tax credits or to see what you can claim.

5. Cut-off point

Cut-off point refers to the point at which you pay the higher rate of tax. The standard PAYE rate is 20% plus the income levy. You are taxed at this rate on earnings up to your cut-off point. After that, earnings are taxed at the higher rate of 41% plus income levy. The figure here indicates the cut-off point for this particular pay period.

6. Net pay

This figure indicates how much is actually paid into your bank account after tax, PRSI and other deductions.

7. Year-to-date totals

Year-to-date totals let you know how much you have earned, paid or been credited to date in this tax year. The tax year runs from January 1 to December 31.

PAY AND INFRASTRUCTURE DEFICITS MUST BE TACKLED

ASTI members spoke out to the media on critical issues such as low pay, insufficient infrastructure and teachers' thoughts on this year's exam papers.

"I do believe our Leaving Cert has high currency internationally and I believe that is because of the external assessment and that is our red line issue. That is why we want to uphold that external assessment. We're happy to have extra components and second components but I do believe for Ireland, we need to keep that strong external assessment ... if you bring teachers with you we'll go with it as long as we believe in it and I think that's really important – that if you bring teachers and they believe in it you have a better chance of it being successful."

Breda Lynch, ASTI President, *The Hard Shoulder*, Newstalk, August 13, 2018

"Teachers on lower pay scales are in situations, like a lot of people, where it's very difficult to plan and to live their lives. A lot of them are moving into other areas, they may have started out wanting to be a teacher but they're coming out with qualifications and they realise they can earn more money in different fields. We have a recruitment crisis in teaching because potential teachers are coming out of college and moving into other areas because of the insecurity of teaching contracts and the lower pay. Morale is low in teaching and this minister needs to sort it out."

Breda Lynch, ASTI President, *The Pat Kenny Show*, Newstalk, August 28, 2018

"The State Examinations Commission has been pointing out to us that they have a shortage of examiners and we've been pointing out to them that examiners feel overworked and underpaid. There are various issues. First of all there are difficulties finding teachers in general in certain subjects and this also applies in terms of examiners. The cuts that happened nearly ten years ago now, massive cuts in public service pay and particularly in teachers' pay, were also applied to people doing work for the State exams. There has been some restoration of the pay for teachers but there hasn't been the same restoration for examiners. The examiners are finding that they're being asked to do more and more work and that actually it's getting too much. People are being asked to correct more papers and they will do it because they don't want to let the system down but they say I'm not doing that next year."

Diarmaid de Paor, ASTI Deputy General Secretary, *Newstalk Breakfast*, Newstalk, June 22, 2018

"ASTI Assistant General Secretary Moira Leydon told the Oireachtas Joint Committee on Education and Skills that when the new science syllabus was introduced a number of schools received derogation to postpone introducing the syllabus, because they did not have the facilities to proceed.

"I know for a fact that a number of schools didn't apply for the new Leaving Cert PE examination for the simple reason that they could not provide the eight optional physical activities to meet the requirements of the programme," she said."

Moira Leydon, ASTI Assistant General Secretary, RTÉ news, www.rte.ie, August 20, 2018

"It was an improvement on last year's paper. The questions on the study text were more of an invitation for students to use their knowledge of the text in their answers.

"Last year's Shakespeare question asked students to design a poster about the play whereas this year's one was to talk about a specific scene in the play, about conflict, and how that could be resolved. I felt they would have been able to use what they had learned about the play itself."

Kate Barry, ASTI subject representative speaking about the Junior Certificate Higher Level English exam, *The Irish Times*, June 6, 2018

"Mr Chaney said it was well received by students at his school, CBS Thurles in Co. Tipperary, but they needed to be well practiced for a proof by induction of De Moivre's theorem. A question on the sieve of Sundaram algorithm was an interesting application of arithmetic sequences that would have tested problem-solving skills. Another was about difference equations, which Mr Chaney said although not on the course, could have been completed if they followed the instructions. 'Unfortunately, the format and terminology would have thrown many students,' he said."

Robert Chaney, ASTI subject representative on Leaving Certificate Higher Level maths exam, *Irish Examiner*, June 9, 2018

ASTI HONOURS MEMBERS

Teachers from all over the country were honoured by the ASTI in May for their outstanding contributions both inside and outside the classroom.



Left: ASTI Honorary Life Membership. From left: Ger Curtin (then ASTI President), Honorary Life Membership recipients Neil Curran, Máire G. Ní Chiarba, and Joe Moran, and Kieran Christie (ASTI General Secretary). Right: ASTI Centenary Scholarship. From left: Ger Curtin (then ASTI President), Maeve Clancy (ASTI Centenary Scholarship recipient), and Kieran Christie (ASTI General Secretary).

The annual ASTI awards ceremony, held in the Gresham Hotel, Dublin, honoured those who have provided invaluable service to the teaching profession and the union.

Honorary Life Membership

This award is given in recognition of a member who has given singular and exceptional service to the ASTI and who has displayed outstanding leadership and served as an inspirational role model. This year's recipients were Neil Curran (Donegal Branch), Máire G. Ní Chiarba (Cork North Branch), and Joe Moran (Tipperary Branch).

Thomas MacDonagh Medal

The Thomas MacDonagh Medal recognises outstanding service in a representative capacity within the ASTI or an outside body. It may also include an action or position taken by an ASTI member, which has significant benefits for ASTI members. This year the Thomas MacDonagh Medal was awarded to Mary Boissel (Stillorgan Branch), Niamh Crowley (Waterford Branch), Denyse Hughes (Dundalk Branch), Anthony Kelly (Dublin South 2 Branch), Joe Power (Clare Branch), and Peter Quinn (Clare Branch).

PJ Kennedy award

The PJ Kennedy Award is presented to ASTI members who have given

valuable service to the union at branch level. There were seven recipients of the PJ Kennedy Award: Kevin Brogan (Drogheda Branch), Paula Hewison (Waterford Branch), Eleanor Jones (Waterford Branch), Billy Moroney (Clare Branch), Veronica O'Sullivan (Waterford Branch), Martin Talbot (Carrick-on-Shannon Branch), and Pat Liston (Waterford Branch).

ASTI Centenary Scholarship

Maeve Clancy, a teacher in St Benildus College, Stillorgan, is this year's recipient of the ASTI Centenary Scholarship. The ASTI offers an annual scholarship to assist ASTI members in undertaking further third-level studies. The scholarship of €4,000 is awarded to one ASTI member each year. Maeve is currently undertaking an MSc in Public Policy in DCU, and her thesis will focus on teacher shortages at post-primary level in specific subjects and how this problem has developed, what its root causes are and the impact it will have on education policy going forward.

A 2012 entrant to teaching, Maeve's research will investigate the impact the introduction of a two-tier pay scale has had on those entering the teaching profession, and will include interviews with school management bodies to gain a better understanding of the experience of recruiting teachers in second-level schools at present. The research will also examine how EU countries deal with teacher



Waterford Branch award recipients. From left: PJ Kennedy Award recipients Ger Hanlon, Eleanor Jones, and Paula Hewison, Ger Curtin (then ASTI President), Niamh Crowley (Thomas MacDonagh Medal recipient), Veronica O'Sullivan (PJ Kennedy Award recipient), and Kieran Christie (ASTI General Secretary).

supply and investigate the relationship between teacher education providers and the Government.

The ASTI Centenary Scholarship is determined by a Scholarship Selection Committee whose selection criteria include: relevance of the proposed course of study to the professional lives of teachers and second level; potential for study to inform the ongoing policy agenda

and work of the ASTI; and, potential for research to enhance the quality of teaching and learning. Maeve's research was believed to best meet these criteria.

For more photos of ASTI Awards 2018, see www.asti.ie.

Learning from the Holocaust

Continuous Professional Development
Study Visit to Krakow
30 October - 02 November 2018

This programme involves a four-day study visit to Krakow and is supported by seminars in preparation (Saturday 13 October) and reflection (Saturday 17 November) at Trinity College Dublin.

© 2018 Holocaust Education Trust Ireland

This programme is designed to help teachers grasp the enormity of the Holocaust and an understanding of Jewish life in Europe up to the Second World War. It introduces them to the complex and challenging subject of the Holocaust encouraging them to develop lessons suitable for their pupils.

What includes:

- Tours of Krakow, Galicia Jewish Museum, Schindler's Factory, The Jewish Ghetto, Auschwitz Jewish Centre and Auschwitz-Birkenau.
- Testimonies from Holocaust survivors and Polish Righteous Among the Nations
- Lectures by Anglophone University and Holocaust survivors.

Fees: €395 (PTE) inclusive of flights, hotels, seminars, lunches and buses

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

For information and enquiries call our teacher support programme, contact:
Holocaust Education Trust Ireland, Cliffole House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: + 353 1 8580553 Email: info@holocausted.org www.holocausted.org

Certificate in Holocaust Education

Continuous Professional Development
Special Purpose award at AQF level 7 carrying 30 RFTS

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

Course Duration: One year (part-time)

Acknowledgement: The Certificate in Holocaust Education is awarded by Trinity College Dublin, endorsed by the QI and acknowledged internationally.

Modules:

1. **Teaching the Holocaust (August)** Intensive three-day summer programme for teachers that addresses the complex subject of the Holocaust and how to teach it in the classroom.
2. **Learning from the Holocaust (October)** Six-day programme that includes a four-day study visit to Krakow and Auschwitz-Birkenau. The programme is supported by two daytime open-air visits in preparation for the study visit and one reflection afterwards.
3. **Visit Krakow at Yeshiva International School, Jerusalem (July)** Eight-day programme for teachers at Yeshiva International School for Holocaust Studies.
4. **Assignments:** There are four assignments to be completed on the programme.

Fees: €1,965 for registered teachers which includes university registration, all tuition, travel and accommodation (paper). For other applicants who do not qualify for sponsorship, the fee is €2,365. This programme may qualify for the National at-Risk Scheme.

For information and details about all our teacher education programmes, contact:
Holocaust Education Trust Ireland, Cliffole House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: + 353 1 8580553 Email: info@holocausted.org www.holocausted.org

MEET YOUR STANDING COMMITTEE REPRESENTATIVES



PAUL O'REILLY

Represents: Wexford, New Ross, Enniscorthy, Waterford
School: Waterpark College, Waterford

Why I got involved in the ASTI...

I got involved because there has always been an active union presence in the school where I work thanks to some fantastic colleagues. So when my time came, I said I'd give it a go.

The ASTI's biggest priorities right now are...

As a union we certainly live in challenging times complicated by various factors. The fact that we are professionals dealing with the education of the nation's young people makes it even more challenging but certainly worthwhile.

Over the last number of years and almost without our noticing it, the

ground has been shifting beneath us as teachers, and more recently that effect has accelerated dramatically. On a deeper level, it seems that Irish society is no longer as cohesive as it used to be and that its values are being changed. One of the effects of this has been the undermining of the sense of the intrinsic worth of education for the whole person and it being turned into something that can be commodified – measured, packaged, branded and sold. So as ASTI members, we need to highlight the fact that neoliberal values only benefit the very few and certainly not society as a whole.

People may not know about me...

D'fhreastail mé ar Scoil Mhuire, An Mhainistir Thuaidh CBS in Cork so after crossing the river and graduating from UCC with a degree in French and history I felt I was ready to take on the rest of the world. I spent my twenties living and working as a teacher in Madrid so I had the benefit of that cultural experience. More recently I continued in my father's footsteps, dragging my family all over Europe every summer in a campervan and in the last few years settled on spending the hols on a campsite in Normandy. I am fortunate to have trained as a guidance counsellor so my practice is informed by those humanistic values which have stood the test of time.



GERALDINE O'BRIEN

Represents: Clare, Limerick South, Limerick North, Nenagh
School: St Joseph's Community College, Clare

Why I got involved in the ASTI...

I got involved as a young teacher when I started attending branch meetings regularly. I was nominated as a delegate to attend Convention and this gave me an insight into the tremendous work done by the ASTI for second-level teachers. I have been a school steward, branch secretary, chairperson and CEC representative for the Clare Branch. Through committee work (Community and Comprehensive/Health, Safety and Welfare/NCCA) I have learned so much, and I value and respect the views and opinions of colleagues even when I may not agree with them. I am very grateful to the ASTI members of Region 4 who

elected me to be their Standing Committee Representative and promise to work hard in this role.

The ASTI's biggest priorities right now are...

1. The restoration of the common pay scale. The discriminatory treatment of lower-paid teachers must end. Would the Government countenance paying newly elected TDs a lower salary?
2. The termination of the FEMPI legislation. Prior to the last election Enda Kenny declared that the financial emergency was over. So why the need for FEMPI?
3. The promotion of teacher welfare. We must support our teachers – after all, teachers are the greatest resource our education system has.

People may not know about me...

My favourite way of relaxing is to walk the greenways and cliff walks of the Wild Atlantic Way (Clare, Leitrim and Sligo) where some of the most beautiful scenery in the world can be enjoyed, and in particular the spectacular Cliffs at Baltard; though not as well known as the Cliffs of Moher, they are just as breathtaking for their picturesque sea views. I have also enjoyed participating in charity walking events in Ireland and abroad.

At time of going to print, Standing Committee elections are underway in Regions 12 and 13.

THE ASTI PENSIONS SUB-COMMITTEE

The ASTI Pensions sub-committee ensures that pensions and retirement matters are continually highlighted and kept under review by the ASTI and advises the ASTI Standing Committee on matters relating to teachers' pensions.



The ASTI Pensions sub-committee. Front row (from left): Gloria Helen, Bernadine O'Sullivan, Denis O'Boyle, Ger O'Donoghue, and Pauline Nagle. Back row (from left): Desmond O'Toole (Executive Officer: Organisation and Development), Ger Curtin (ASTI Immediate Past President), and Kieran Christie (ASTI General Secretary).

Pensions sub-committee

- | | |
|------------------|---------------------------------------|
| ■ Gloria Helen | ■ Bernadine O'Sullivan |
| ■ Pauline Nagle | ■ Breda Lynch – President |
| ■ Denis O'Boyle | ■ Deirdre Mac Donald – Vice President |
| ■ Ger O'Donoghue | |

This is a vital part of the ASTI's work for both serving teachers, for whom their pensions are their pay deferred, and Emeritus members for whom pensions are an immediate issue.

The sub-committee is elected by Annual Convention and is made up of both serving and retired teachers, as well as the ASTI President and Vice President. It meets five times a year.

Pension parity

The work of the Pensions sub-committee has been crucial to the ASTI's campaigns on pension parity. The sub-committee recognises that teachers' pensions are deferred pay and should be defended as part of teachers' overall pay package in order to ensure a reasonable standard of living for all teachers at the end of their working lives, and the ASTI Standing Committee has endorsed this viewpoint.

The link between the pay of serving teachers and retired teachers' pensions is one of the key areas of work for the sub-committee. Historically, teachers' pensions have been linked to the pay they received. As serving teachers' pay increased, there would be a reflecting increase in the pension of retired teachers. This link was broken when teachers' pay was reduced and the pension levy was applied to the pensions of retired teachers. Over the past few years, the Pensions sub-committee has been working on this issue and there have been some increases in teachers' pay and reflecting increases in the pay of retired teachers. The sub-committee is now concerned with safeguarding that link between the pay of serving teachers and retired teachers.

The Pensions sub-committee is also looking at the issue of pension parity for those teachers who began teaching after 2013 and are therefore in the Single Public Service Pension Scheme. Unlike the teachers' pension schemes, this scheme is not based on a final salary but rather on a career average salary, which means that benefits for teachers in this scheme are significantly reduced. Increases in this scheme are also linked to the cost of living index, rather than to the salary of serving teachers. These two breaks in pension parity are both significant areas of work for the sub-committee and they wish to gain access to the 2004 Teachers Superannuation Scheme for teachers who have commenced teaching since 2013.

The sub-committee has also been key in informing the ASTI's ongoing campaign for the removal of the Public Service Pension Reduction (PSPR). This levy has been largely removed, except for teachers who are on pensions above approximately €30,000 a year. The ASTI continues to campaign for the removal of the PSPR for all teachers.

Ensuring that all ASTI members are aware of the terms and conditions of their pension scheme is an area of concern for the sub-committee. Articles on pensions and retirement appear frequently in *ASTIR* and new information booklets on pensions will be available to those attending school steward training and pensions and retirement information events in the 2018/19 school year.

An emerging area of interest for the Pensions sub-committee is in the area of gender. Teaching is a female-dominated profession and, as with many other female-dominated professions, pay lags behind that of male-dominated professions. This gender pay gap therefore also inevitably applies to pensions. The Pensions sub-committee has brought this to the attention of Standing Committee, and will continue to look at this issue.

For more information on the work of the ASTI Pensions sub-committee, see www.asti.ie.

CRITICAL ILLNESS

Critical illness protocol is there for teachers who become incapacitated due to a critical illness or serious physical injury, subject to certain criteria.



What is critical illness?

If you become incapacitated as a result of a critical illness or serious physical injury you may be granted extended paid sick leave, known as critical illness protocol (CIP), subject to specific criteria. CIP entitles the teacher to:

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

This is subject to a maximum of 12 months' (365 days) paid sick leave in a rolling four-year period.

In what circumstances might I be granted access to CIP?

CIP may be granted either on the basis of you meeting certain medical criteria or on the basis of managerial discretion.

What are the criteria for the medical award of CIP?

CIP on the basis of medical criteria may be granted by the Occupational Health Service (OHS) (Medmark) if the following criteria are met:

- acute life-threatening physical illness
- chronic progressive illness with well-established potential to reduce life expectancy
- major physical trauma requiring corrective acute operative surgical treatment, and
- inpatient hospital care of two consecutive weeks or greater (two consecutive days in the case of pregnancy-related illness).

In what circumstances may it be awarded on managerial discretion?

If the OHS advises your employer that you do not fulfil the medical criteria for award of CIP, they may be able to award it on the basis of managerial discretion.

The grounds for granting CIP on the basis of medical certification are quite narrow and there will be cases which involve quite serious illness, injuries or conditions, which may deserve CIP, but do not fall within the medical criteria. For example, if you required inpatient care for 11 days you would not meet the criteria for medical awarding of CIP, but you may still have a serious illness or injury. In such cases employers are allowed to exercise discretion and grant CIP after considering the information provided and the circumstances of the case.

It is intended that the granting of CIP on managerial discretion will only be warranted in serious and/or exceptional cases. The decision is the employer's decision, but the employer can seek guidance from the occupational physician on medical issues.

What must the employer establish in order to grant CIP on their discretion?

In order to grant CIP at their own discretion, the employer must establish:

- that there are "exceptional circumstances"
- that those exceptional circumstances relate to the illness, injury or condition of the employee, and
- that those exceptional circumstances warrant the granting of CIP.

What should the employer consider when establishing these facts?

The employer should consider the following three sources of information:

- the occupational physician's report
- relevant information from the employee, and
- relevant human resources information and professional judgement.

For further information on managerial discretion guidelines please refer to Circular Letter 0025/2018.

How do I apply for CIP?

When applying for CIP, the following steps must be followed:

- you, the employee, must apply to your employer for access to CIP on the CIP application form located at Appendix 3 in Circular Letter 0025/2018
- upon receipt of the CIP application form, your employer must initiate a referral to the OHS by logging onto www.medmark4teachersna.ie and completing the appropriate CIP referral form
- your employer must scan your completed CIP application form and attach it to the employer's online CIP referral form
- upon completion of this referral, your employer will receive a unique CIP referral number, which will be required in the case of the employer entering absences on the On Line Claims System (OLCS)
- a copy of the completed CIP referral form must be made available to you
- you must also submit, within an appropriate timeframe, a completed "Report from Treating Consultant Form" – located at Appendix 4, Circular letter 0025/2018, and Appendix 5 "Report from Treating Consultant"

- upon receipt and examination of the CIP referral form and the "Report from Treating Consultant Form", the OHS will advise your employer by way of a report if, in their opinion, you are medically fit/unfit to return to your current duties or modified duties, and whether you fulfill the medical criteria for award of CIP. This report is located at Appendix 5 of Circular Letter 0025/2018.

What happens if I become ill again when I return to school?

If you have an ordinary illness (unrelated to your previous critical illness) within a 12-month period of the date of return to work the CIP will apply.

Critical illness protocol – Critical illness protocol (CIP) means the critical illness protocol under the Public Service Sick Leave Scheme under which employees with serious illnesses or injury might be able to benefit from extended paid sick leave.



 **Erasmus+**
OCTOBER DEADLINE!

11:00am 04 October 2018

Join the 27 schools that have received Erasmus+ grants this year for staff training courses and job shadowing in Europe under **Key Action 1 Mobility Projects**. There is a second deadline for these projects on 04 October 2018. We will hold an **application clinic on 15 September 2018** in Dublin. For more information and to register, contact tbulnes@leargas.ie






eTwinning

The Community for
Schools in Europe

- Enhance your students' digital skills
- Provide a safe online environment for your students
- Avail of professional development opportunities
- Collaborate with schools across Europe

eTwinning is the main European Union e-learning programme for the effective integration of ICT in education and training systems in Europe. The Digital Strategy for Schools Action Plan 2017 names eTwinning as one of the main "resources and learning opportunities" for Irish teachers.

etwinning.ie


RSTA APPRECIATES ASTI SUPPORT

Outgoing President of the RSTA Carmel Heneghan addressed ASTI Convention 2018 and stressed the RSTA’s appreciation of the importance of mutual support, which benefits all.



A Uachtaráin agus a Chomhdháil, tá an áthas orm a bheith anseo arís don cheathrú uair chun beannachtaí bráthartha a chur chugaibh thar ceann Chumainn Iar-mheánmhúinteoirí. Mr President and Convention, it is indeed a pleasure to bring fraternal greetings on behalf of the RSTA.

Over the four years of my presidency, I have greatly appreciated the support given to the RSTA by the ASTI, the readiness of the officers of the ASTI to meet the officers of the RSTA regarding matters of mutual interest. The openness to listen to our concerns and the willingness to pursue matters on our behalf was very evident. One recent example was support from the ASTI in seeking redress for the substantially reduced ‘lump sums’ paid to the cohort of teachers who retired post 2012 on reduced salaries. While their pensions are being aligned with the salaries of serving teachers, there is no provision for making up the shortfall in their lump sum. The RSTA has raised this with the Alliance also.

In return, the RSTA has supported stands taken by the ASTI in defending the integrity of the State examination system and its action against the discrimination against lesser-paid teachers. We have always informed members of ASTI campaigns and encouraged maximum co-operation where possible.

I am totally convinced of the need for intergenerational solidarity. My experience on the Equality Committee reinforced my conviction of the need for intergenerational solidarity and the need to challenge discrimination. Through the Retired Workers Committee of the ICTU, the RSTA reflects the ASTI’s perspective to Congress and to retired workers of other unions. Finally, I appeal to any of you who may be retiring to join the RSTA. We need the support of all retired colleagues to give us the numerical strength to campaign for pension parity, which is guaranteed only to 2020, and for negotiating rights. We need a voice in matters that affect us.

Before concluding, I wish to thank the Pensions sub-committee for its work and in particular Desmond O’Toole for facilitating us at the retirement seminars and being so supportive.

Míle buíochas daoibh go léir.

The new RSTA President is Padraic O’Doherty.

RSTA membership application/renewal

Name:

Address:

Home phone:

Mobile:

Email:

RSTA branch:

Annual subscription: €24
Annual renewal date: September 1

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

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

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

Standing order set-up form

Please complete in **BLOCK CAPITALS** using black or blue pen.

To: The Manager (Bank name and full address)

I hereby authorise and request you to DEBIT my account:

Account name/s:

IBAN

And to credit the account of:

RETIRED SECONDARY TEACHERS’ ASSOCIATION

IBAN: IE55 AIBK 9323 6112 7290 80 (**BIC:** AIBKIE2D)

with the amount of **€24** (twenty four euro)

Start Date: ___/___/20___ **Frequency:** Annually until further notice

Reference: (To identify member’s subscription on RSTA bank statement):

Member name and RSTA branch

Signature: Date: ___/___/20___

RETIREMENT SEMINARS FOR ASTI MEMBERS

RETIRING IN 2018 OR 2019?

In order to facilitate members who are considering retirement during 2018 or 2019 the ASTI is providing seminars for those who have not yet attended an ASTI retirement seminar.

Attendance is required on **both evenings** from 4pm to 7pm.
You must pre-register with Danielle Cullen on 01-6040 160 or dcullen@asti.ie

	DAY 1	DAY 2
DUBLIN Maldron Airport Hotel	Monday 5 November	Monday 12 November
GALWAY CITY Clayton Hotel	Tuesday 6 November	Tuesday 13 November
CORK Clayton Silversprings Hotel	Monday 19 November	Monday 26 November
LIMERICK Southcourt Hotel	Tuesday 20 November	Tuesday 27 November
DUBLIN Talbot Hotel Stillorgan	Monday 14 January	Monday 21 January
MULLINGAR Mullingar Park Hotel	Tuesday 15 January	Tuesday 22 January
SLIGO Radisson Blu Hotel	Monday 28 January	Monday 4 February
KILKENNY Newpark Hotel	Tuesday 29 January	Tuesday 5 February

TEA/SANDWICHES WILL BE AVAILABLE ON ARRIVAL

You may only attend if you have pre-registered with Danielle Cullen on 01-6040 160 or dcullen@asti.ie

CHRISTOPHER BAILEY (1957 – 2017)



Christopher Noel Bailey spent his formative years in Harold's Cross, Dublin, attending the local primary and secondary schools. Growing up, he developed a love for the Irish language, and coupled with a very intuitive mind for English, he studied for an arts degree in Trinity College after completing his Leaving Cert. It was in Trinity College that Chris met his future wife, Fiona O'Byrne, who was also studying for an arts degree.

Chris decided that teaching would be a wonderful career, and spent a year in High School, Rathgar, studying for his Higher Diploma in Education. Then in September of 1980, Chris walked into St Paul's College, Raheny. Chris would spend the next 37 years in St Paul's teaching Irish and English to both senior and junior students.

Chris's love of Irish saw him getting involved in Irish debating teams in St Paul's. His ability to see good points on both sides honed his mastery at arguing the case, and this mastery was handed down to his students.

His love of sports also came to the fore in St Paul's. He was a very good soccer player, and excelled at table tennis. Chris played on the staff table tennis team, going all the way from division 9 to division 1. The team also competed for several years in the annual All-Ireland tournament held in Athlone. In addition to playing sport, Chris successfully trained rugby teams in St Paul's. He was also an avid and lifelong supporter of both Shelbourne FC and Derby County FC.

Chris was very much a person who wanted to see people get on in life, and this was reflected in his approach to teaching. He had a wonderful way with his

students, always getting the best out of them. So many students achieved way beyond expectations due to the way Chris directed them, and many students are very much appreciative of this. The highest accolade attributed to a teacher is to be called a legend by his or her students. Chris more than deserved this accolade.

His ability to remain calm during a discussion or debate made him an ideal person to represent the staff both at board of management and union level, and for the last 10 years of his teaching career he was the ASTI school steward. Never one to be flustered or lose his temper during a discussion, he was able to appreciate both sides of the argument, and invariably resolved the issue to the satisfaction of both parties. His wonderful sense of humour came into play on more than one occasion, when dealing with union issues or calming down a student who had gotten himself into difficulty.

Ar an 21ú d'Iúil, 2017, d'imigh ár gcara dílis, Criostóir Ó Báille, uainn ar shlí na firinne. Duine ar leith, fíor-chara agus múinteoir den scoth. Chuir a uaisleacht leis an meas mór a bhí againn air. Bhí meangadh gáire aige a las an croí istigh i ngach éinne a casadh air. Bhí sé tinn le tamall i ngan fhios dúinn ach bhí sé dearfach agus láidir go dtí an deireadh. Faraoid, tháinig an deireadh ró-thapaidh dúinn ar fad. Chaith sé gach nóiméad dá shaol ag smaoineamh ar dhaoine eile. Nuair a bhí sé linn anseo sa choláiste, is ar na micléinn a dhírigh sé a aird, a aire agus a dhíograis. Múinteoir fíor-ghairmiúil agus fíor-thiomnaithe a bhí ann. Beidh cuimhne againn go deo air agus ar a mheangadh gáire spraoiúil ach go háirithe. Ar dheis Dé go raibh a anam dílis. Cathair na nGráist ina sheilbh anois. Chris died on July 21, 2017, after a short illness. He will be forever missed by those who knew him, both at a personal and a professional level. It has been a very difficult year dealing with this tragic loss of such a wonderful man. We would like to extend our sincere condolences to his wife Fiona, his daughter Siofra, his sister Irene and all his family and friends.

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November 2018
June 2019



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O'Brien Centre for Science,
UCD, Belfield, Dublin 4.

For further information please visit
www.innovators.ie/educators or contact david.nevin@ucd.ie

BREAST CANCER IRELAND SCHOOLS AWARENESS PROGRAMME

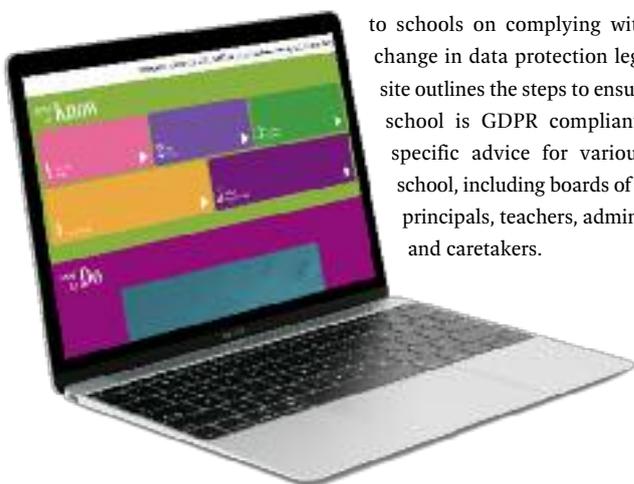


Breast Cancer Ireland's TY Schools Awareness Programme educates young women about their breast health, including how to perform breast self-examination. Breast Cancer Ireland outreach nurses visit schools to educate Transition Year students on the importance of breast health, making them more breast aware from a younger age and helping them to understand what is and isn't normal. If an irregularity is detected, they can be examined early, and the outcome may be a lot more positive.

For further information, please contact Samantha at 01-402 2747 or email smcgregor@bciresearch.ie. To arrange for the Breast Cancer Ireland TY School Coordinator to visit your school for the 'Breast Health is Your Wealth' programme, simply fill out the form at www.breastcancerireland.com.

NEW WEBSITE EXPLAINS GDPR FOR SCHOOLS

A new website offers information and advice to schools on complying with the recent change in data protection legislation. The site outlines the steps to ensuring that your school is GDPR compliant, as well as specific advice for various roles in a school, including boards of management, principals, teachers, administrative staff and caretakers.



A number of informative videos and templates are also available on the website – www.gdpr4schools.ie.

30-YEAR REUNION

Two graduates from the applied science degree course in DIT Kevin Street are organising a 30-year reunion for the class of 1988. They are eager to contact any graduates from that year who went on to become science teachers who wish to attend the reunion.

The reunion is planned for Saturday, September 29, and it will be an all-day event.

For more information, contact pcrussell@upcmail.ie.

SAFER SCHOOLS PROJECT: EPILEPSY AWARENESS AND MANAGEMENT

In early 2018, Paramedic Studies at the Graduate Entry Medical School, University of Limerick, facilitated a 'Safer Schools' series of pilot courses with educators from primary, secondary and tertiary-level settings. The half-day courses were designed to address issues that need to be considered when a child with epilepsy is part of the school community.

Epilepsy is a condition in which a person has recurrent seizures. These can range from the most minor, called 'absence or petit mal' seizures, to 'generalised or grand mal' seizures. All are caused by an abnormal, disorderly discharging of the brain's nerve cells. In Ireland, of approximately 928,000 students enrolled in primary and secondary schools in 2018, over 8,350 will have epilepsy.

Educators' involvement in the management of chronic illnesses during school hours has increased significantly in recent years. While self-administration of medication, or administration by parents or under parental supervision, is preferable in the case of a seizing student in the classroom, this is not possible.

In the future, if demand warrants, this course will form part of a full day's training, with cardiac first responder (CFR) in the morning – which incorporates cardiopulmonary resuscitation, choking treatment and how to use an automated external defibrillator – and epilepsy awareness and midazolam administration in the afternoon. Due to concerns voiced by educators attending the epilepsy courses, should demand exist, the next phase of the 'Safer Schools' project intends to address allergies and the management of a student suffering an anaphylactic reaction.

For further information about the 'Safer Schools' project, please contact Mary O'Neill at mary.oneill@ul.ie or on 061-234 931.

STEM SUPPORT FOR GIRLS IN DEIS SCHOOLS

Teen-Turn works with organisations throughout Ireland to provide role models and hands-on experience to teenage girls from underrepresented communities in order to address the technology industry's social inclusion, gender disparity and skills shortage challenges. Teen-Turn is fully compliant with all statutory child safety obligations, is volunteer led, and charges no fees, etc.

Teen-Turn's next offering is Project Squad. As part of its after school programming, Teen-Turn will be supporting girls from DEIS secondary schools in Dublin, Limerick and Cork who wish to take part in BT Young Scientist and/or SciFest events. Participants will learn how to develop projects that can lead to enterprise, be it a technology product or scientific discovery!

When?

Weekly, from September 12 to December 7, 2018.

Cork: Wednesdays, 4.00pm-5.30pm

Dublin: Fridays, 4.00pm-5.30pm

Limerick: Fridays, 4.00pm-5.30pm

We are actively looking for girls ages 14+ and mentors from DEIS and similar schools.

Contact: teen-turn.com, contact@teen-turn.com, or @teenturn

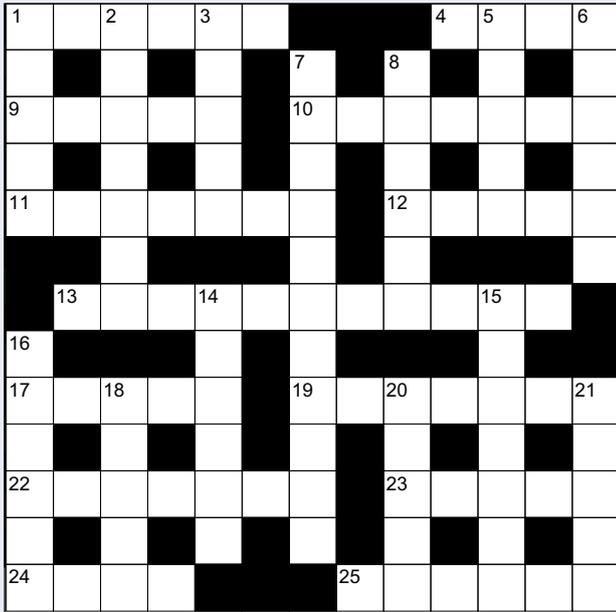


Sponsored by ASTI Credit Union

ASTIR CROSSWORD NO. 1804

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. 1804, Think Media,
The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, October 19, 2018

Trasna

1. Trom le feoil (6)
4. Ainmhithe feirme (4)
9. Duine a thugann aire do thréad caoirigh (5)
10. An fhána idir dhá dhronlíne sa chéimseata (7)
11. Cineálta, e.g., cailín ciúin ... (7)
12. Ball teidealta den uaisleacht (5)
13. Baile milis i dTiobraid Árann (6,5)
17. Gléas ceoil le píoba i séipéal (5)
19. Troid (7)
22. Is leis a dtreabhtar an talamh (7)
23. An planda is airde san fhoraois (5)
24. Píosa mór (bia) (4)
25. Rince (6)

Síos

1. Sciar in áit talamh a bhíonn de ghnáth fliuch (5)
2. Ceann fada ag an sioráf (7)
3. Ón deisceart (5)
5. Líon na gcailleach i *Macbeth* (5)
6. Litir nach guta í (6)
7. Córas polaitíochta a chuir Marx chun cinn (11)
8. Cuid de chlúmh éin (6)
14. Beithíoch le ceithre chos (6)
15. Bainteach leis an lár (7)
16. Gan solas (6)
18. Airgead a chur ar chapall (5)
20. Buíon ógánach, e.g., ... na Feirme (5)
21. Bosca don mharbhán (5)

Solution to ASTIR Crossword No. 1803

Across

1. Foghlú
4. Espresso
9. Rezone
10. Dr Harold
12. Sean O.
13. Immediate
15. Ups
16. Ethos
17. Legume
22. Temper
24. Nehru
27. Aid
28. Reporting
31. Array
32. And downs
33. Bonsai
34. Agreed to
35. Gyrate

Down

1. Foreseen
2. Gazpacho
3. Langouste
5. Scrum
6. Roald
7. Slogan
8. Oodles
11. Hislop
14. Emu
18. Garage
19. Mandatory
20. Charisma
21. Eurydice
23. Mot
25. Armada
26. Spider
29. Rhone
30. If not

Did you miss?

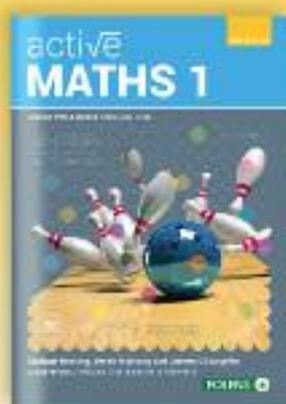
Meet the new ASTI President	14
New to teaching?	16

CONGRATULATIONS

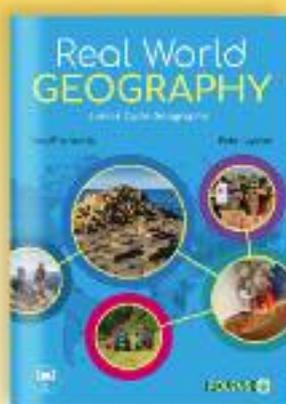
Congratulations to the winner of Crossword No. 1803: Oonagh Comerford, Pobalscoil Inbhear Scéine, Railway Road, Kenmare, Co. Kerry. Kenmare Branch.

Our NEW Programmes for 2018

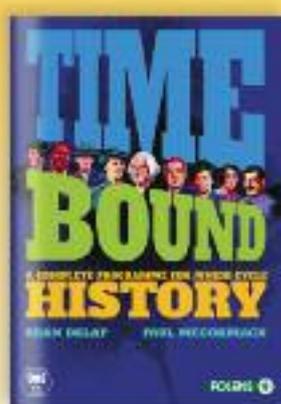
Aligned to the new Junior Cycle Specifications.



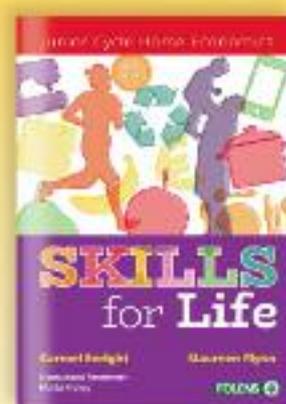
MATHS



GEOGRAPHY



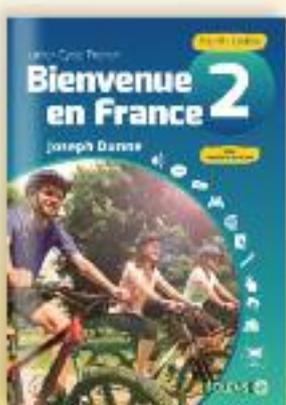
HISTORY



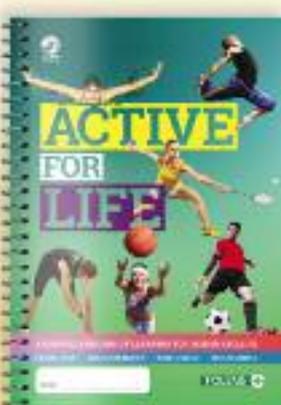
HOME ECONOMICS



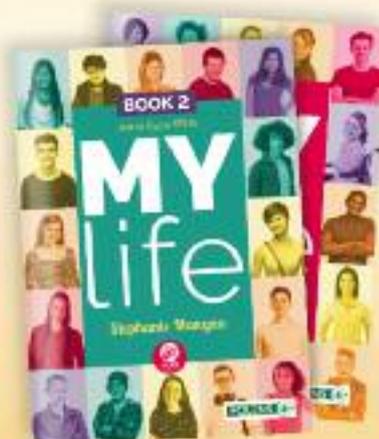
SPANISH



FRENCH



PE



SPHE

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