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Association of Secondary Teachers, Ireland

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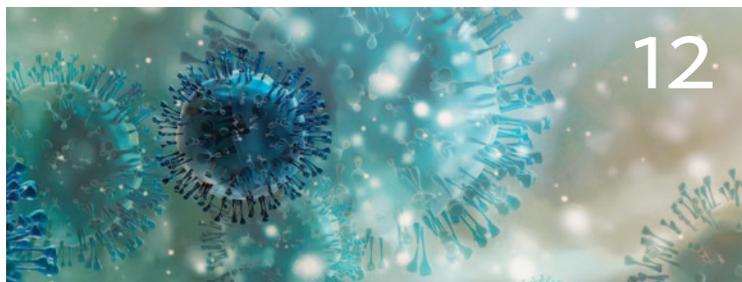
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	Nominee

Media and Communications Officer:
Gemma Tuffy

www.asti.ie

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Editorial: Ann-Marie Hardiman, Paul O'Grady and Colm Quinn
Design: Tony Byrne, Tom Cullen and Ruth Woulfe
Advertising: Paul O'Grady

ASTI
Thomas MacDonagh House,
Winetavern Street,
Dublin 8,
Do8 P9V6
Tel: 01-604 0160 Fax: 01-897 2760
astir@asti.ie

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The *ASTIR* Editorial Board is interested in receiving feedback on *ASTIR*.

Members can email astirfeedback@asti.ie or text 087 934 9956.

Valuing teaching and education

A key priority for the 2021/22 school year is ensuring that schools are Covid-secure so that teachers, students, their families and the wider community remain as safe as possible.

Obstacles to this include large classes, difficulties recruiting teachers/substitute teachers, and poorly ventilated classrooms/buildings. These are all symptoms of an underfunded education system.

In the latest OECD report, Education at a Glance, Ireland is placed 35th out of 35 countries for investment in second-level education as a proportion of our GDP. The countries with the lowest investment in education have been hit the hardest by the pandemic. In Ireland, research has already demonstrated that the pandemic has had a disproportionate negative impact on disadvantaged students. It is vital that Ireland's pandemic recovery is an education-led recovery, otherwise many of our young people will experience life-long negative consequences.

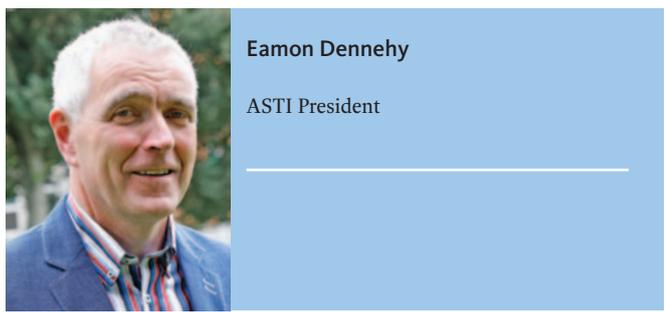
Last year, the Government allocated additional teachers to schools to support them in implementing Covid safety measures such as social distancing. For a start, these additional teachers must become permanent. These teachers were needed in schools long before the pandemic and they are crucial if schools are to work effectively to mitigate its worst consequences. Budget 2022 presents the ideal opportunity for the Government to make clear its commitment to young people. We must correct our education funding deficit. Investment in education always provides a return – for individuals and for society.

Safe workplaces

Earlier this year, the ASTI sought and achieved the continuation of the additional resources and funding for schools to help with Covid safety measures. We welcome the fact that most of the arrangements in place last year will continue. However, in the context of the Delta variant, we will be insisting that these arrangements remain under review. Our Standing Committee and branch representatives will continue to talk with teachers all over the country about their experiences and concerns. While we all want schools to remain open and face-to-face teaching and learning to continue, it is important that the Department of Education treats schools as workplaces and fulfils its obligations to provide a safe working environment for school staff.

Equal pay

As I begin my term as ASTI President I am proud to represent a group of professionals who have worked so hard and contributed so much during the past 18 months. Through their extraordinary efforts, teachers have kept education going, and have helped so many students at one of the most challenging times in their young lives. The pandemic has highlighted the value of teaching and education. Despite this, post-2010 entrants to teaching continue to experience discrimination. Ensuring that our post-2010 teachers are equally valued is a key priority for me.



Eamon Dennehy

ASTI President

An education-led recovery

An old Welsh proverb states that: "From adversity comes knowledge; from knowledge, wisdom". The pandemic has provided the basis to test whether there is a ring of truth embedded in its essence. It will be interesting to see how Government policymakers will act in its aftermath to deal with the most destructive consequences inflicted on our education system. Will they reach for the usual tool favoured by neoliberal administrations – austerity – or will they be so bold as to invest, both short and long term, in public education as the key to enabling both a sustainable and an equitable education-led recovery?

A well-resourced education system based on public service values, rather than the market and its ideology, would make a real contribution to a healthy and coherent society, and underpin the digital and economic transitions that are set to profoundly transform the labour market.

The pandemic inflicted enormous harm and traumatic experiences on individuals and school communities, notwithstanding that schools, and in particular teachers, demonstrated tremendous commitment to continue providing quality education to students in the most difficult of circumstances. The professionalism of teachers has never been so evident. Awareness among the general public of the outstanding efforts of teachers and other education personnel who strove to provide quality education throughout the pandemic has been heightened.

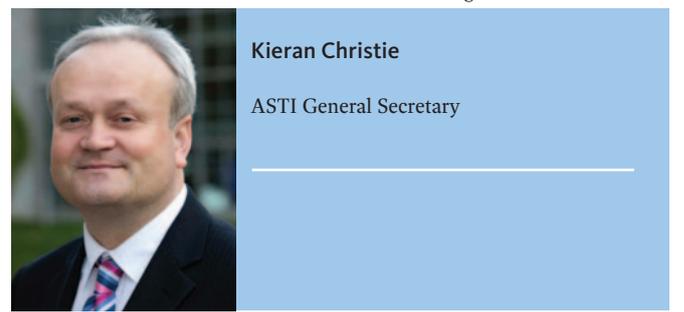
The pandemic made visible the damage to our education system that the austerity model produced, particularly in the digital sphere, as we moved to remote teaching and learning. It was severely affected at all levels with an acute shortage of teachers of several subjects coupled with unequal pay inducing a lack of attractiveness of the teaching profession.

The crisis also exposed the deep inequities that exist, which caused those from the most disadvantaged backgrounds to suffer disproportionately, whether that was measured in education, health, social or economic terms. It will be crucial that the Government rebuild on more equitable foundations than those laid bare by the pandemic.

Schooling is vital to the personal and social development of young people, and to their well-being and resilience. Student-teacher face-to-face interaction is critical to learning and is irreplaceable. The Government must deliver targeted and properly funded interventions to tackle disrupted learning for students at risk of exclusion from education. This should be founded on the employment of additional teachers and guidance counsellors to address the additional support needs of students.

Recruitment and retention of staff is imperative to ensure the needs of students are met and to reduce the excessive workloads and challenges to work-life balance, both of which have been exacerbated by the pandemic. Investment will therefore be crucial. As a baseline, the additional supports and funding channelled into the system during the crisis must be maintained and built upon. There must be no retrenchment if all students are to have the right to a quality and inclusive education. The challenge of providing a comprehensive and properly funded package for the financing of second-level education in a way that supports recovery and offsets the damages of a decade of underinvestment will have to be met.

We must build back better. The ASTI will be demanding no less.



Kieran Christie

ASTI General Secretary

ASTI victory on exam payments



Earlier this summer the ASTI, in co-operation with the TUI, achieved significant extra payments for examiners contracted to the State Examinations Commission (SEC) in 2021. Each examiner received an additional payment of €150 for every 25 scripts satisfactorily marked or pro rata for more or fewer than 25 scripts; in other words, an extra €6 per script. In addition, each examiner received an additional arrangements fee of €221.71. These payments, in addition to extra payments for superintendents and increased rates for oral examiners, were very welcome. However, these additional payments were agreed for 2021 only. The ASTI continues to engage with the SEC on the issue of payment rates for exams work. This includes a demand that the 2021 increases be subsumed into future pay.

10 Covid-19 recovery principles

The Covid-19 pandemic has led to the frequent closure of school buildings in most countries in the world and has interrupted the school attendance of at least 1.2 billion students in 2020 and 2021. The OECD and Education International have jointly established 10 principles that can facilitate the collaboration of education authorities, the teaching profession and other organisations to navigate the crisis effectively, and reshape education systems after the pandemic to reach greater levels of educational quality and equity.

Education systems around the world are facing similar challenges but have generated diverse approaches and experiences. These principles can also contribute to a framework for international co-operation and peer learning. The 10 principles are:

1. **Keep schools open as much and as safely as possible.**
2. **Ensure equity and align resources with needs.**
3. **Provide a remote learning infrastructure, which is designed to reach all students.**
4. **Support teachers in their professional lives.**
5. **Enable teachers and parents to support learners.**
6. **Provide targeted support to meet students' learning and social and emotional needs.**
7. **Co-design a robust digital learning infrastructure with teachers and stakeholders.**
8. **Empower teachers to exercise their professionalism and benefit from professional learning opportunities.**
9. **Encourage a collaborative culture of innovation.**
10. **Learn from national and international evidence.**

To read the full report visit: <https://www.oecd.org/education/ten-principles-effective-equitable-covid-recovery.htm>.

Training and seminars

The ASTI will be offering a range of online training and seminars for our members in the 2021/22 school year, including:

- **school steward training**
- **board of management representative training**
- **retirement seminars**
- **school leadership training, and**
- **safety, health and welfare/Lead Worker Representative training.**

These events will allow members to learn from experienced ASTI officials and to engage with teaching colleagues from around the country on the key issues that affect them. We urge members taking up a new role, such as school steward or board of management representative, to attend one of our valuable training sessions.

For members seeking an assistant principal (AP) post at work, we are offering leadership training – this includes advice on completion of the application form and preparation for the interview.

Visit the events section of the ASTI website to see the full calendar of training dates and to register to attend: <https://www.asti.ie/member-benefits/events/>.

Employee Assistance Service



The Employee Assistance Service (EAS) provides unlimited, 24/7, in-the-moment support, advising teachers on a range of issues including wellbeing, bereavement and conflict. Where required, short-term counselling is available to employees and their family members, who can be defined as a spouse, civil partner, or dependant, who is over the age of 18 and residing in the family home.

Under the EAS, a bespoke Wellbeing Together | Folláine le Chéile wellbeing portal is available, offering a host of online services. Promoting wellbeing in the school community, this provides access to live chat with counsellors. In addition to supports on stress, anxiety, depression, sleep, parenting, etc., a digital gym streams live and on-demand fitness classes every day, and live wellbeing seminars are streamed every Wednesday. Furthermore, up to 40 guided meditations, over 250 healthy recipes, weekly podcasts and step counters are also available.

Teachers can register for the Wellbeing Together | Folláine le Chéile wellbeing portal at the following link:

<https://wellbeingtogether.spectrum.life/login?org=y1VIIU17>.

They may log in anytime thereafter by going to:

<https://wellbeingtogether.spectrum.life/login>. They can also

telephone 01-518 0356 for further information. A Spectrum.Life phone app is also available from the Apple App Store or Google Play Store.

School's press complaint upheld

The Press Ombudsman upheld a complaint from the Principal of Presentation College Carlow that Carlow newspaper *The Nationalist* breached two principles of the Code of Practice of the Press Council of Ireland.

In November 2020, *The Nationalist* published a front-page article under the headline 'Anger at 'body shaming' of girls in Carlow school', which was accompanied by the subheading 'Teenage girls told not to wear tight clothing as it made teachers 'uncomfortable'.

Ray Murray, Principal and Secretary to the Board of Management, wrote to the newspaper's editor stating that the article was "significantly inaccurate" and sought a retraction of the article.

The editor responded, stating that the newspaper had become aware of a petition posted on Facebook regarding how students had been informed that they "were not allowed to wear leggings or tight bottoms for PE as they cannot show off the 'female anatomy' and that it was distracting to staff at the school". The newspaper had seen social media comments by parents and had interviewed some parents. The editor stated that *The Nationalist* had tried to get a response from the school in advance of publishing the article.

Mr Murray made a complaint to the Press Ombudsman under Principles 1, 2 and 4 of the Code of Practice. He stated that the school had declined to comment on the claims made in *The Nationalist* as it did not wish to "provide fuel for the fire of a 'non-story frenzy' circulating on social media".

"The statements complained about in the article, including subheading, were unqualified and presented as fact. Principle 2.2 requires the press not to report as fact 'comment, conjecture, rumour or unconfirmed reports'. This was a breach of Principle 2."

Reminder for those registered with conditions with the Teaching Council

Teachers who are registered with conditions are generally given three years to meet the requirements of their registration. If you are reaching the expiration date of your registration with conditions, you should submit evidence that you have met the requirement. If you have not been in a position to meet the requirements, you must request an extension of time. If you are contacted regarding your conditions please respond immediately by submitting the necessary documentation/evidence to support any request for an extension of time. It is important to note that teachers who do not engage or do not show evidence of attempting to address their conditions are putting their registration at risk.

Decision

The Press Ombudsman made the following decision:

Principle 1

"*The Nationalist* published an account of what it was told happened in Presentation College Carlow in the implementation of school policy regarding uniforms. Some of what was published, while an accurate account of what appeared on social media, was subsequently found to be inaccurate. Principle 1.2 requires the press to correct promptly a 'significant inaccuracy, misleading statement or distorted report'. This did not happen. Therefore Principle 1 was breached."

Principle 2

"The statements complained about in the article, including subheading, were unqualified and presented as fact. Principle 2.2 requires the press not to report as fact 'comment, conjecture, rumour or unconfirmed reports'. This was a breach of Principle 2."

Principle 4

"This principle requires the press to take reasonable care in checking facts before publication. *The Nationalist* based its report on social media postings and information received from parents and students. *The Nationalist* also sought a response from the school authorities. For these reasons I do not believe Principle 4 was breached. The fact that subsequent to publication inaccuracies in the social media postings were discovered cannot be taken into account in determining if Principle 4 was breached at the time of the publication of the report."

The editor of *The Nationalist* appealed the Press Ombudsman's decision to the Press Council. However, the Council rejected the appeal.

The full Press Ombudsman and Press Council decisions are available at: www.presscouncil.ie.

Correction: John Conneely quote

In the May edition of *ASTIR* (page 18), an article regarding ASTI Online Convention 2021 contained a report on a Convention motion, Motion 77 – Leaving Certificate subject specifications:

That the ASTI demand that the NCCA include depth of treatment and range of subject knowledge, in the design template of all future Leaving Certificate Specifications, including those currently under development.

This motion was proposed by John Conneely, Clare Branch. A quote by John Conneely that appeared in the article was incorrectly transcribed.

The quote should have read as follows: "For a Leaving Certificate syllabus design to conform to international best practice, it should contain considerable detail on the topics to be studied, depth of treatment of those topics, and subject-specific details such as lab practical work, fieldwork, or practical skills".

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Support for LGBT teachers



ASTI members Rosabelle Crampton, Sally Maguire, Sinead Moore and Deputy General Secretary Diarmaid de Paor at the Dublin Pride parade.

The ASTI Gay and Lesbian Teachers' network meets periodically to identify policies, procedures and agreements necessary to guarantee equal treatment. For more information or to join the network, phone 01-604 0174 or email lgbt@asti.ie.

Update your email to access benefits

A new members' area of the ASTI website will launch in 2021. Members will be able to register for an ASTI MyUnion web account and access additional benefits, such as direct contact with their Head Office contacts/elected representatives and a sick leave calculator. Once registered, members can update their contact details at any time, and opt to receive ASTI publications by email rather than hard copy. To register for an account, your email address must match the one we have for you on our members' database. Update your email address in time for the launch of ASTI MyUnion by emailing updateinfo@asti.ie.

Got a query? Contact the ASTI

You can contact ASTI Head Office at any time through the ASTI website – www.asti.ie/contact-us – or by emailing any of the following departments:

- leave and Teaching Council queries – leavequeries@email.asti.ie
- accounts and medical benefits – accounts@asti.ie
- membership/recruitment – membership@asti.ie
- substitute placement service – substitute@asti.ie
- ASTIR magazine – astir@asti.ie.

Each school is allocated an industrial relations official, based in Head Office, to represent and advise ASTI members in that school. Check <http://www.asti.ie/contact-us/> to find out which official is responsible for your school. General queries can be emailed to info@asti.ie.



Holocaust Education Trust Ireland
in association with the
History Teachers' Association of Ireland

History Teachers' Association of Ireland
Cumann Múinteoirí Saire na hÉireann

The Mary Elmes Prize in Holocaust Studies

for Transition Year students



Mary Elmes is the first Irish person to be recognised as "Righteous Among The Nations" by Yad Vashem for rescuing Jewish children during the Holocaust.

Students are invited to create a project inspired by Mary Elmes and her story in the form of

History Essay or Creative responses

Artistic - Musical - Literary




For further information please contact:
Holocaust Education Trust Ireland,
Clifton House, Lower Fitzwilliam Street, Dublin 2, Ireland.
Tel: + 353 1 6690593 Email: info@hetireland.org www.hetireland.org



Holocaust Education Trust Ireland



The Crocus Project

A project for young people aged ten years and over, remembering all of the children who died in the Holocaust, learning about acceptance and respect for all people.

Registration is now open for 2021/22
Participation is FREE!

HETI provides participating schools with yellow crocus bulbs to plant in Autumn. The yellow flowers recall the yellow Stars of David Jews were forced to wear under Nazi rule. When people admire the flowers, the young people explain what they represent and what happened to the children. Teachers can share photographs and swap stories of their school's experience of The Crocus Project on our secure Facebook group, The Crocus Club.

Download the registration form from our website:
hetireland.org/programmes/crocus-project/

Crocus bulbs and teachers' Information Packs will be sent to schools in early October 2021.




Supported by the Department of Education and Skills Ireland




For further information please contact:
Holocaust Education Trust Ireland, Clifton House, Lower Fitzwilliam Street, Dublin 2, Ireland.
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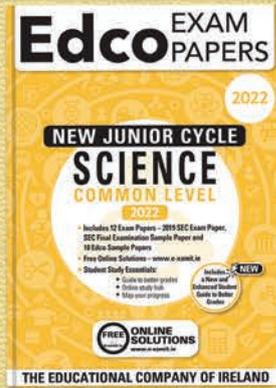
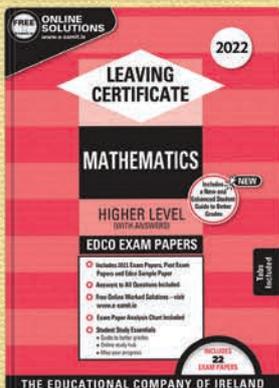
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PUBLIC SERVICE AGREEMENT 2021-2022 – UPDATE

ASTI members are encompassed by the terms of *Building Momentum – A New Public Service Agreement 2021-2022*.

The ASTI conducted a ballot of members on *Building Momentum – A New Public Service Agreement 2021-2022* in February 2021. It was resoundingly rejected. However, the Public Services Committee of the Irish Congress of Trade Unions (ICTU) endorsed the Building Agreement following acceptance by the vast majority of affiliated unions comprehended by the agreement. The aggregate vote in favour by ICTU affiliates means that ASTI members are encompassed by its terms.

From a pay perspective, the agreement provides for the following pay adjustments over the period of this agreement:

- a general round increase in annualised basic salary for all public servants of 1% or €500, whichever is greater, on October 1, 2021,
- the equivalent of a 1% increase in annualised basic salaries on February 1, 2022, to be used as a Sectoral Bargaining Fund in accordance with Chapter 2 of the Agreement, and
- a general round increase in annualised basic salary for all public servants of 1% or €500, whichever is greater, on October 1, 2022.

Basic pensionable pay is to be taken to mean basic pay inclusive of allowances in the nature of pay, which are fixed periodic pensionable allowances.

“An independent body has been established to examine additional working hours for public servants arising from the Haddington Road Agreement. This is a key commitment in the new public service agreement. Engagement between the body and the Public Service Committee of the ICTU has commenced with the aim of bringing forward recommendations by the end of 2021.”

Sectoral bargaining

Meetings and discussions on the allocation of the Sectoral Bargaining Fund have taken place but there has been little progress to date. An amount equivalent to 1% of basic pay will be allocated to a fund where sector-based pay claims and outstanding adjudications and awards could be resolved within the process. In the alternative, a sectoral bargaining unit such as

teachers can elect for the funds involved to be used as a sectoral pay round whereby each member would receive a 1% pay rise.

Second-level teachers have been identified as a discrete bargaining unit, which means that the ASTI and the TUI will be involved in the negotiations on how to use the Fund in this sector. Primary teachers will be a separate and discrete bargaining unit. It is now expected that decisions by all parties on the use of the Fund within our sector will take place in September/October.

Department of Education Action Plan

As part of the agreement, Action Plans are set out by the relevant Government departments, in our case the Department of Education. The Department of Education’s Action Plan can be accessed here: <https://www.asti.ie/document-library/building-momentum-education-action-plan/>.

A range of action plans are set out as follows: “Education Sector – Education Strategy 2021-2023; annual Action Plans for Education and underpinning strategies and developments, curricular and assessment reform including primary curriculum; continued reform of the Junior Cycle, and Senior Cycle reform within schools; National Strategy to Improve Literacy and Numeracy (2011 to 2020); Digital Strategy; Gaeltacht Education Strategy; Science, Technology, Engineering and Mathematics (STEM) Education Policy Statement 2017-2026; Modern Foreign Language Strategy “Languages Connect” 2017-2026; and Strategy on Education for Sustainable Development”.

Addressing additional working hours under Haddington Road Agreement

An independent body has been established to examine additional working hours for public servants arising from the Haddington Road Agreement. This is a key commitment in the new public service agreement. Engagement between the body and the Public Service Committee of the ICTU has commenced with the aim of bringing forward recommendations by the end of 2021. *Building Momentum* provides that the roll-out of the body’s recommendations will be initiated within the lifetime of the Agreement. In this regard, to enable commencement of the recommendations during 2022, on the publication of the Report, an envelope of €150m under this agreement will be made available across all affected grades, groups or categories and affected sectors.

Pensions

Following pressure from the ASTI in 2017, the Government agreed the policy on public service pensions in payment for the period to the end of 2020. This included the application of pension increases to qualifying pensions arising from pay increases granted to serving staff over the course of the Public Service Stability Agreement (PSSA) 2018 to 2020. Again, the ASTI has worked hard to ensure that this pension increase policy has since been extended to the end of 2022.

Let's get this school year off to a great start!

If your school has booklisted a Folens book for a particular subject, you get access to the corresponding eBook and digital resources on our learning platform, **FolensHIVE**. Depending on the programme the teaching package may include videos, PowerPoints, lesson plans, solutions and podcasts. Register or login to **FolensHIVE** today to get access to these great resources!



If you are looking to try out new books and content in the classroom there is information on all our programmes on **Folens.ie**, as well as samples of the digital resources and eBooks.

ASTI – DELIVERING FOR MEMBERS

The ASTI has listened to members' concerns around Covid-19 measures in schools.

Throughout the pandemic, ASTI representatives have continued to pursue members' key concerns. In 2021 this included securing a commitment that additional funding and resources for Covid-19 measures allocated to schools last year will be continued for the 2021/22 school year.

Pandemic achievements

In 2020, the ASTI negotiated a number of measures and arrangements, including:

- full indemnity for teachers in relation to Leaving Cert calculated grades
- protection of Leaving Cert exams in 2021 and future years
- mandatory face mask wearing for second-level students
- over 1,000 additional teachers at second level
- increased guidance counselling provision – 120 posts
- additional substitution supports
- Covid-19 capitation grant to provide for enhanced cleaning, hand sanitiser and PPE
- protected time for Lead Worker Representatives
- IT supports for schools/students
- curricular revisions to reflect the disruption of teaching and learning caused by the pandemic, and
- examination paper adjustments to reflect the disruption of teaching and learning caused by the pandemic.

In a 2020 ASTI survey, 84% of school principals said that their school does not have a dedicated ventilation system. We will continue to liaise with ASTI reps in schools regarding ventilation.

Additional teachers

Ireland's pupil-teacher ratio at second level is higher than the EU average. This means that class sizes are larger. In 2020, the ASTI demanded that extra teachers be allocated to support schools in implementing social distancing requirements.

In 2021 – in the context of new variants of Covid-19 and ongoing health and safety issues – the ASTI sought and achieved a continuation of these additional posts for the 2021/22 school year.

The ASTI is calling for these posts to be made permanent. Young people have endured trauma, disruption and uncertainty over the past 18 months.

It is vital that Ireland's pandemic recovery is an education-led recovery, and that schools are resourced to meet young people's educational and well-being needs.

In 2021 – in the context of new variants of Covid-19 and ongoing health and safety issues – the ASTI sought and achieved a continuation of these additional posts for the 2021/22 school year.

Pressing issues

The ASTI has been to the forefront of highlighting the concerns of pregnant teachers and very high-risk teachers in recent weeks regarding the arrangements announced for the current school year. We have insisted upon the distribution of carbon dioxide monitors to schools, and that works be undertaken in schools to address issues related to ventilation when they are identified. In a 2020 ASTI survey, 84% of school principals said that their school does not have a dedicated ventilation system. We will continue to liaise with ASTI reps in schools regarding ventilation.

Recent achievements:

- continuation of Covid-19 funding/extra resources for schools
- media spotlight on pregnant teachers' safety concerns
- CO2 monitors for schools
- right to Disconnect Code – ASTI to the forefront of ICTU campaign, and
- Lead Worker Rep. protected time continuation for 2021/22 year.

Reopening of schools

Many teachers have questions and concerns about the return to school this autumn in light of the ongoing Covid-19 pandemic. Some key questions are answered on page 23, with further questions and answers on the ASTI website – www.asti.ie.

Your feedback is crucial

The ASTI consults members on issues in a number of ways, including surveys, feedback from branch meetings/branch representatives, and ballots of members. Here are some ways you can keep in touch with your union:

- attend school and branch meetings
- make sure ASTI Head Office has your up-to-date email and other contacts, and
- participate in ASTI surveys and other feedback facilities (read more about our surveys here: <https://www.asti.ie/news-campaigns/research/>).

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* This Higher Diploma meets all the Teaching Council of Ireland's requirements for the teaching of Religious Studies at post-primary level. It entitles teachers holding Department-recognised degrees and teacher training qualifications to teach up to 15 hours' Religious Education per week in a secondary school.



NEW TO TEACHING

While this is a year like no other, new teachers starting their careers this September still need to be aware of issues around contracts, pay and conditions.

If you are one of many teachers beginning their career this September, or you are beginning a new role, it is important that you understand the contract that you have and the conditions that go along with it. Most new teachers begin their careers in temporary or part-time roles, covering for teachers on leave or covering concessionary hours.

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 – 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, the school or the Education and Training Board (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 contract 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 a 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.

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 spent 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 2021 is your first year teaching you will be on the first point of the post-January 2011 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 from its offices in Athlone, Co. Westmeath.

If you are employed by a community college or vocational school, you will be paid by the relevant ETB at least once a month out of funds allocated to it from the Department of Education.

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. For full details, see www.asti.ie.

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. Casual and non-casual teachers will accumulate statutory annual leave to the value of 12% of time worked. Teachers are required to take their statutory annual leave entitlement during the school closure periods, i.e., Christmas, Easter, summer.

Incremental credit

If you have previous teaching experience, in Ireland or abroad, you may be entitled to incremental credit. Teachers who are paid incremental salary by the Department of Education may apply for incremental salary credit for previous service. Incremental credit is awarded at the discretion of the Department of Education for previous qualified service

only – for full details, see Circular 0029/2007. Teachers returning to Ireland from teaching abroad should note that there is currently no scheme for the award of incremental credit for private service given outside of the EU. However, you should retain evidence of any teaching experience, even if it is not currently eligible for incremental credit, in case of future changes to the scheme. All applications for the award of incremental credit must be made within two years from:

1. a teacher's initial appointment to a department-paid teaching position, or
2. from the date of return to service in the case of those who are on career break.

You may also be entitled to incremental credit for relevant non-teaching experience. In order to apply for incremental credit, the application form available in circular 0029/2007 should be completed and submitted directly to the Department of Education, providing all the relevant/required information.



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etwinning.ie



WORDS OF WISDOM

Two experienced teachers share what they've learned over the years that may help new teachers starting out.



EMER BRADY

Maths teacher in Mount Temple Comprehensive School, Dublin, and Standing Committee Representative for Region 16

What advice do you have for new teachers starting this year?

Don't dwell on small mistakes; we all make them and you need to be kind to yourself.

Learn any lessons and move on. Get to know the students' names; a seating plan would help with this.

When I was covering classes, I sent a page around to record names and

I would watch the path the page took to figure who was who. It really helps to know even a few names.

Have confidence in yourself as a professional; not everything will work but experimenting helps us to find our own authentic teaching style. Colleagues and parents might have opinions but you know yourself and your class best. Consider suggestions but do what you believe to be best based on your professional judgement.

Finding a permanent position can be difficult. Focus on your classes, keep away from office politics and try to find a school that suits you. Every school has its own culture.

Talk to your shop steward, and remember that your union is a network of thousands of teachers supporting each other and providing assistance when you need it.



CHRISTOPHER DAVEY

Science, Physics and Maths teacher in St Leo's College Carlow, and CEC member for Carlow Branch

What's the best advice you've been given about teaching?

That you never stop learning, trying new things or improving yourself as an educator. No matter how much you think you know coming out of college, there will be times where you'll have to make judgements and gain experience.

Don't be afraid of these, but embrace them. Looking back I realise how good my own teachers were at Summerhill College in Sligo. Don't sweat the small stuff, but you can get high standards while also having good relationships with your students. Give students the space to show you what they can do.

What advice would you give somebody starting their teaching career during the pandemic?

The obvious one is to join the union, putting in the graft to get your pay scale equalised! Aside from that, make sure that you aren't ever feeling isolated and ask for help.

Your staffroom is the greatest resource you have and while people mightn't be in there that much because of the pandemic, it doesn't stop you building relationships with other new teachers, your department and other friends.

Teachers understand that no person is an island and we all need each other to bounce off, cover classes or give small favours.



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YOUR PAYSリップ EXPLAINED

1. Basic pay

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

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, 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 before 1995 are Class D contributors. Class A is the predominant 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 40% 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.

Department of Education and Skills
Payroll Division
Cornamaddy
Athlone
Co. Westmeath

An Roinn Oideachais agus Scoileanna
Rannán Páirle
Corn a Madadh
Baile Átha Luain
Co. na hIarmhí

Date
Name
Address
Address
Address

Payroll Period	Start Date	End Date	Issue Date	Roll No.	Scale Point
201806	16-JAN-21	29-JAN-21	01-FEB-21	12345A	5
PPSN	1122334L	Payroll No	7654321	Employer Reg No	0081300S

A minus sign beside gross earnings indicates a deduction and a minus sign beside a deduction indicates a refund
'E' in the Tax Code field indicates you are on emergency tax. You should contact your tax office to obtain a current tax certificate.

Gross Earnings		Deductions	
BASIC PAY	0000.00	P.A.Y.E.	000.00
		EMPLOYEES PRSI	00.00
		ASTI	0.00
		USC	00.00
		PEN RELATED DEDN	00.00
		PENSIONS GROUPED	00.00
		1.5% SP&CH. -GROS	00.00
Total Earnings	0000.00	Total Deductions	000.00

PRSI Class	Weeks	Tax Basis	Tax Credit	Cut Off Point	Taxable Gross	Pre Tax Deductions	Nett Pay
A1	2	CUMULATIVE	000.00	0000.00	0000.00	000.00	0000.00

Gross Pay YTD	Tax Credits YTD	Cut Off Point YTD	Tax YTD	Pension and/or AVC	PRSI YTD	PRD YTD	USC YTD	LPT YTD
0000.00	000.00	0000.00	000.00	000.00	000.00	000.00	000.00	000.00

For more information on your salary and pension, visit the ASTI website – www.asti.ie.

MÚINEADH AGUS FOGHLAIM NA GAEILGE AMACH ANSEO



San alt seo, pléann ANNE LOUGHNANE, tionólaí Gaeilge an ASTI, na mórathruithe atá faoi chaibidil faoi láthair don Ghaeilge sa tSraith Shinsearach

Mar is eol do phobal na Gaeilge agus do chuid mhór den phobal i gcoitinne, tá athruithe móra ar Ghaeilge shinsearach ar an gcuraclam scoile á bplé faoi láthair. Sa bhliain 2017, thosaigh an t-athbhreithniú ar an gcuraclam don tsraith shinsearach atá fós idir lámha. Faoi láthair, tá Tuairisc Comhairleach curtha ar aghaidh ag An Chomhairle Náisiúnta Curaclaim agus Measúnachta (CNCM) chuig an Aire Oideachais ag díriú ar ábhair mhachnaimh a bhaineann le polasaithe don tSraith Shinsearach amach anseo. Tá an Ghaeilge á meas ag an CNCM agus i mbliana d'fhoilsigh siad dréachtsonraíochtaí nua don Ghaeilge. Ní haon ionadh é go bhfuil múinteoirí ag faire amach go géar do na dréachtsonraíochtaí seo mar tosaíodh an Creat maraon leis na dréachtsonraíochtaí don Sraith Shóisearach i Meán Fómhair 2015, agus aithníonn múinteoirí na deacrachtaí a bhaineann leis agus an méadú mór ar an ualach oibre a tharraing na hathruithe seo sa churaclam ar mhúinteoirí agus ar bhaill ghairm na múinteoireachta i gcoitinne.

Ag eascair as foilsíú na ndrúchtsonraíochtaí don Ghaeilge Shinsearach d'fhógair an CNCM comhairliúchán oscailte don phobal. Bhí an comhairliúchán le críochnú ag deireadh mí Lúnasa na bliana seo, ach chuir an CNCM an dáta siar go dtí deireadh na bliana áfach nuair a cuireadh in iúl go láidir nár leor ama é don phobal chun aiseolas cuimsitheach a thairscint. Fáiltimid san ASTI roimh an síneadh ama seo, mar tugann sé seans níos fearr chun tuairimí éagsúla a fháil ón bpobal i gcoitinne agus ónár mbaill féin ach go háirithe.

D'eascair leibhéal ard díospóireachta i measc múinteoirí Gaeilge agus gníomhaireachtaí oideachasúla eile Gaeilge as foilsíú na ndrúchtsonraíochtaí Gaeilge T1 agus T2 don Sraith Shinsearach. Tá rithábhacht na hArdeistiméireachta mar scrúdú ag cur leis an díospóireacht seo. Is léir go bhfuil buairt ar réimse leathan eagraíochtaí a phléann le Gaeilge faoi na moltaí atá luaite, Conradh na Gaeilge agus Gréasán na Múinteoirí Gaeilge ina measc. Tar éis dul i dteangmháil le roinnt gníomhaireachtaí oideachasúla Gaeilge, chuaigh an ASTI i dteangmháil lenár mbaill i mí na Bealtaine faoin gcomhairliúchán agus an aighneacht a bhí á hullmhú ag an ASTI don CNCM. Ar an gcéad dul síos, fógraíodh cruinniú ar líne ar ár suíomh gréasáin chun tuairimí ár múinteoirí Gaeilge a mheas agus chun dearcadh leathan a fháil ar na moltaí. Tar éis cruinniú bríomhar paiseanta, chuir an ASTI suirbhé do na baill le chéile bunaithe ar an aiseolas sin. Is fíor a rá ón bhfreagairt a tháinig isteach ar an suirbhé nach mó ná sásta atá an-chuid dár múinteoirí a ghlac páirt.

Níor deindeadh aon chinneadh fós ar a bhfuil i ndán do churaclam na Gaeilge agus is léir go bhfuil inní forleathan ann faoi ghnéithe tábhachtacha den chreat nua. Is cosúil go mbeidh an córas T1 agus T2 atá mar chuid den tSraith

Shóisearach ag teacht ar an bhfód don Ghaeilge Shinsearach. An moladh is conspóidí a bhaineann leis ar ndóigh ná go dtabharfaí pointí breise do dhaltá a thugann faoin gcúrsa T1. Is léir go bhfuil tuairimí láidre i bhfabhar agus i gcoinne pointí breise a bhronnadh ar dhaltá a ghabhann le T1, mar a tharlaíonn i gcás an Mhata le tamall anuas. Ag deireadh an lae, déanfar cinneadh ar na marcanna breise i bpáirt leis an Roinn Oideachais, ach idir an dá linn tá an éiginnteacht faoin mbuncheist seo ag cur le himní phobal na Gaeilge.

Tá suim mhór ag an gcoiste Oireachtais, *Comhchoiste na Gaeilge, na Gaeltachta agus Phobal Labhartha na Gaeilge*, i múineadh agus foghlaim na Gaeilge agus na moltaí atá á bplé. Mar sin, d'eagraigh an Comhchoiste sraith cruinnithe ar an ábhar le déanaí. Fuair an ASTI cuireadh ón gComhchoiste aighneacht a chur faoina bhráid agus cur i láthair a thabhairt ar mheon an ASTI ar a bhfuil ar siúl. Chuaigh mé féin agus Moira Leydon os comhair an Chomhchoiste ar an 23ú Meitheamh 2021. Chuireamar béim ar an sé bhunphointe seo a tháinig chun solais go láidir i gcomhairliúchán an ASTI lenár mbaill:

1. Ní mór taighde a dhéanamh ar churaclam na Gaeilge don tSraith Shóisearach
2. 40% de na marcanna a choimeád d'inniúlacht sa teanga labhartha don scrúdú Ardeistiméireachta
3. An Scéim Aitheantais do Scoileanna Gaeltachta
4. Ní mór an Bonnleibhéal sa Ghaeilge a thabhairt ar ais
5. Forbairt Leanúnach Proifisiúnta do mhúinteoirí agus soláthar acmhainní
6. Dréachtsonraíocht tomhaiste a chinntiú.

Ba dheis iontach í don ASTI labhairt ar son múinteoirí ranga atá ag gabháil do mhúineadh na Gaeilge go laethúil agus a dtaithí luachmhar praiticiúil a chur faoi bhráid na bpolaiteoirí. Cuireadh fáilte roimh ár dtuairimí agus mhothaíomar gur tugadh cluas le héisteacht dúinn ag an gcrúinniú.

Is léir go bhfuil todhchaí na Gaeilge agus an cur chuige chun í choimeád láidir tábhachtach don Chomhchoiste agus fógrófar tuarascáil bunaithe ar a dtaighde ag deireadh na bliana. Beimid go léir ag súil leis an dtuarascáil sin. Beidh an ASTI ag dul i dteangmháil arís leis na baill go luath sa scoilbhliain nua chun saineolas breise a fháil uaibh ar na dréachtsonraíochtaí agus na moltaí ón CNCM. Gabhaim buíochas leis na baill a rinne teangmháil linn cheana féin sa phróiseas seo agus molaím díbh go léir a bhfuil suim agaibh sa Ghaeilge, go háirithe múinteoirí Gaeilge, páirt a ghlacadh sa chomhrá, níl sé ró-dhéanach fós. Neartaíonn sé an teachtaireacht go mór nuair a bhíonn guth láidir na mball le cloisteáil. Ní neart go cur le chéile.



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Diarmuid Hennessy
School Principal

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SENIOR CYCLE UPDATE

ASTI Assistant General Secretary, Education and Research, MOIRA LEYDON, gives an update on the ongoing proposed changes to the Senior Cycle.

What has happened so far?

The review of the Senior Cycle curriculum was initiated by the National Council for Curriculum and Assessment (NCCA) following a decision by the then Minister for Education and Skills, Richard Bruton. This is what happened next:

- 2016/17 – the NCCA conducted desk research on upper secondary education in nine jurisdictions
- 2017/18 – 41 network schools engaged in discussions involving teachers, students and parents on a vision for Senior Cycle and curriculum pathways
- eight regional seminars discussed issues emerging from network schools, and Economic and Social Research Institute (ESRI) and NCCA reports documented these issues
- 2018/19 – the NCCA hosted a national conference in Croke Park on Senior Cycle and published a Consultation Report in July 2019, and
- 2020/21 – the NCCA prepared an Advisory Report and submitted it to the Minister for Education, Norma Foley TD, in May 2021.

What contribution did the ASTI make to this process?

The ASTI has been active at every stage in this process:

- the ASTI has two representatives on the NCCA Council – former Presidents Máire G. Ní Chiarba and Ed Byrne – who have interrogated all draft documents and promoted ASTI concerns
- the ASTI also has two representatives on the NCCA’s Board for Senior Cycle – former President Deirdre Mac Donald and Assistant General Secretary, Education and Research, Moira Leydon

- Standing Committee and CEC members attended all eight regional meetings
- the ASTI commissioned Dr Brian Fleming to conduct research on curriculum change and implementation issues; ‘Making Education Policy Work’ is on the ASTI website
- the ASTI met with the OECD Education Policy Implementation team during their preparation of a report for the Department of Education and Skills, and
- the ASTI met with members of the Oireachtas and opposition spokespersons on education.

What’s in the Advisory Report to the Minister for Education?

Basically, the contents of the Advisory Report comprise the main themes and issues raised in the long consultative period between 2016 and 2021. The Report has four chapters:

- Chapter 1: Purpose, vision and principles
- Chapter 2: Realising the vision for Senior Cycle
- Chapter 3: Conducive conditions, and
- Chapter 4: Redeveloping the Senior Cycle: three stages.

Chapter 2 is of most interest to teachers

Chapter 2 contains three sections – pathways and flexibility, curriculum components, and assessment, reporting and transitions. However, what is most important for teachers to know right now is that the report does not contain recommendations to the Minister. Rather, it sets out a potential vision, purpose and a set of principles for Senior Cycle education and then describes how these three ‘pillars’

could be realised. It also states that prior to any decision making, substantial research needs to be conducted within schools and across the system.

For example, if standalone programmes are to be reduced, what this would actually mean at school level in terms of timetabling, student choice, access to LCVP-type vocational and enterprise modules, and work experience remains to be seen.

In a sense, Chapter 2 of the Advisory Report is more thinking out loud than a set of clear directions. Unlike the Framework for Junior Cycle, the NCCA's report to the Minister is explicit in terms of the need to understand the capacity of schools as institutions to engage in change processes, and of teachers as educators to teach new specifications and integrate overlapping strategies – Wellbeing Framework, Digital Learning Strategy, Literacy and Numeracy Strategy – into classroom practice.

A strong lesson has been learned at system level: policy development cannot isolate itself from policy implementation dynamics.

Chapter 3

The NCCA has identified eight conditions to facilitate transformative curriculum change:

- shared vision among stakeholders

- evidence-based policy: importance of research in schools
- continual stakeholder engagement – at every stage of the change process
- clear communication on what is happening, why and what the next steps are
- securing resources – change requires investment and support for the practitioners
- timing and pacing of change – key factors that are often ignored
- enhanced professional support and learning – this section refers, *inter alia*, to teachers' beliefs regarding the curriculum and dimensions of agency and self-efficacy, and
- policy alignment and coherence – fragmentation is all too often the common experience of teachers in relation to curriculum change. 'Innovation overload' is now acknowledged as a reality in schools.

So, what happens next?

Minister Foley has the Report and has indicated that it will be studied in detail. She is expected to respond in the coming months.

The ASTI will be mobilising to communicate the Report and the Minister's response and, crucially, to host information and engagement online events.



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KEEPING SCHOOLS SAFE

The ASTI has continued to advocate for a safe return to schools for all teachers.

“The pandemic has demonstrated its own resilience, and there is no doubt that enormous challenges remain to be overcome in the months ahead ... The high levels of precarious teaching contracts and pay inequality for teachers in the earlier years of their careers ensure that the system is not best placed to meet the challenges that the coming years will present. It cannot be allowed to continue.”

**Eamon Dennehy, ASTI President,
*The Irish Times, August 2***

“What we are really concerned about now is vulnerable members of our organisation who are not going to be properly covered by the vaccination rollout, for example, women in the early stages of pregnancy will not be vaccinated, and people in the very high-risk category who may be on medications that render them very susceptible to Covid, even though they may have been vaccinated. So, the majority of our concern at present is around that issue. We really do want to see schools open in a safe manner and vaccination is very important for that.”

**Eamon Dennehy, ASTI President,
*Kildare Focus, Kildare FM, August 9***

“The virus is still very much alive in our communities and this is of huge concern to all of us. It is particularly of concern to pregnant women and those in the high-risk health category.”

**Eamon Dennehy,
*Virgin Media News at 5.30pm, August 22***

“As I’m sure listeners are aware, if you are under 14 weeks pregnant you cannot be vaccinated against Covid-19. The difficulty that we are facing is that newly pregnant teachers are being asked to return to schools without being able to be vaccinated. We are asking the Minister to review this decision ... I think the key thing here is that up until last June, because of the stage that the vaccination programme was at, pregnant teachers taught from home. Now the vaccination programme has achieved the progress that it has and it has been so successful, but for this cohort of newly pregnant teachers nothing has changed. They can’t access that vaccination programme.”

**Miriam Duggan, ASTI Vice President,
*The Michael Reade Show, LMFM, August 16***

“We have throughout this crisis gone by the public health advice, and we will continue to do so. If the public health advice changes, we will listen to that advice. In the past, the Government has contradicted the public health advice with the suggestion of the reopening of schools last January. We said that our members would not go to schools when it is contrary to NPHEP advice. While NPHEP continues to advise that it is safe, our members will be going back to school. However, we will continue to monitor the situation and continue to have meetings with the Department of Education and with NPHEP, and to follow the public health advice.”

**Diarmaid de Paor, ASTI Deputy General Secretary,
*News at One, RTÉ Radio One, July 26***

“At this stage normal is sanitising hands, wearing facemasks and separating desks. We have good news in that air monitors are going to be provided to schools and will be sent to schools and should be in place by September. So that should even improve the situation compared to what it was before the summer holidays. We do expect that all teachers will be vaccinated by the return to school but also now teenagers can go to chemists and get a one-shot vaccine, which will cover a lot of our Leaving Cert students. The 18 and 19 year olds who are in our classrooms will be vaccinated and that is also a positive move for us.”

**Ann Piggott, then ASTI President,
*The Tonight Show, Virgin Media, July 7***

“Pregnant teachers who are in contact with us are incredibly stressed out about the prospect of returning to school in the context of the prevalence of the Delta variant. Some of them are losing sleep, they are very upset day and night. What should be a wonderful period in their lives is actually somewhat nightmarish. What we have been trying to do is engage with the Department of Education in the first instance and ask them to look at this and we’ve repeatedly called on them to look at this again ... It’s just not sustainable. While health advice might be shoring this up to some extent, the Minister has a wider duty of care in this situation to those pregnant teachers. It is simply unsustainable that pregnant teachers in the coming weeks going into schools will be doing so in terror and in fear of their health and the worries that they have about the viability of their pregnancies.”

**Kieran Christie, ASTI General Secretary
*Morning Ireland, RTÉ Radio 1, August 13***

RETURN TO SCHOOL

ASTIR answers some of the most frequently asked questions about returning to school for the 2021/22 school year.

What are the arrangements regarding school inspection for the 2021/22 school year?

Circular letter 0033/2021 sets out the arrangements regarding school inspection for the 2021/22 school year. This circular:

- acknowledges the significant efforts teachers, school leaders and boards of management made to ensure that teaching and learning could be sustained safely during the 2020/21 school year
- clarifies the arrangements for school self-evaluation (SSE) for the 2021/22 school year
- provides information about the Inspectorate's planned advisory, evaluation and research work in schools for the 2021/22 school year, and
- provides information on the Inspectorate's work on researching, supporting and monitoring the implementation of anti-bullying procedures in schools during the 2021/22 school year.

Has guidance been provided on the particular impact of Covid-19 on particular school activities or in relation to the conduct of teaching and learning of practical subjects?

During consultations in July 2020, the ASTI pressed the Department of Education to develop individual subject advice to assist with the reopening of schools. This advice is published in the document *Return to School Guidance for Practical Subjects in Post-Primary Schools and Centres for Education*, available at www.asti.ie/document-library/returntoschoolguidance. In addition, public health advice from the Health Protection Surveillance Centre (HPSC) has been issued and addressed a limited range of such matters:

Choir/music performance: Choir practices/performances and music practices/performances involving wind instruments may pose a higher level of risk, and special consideration should be given to how they are held, ensuring that the room is well ventilated and the distance between performers is maintained.

Art: Where possible, students should be encouraged to have their own individual art and equipment supplies.

Electronics: Shared electronic devices such as tablets, touch screens and keyboards should be cleaned between use, and consideration could be given to the use of wipeable covers for electronics to facilitate cleaning.

Musical equipment/instruments: To the greatest extent possible, instruments should not be shared between students and if sharing is required, the instruments should be cleaned between uses.

Library policy: Where practical, students should have their own books. Textbooks that are shared should be covered in a wipeable plastic covering that can be wiped with a suitable household cleaning agent between uses. Students should be encouraged to perform hand hygiene after using any shared item.



Shared sports equipment: Minimise equipment sharing and clean shared equipment between uses by different people.

Has the Minister for Education set out plans for the 2022 Leaving Certificate and Junior Cycle examinations?

Yes. In June 2021, Minister Foley announced that adjustments would be made to the assessment arrangements for students due to sit State examinations in 2022, to take account of the disruption to their learning as a result of the Covid-19 pandemic. The level of adjustment will be similar to that applied by the Assessment Arrangements for Junior Cycle and Leaving Certificate Examinations 2021, as announced in December 2020. The document, with changes to reflect syllabus content specific to the 2022 State Examinations, has been published and is accessible at: <http://www.asti.ie/document-library/assessment-arrangements-for-junior-cycle-and-leaving/>. These arrangements, which were published in December 2020, have been updated to include, where relevant:

- revised dates for the submission of coursework for the school year 2021/22
- updated lists of prescribed materials for examination in 2022, and
- the new assessment arrangements in Junior Cycle subjects being examined for the first time in 2022, including technology subjects, Jewish Studies, Classics and Religious Education.

The adjustments being put in place will leave intact the familiar overall structure of the examinations, while incorporating additional choice for students in the examinations.

There will be no change to the length of the written examinations. It is intended that an alternative set of Leaving Certificate examinations will be run in 2022, shortly following the main set of examinations. These examinations will be limited to certain students who are unable to sit the main set of examinations due to close family bereavement, Covid-19 illness and certain other categories of serious illness to be determined.

The State Examinations Commission will issue further details regarding the 2022 examinations, with all arrangements guided by prevailing public health advice. There will be further engagement with stakeholders in advance of this. There will be no second sitting of the Junior Cycle examinations.

The Leaving Certificate Applied 2021-22 Summary Advice Note can be accessed at: <http://www.asti.ie/document-library/leaving-certificate-applied-2021-22-summary-advice-note/>. This summary advice note sets out the key curriculum and assessment arrangements for LCA Year 1 and Year 2 students in the 2021/22 school year.

For more FAQs about the reopening of schools 2021/22, visit the ASTI website at: www.asti.ie/your-employment/faqs/reopening-of-schools-202122/.

MEET THE NEW ASTI PRESIDENT

Eamon Dennehy talks about why he became a teacher, and his goals as ASTI President.



Where do you teach and what subjects do you teach?

I teach in Heywood Community School in Ballinakill in Co. Laois. It's a school of over 700 students and I've been teaching there for over 30 years. I teach engineering and technical graphics.

What was your own experience as a student at second level?

I attended the vocational school in Tralee, Co. Kerry. It was a co-educational school and there were about 400 students. I had some very good teachers who helped and influenced me a great deal, both in primary school and second level, and to single out any one would be unfair. There were many of them and they were all excellent.

What made you become a teacher?

I grew up in a household that valued education very highly and I have always believed in the intrinsic value of education. Education is important in managing every aspect of life, as well of course as being important for opening up various career paths. For this reason, I believed education would be a very satisfactory career and would contribute to the community and to society in general.

Did you ever consider another career besides teaching?

Up until sixth year of school I hadn't really considered what career I was going to go into. I applied for several places at third level, mostly in engineering courses. I applied as well for apprenticeships, including the ESB. I had a very tempting offer from the ESB to train as an electrician, but I declined it to go to Thomond College of Education in Limerick to study to become a metalwork teacher.

What is your favourite thing about being a teacher?

I find it very rewarding to watch your students' skill and knowledge develop over time and to know that I played a part in that as their teacher. As a teacher of a practical subject, I really like seeing the changes in a student's ability over one year – they become so familiar with the tools and are able to conduct themselves in a safe manner. That really is rewarding to see the independence that gives them.

What was your favourite subject when you were in school?

I liked all of them, certainly any that I did for the Leaving Cert. My favourites though were definitely engineering and technical drawing as it was called then. Fortunately for me, I get to teach those subjects now!

How did you become involved in the ASTI?

I think that no matter what type of employment I had been in, I would have joined a trade union provided that option was available to me. I believe strongly in the idea of solidarity and the need for workers to organise to improve their working conditions and practices. A trade union can help the individual and give you as an individual the chance to help others. When I started teaching, there was already a good ASTI presence in the school. In fact, the person who recruited me went on to become school principal.

What positions have you held within the ASTI?

I have held a number of positions including school steward, staff representative on the Board of Management, Laois Branch Secretary and CEC representative. I was Standing Committee representative in the mid-90s and again from 2014 to 2020. I've also been subject representative for engineering and for LCVP.

What would you say to a new entrant to teaching who is starting their career this September?

I would say they should join the ASTI because being a member of a trade union, like the ASTI, does of course help protect your rights as a worker and protect you from unfair treatment. It also gives you a sense of agency and empowers you to actively protect the rights of your fellow workers. I think this should appeal particularly to teachers, who have already decided to contribute to society and the betterment of young people's lives. The ASTI is also committed to defending and promoting high standards in education, which will be of great relevance to new entrants to teaching throughout their careers.

Also, don't be afraid to seek support, because it is in the nature of teachers that they like to help each other out. There is no need to feel isolated or

anything like that. Teaching can be a very lonely occupation and there is a lot expected of you, so don't be afraid to ask for help from colleagues.

What has been your proudest moment as an ASTI member?

I'm very proud of the ASTI in general. I'm proud of the role it has played, particularly in recent years, by taking brave stances, which time has often proved to be correct. For example, in the Covid-19 situation, the ASTI took the lead in highlighting the serious issues around going back to school in December and January. I'm very proud to be part of an organisation that shows that kind of leadership.

On a personal level, my proudest moment as an ASTI member was actually being elected school steward. I thought that was a huge honour at the time. It was the first position I held within the ASTI and it was something I really wanted to do.

What will your priorities be in your upcoming year as ASTI President?

Well, the issue of equal pay for equal work is ongoing and it is important we continue to fight that particular battle. The other related issue is making sure that there is pension parity – that pensions continue to be linked to pay.

Of course, we're also not out of the Covid-19 situation yet. We have to continue to make sure schools are safe. We need to ensure proper measures

are put in place to keep teachers and students safe, and to allow school buildings to stay open. That is very important.

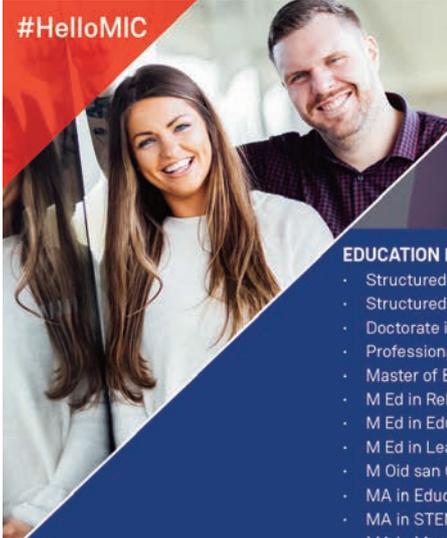
We also have to seriously look at protecting standards in education, making sure assessment continues to be external. That it is fair and equitable. Those are high priorities of mine.

Also, more broadly, inter-union co-operation is very important. We've had a significant agreement recently between the three teacher unions – the ASTI, the TUI, the INTO – regarding actions to be taken if Covid-19 measures to protect our members were not in place. As vice president, I was very proud to propose that motion to the ASTI Convention this year. Co-operation between all trade unions has to continue. The ASTI has a motion to that effect at the upcoming ICTU biennial conference: that the importance of the role that trade unions play in society needs to be highlighted. The trade union movement has been a great driver in equality, not only in terms of working conditions, but also in terms of making the workplace a more equitable and safer place for everyone. Where trade unions are strong, people's civil rights are protected there as well.

Is there anybody in public life you admire?

Well, historically, James Connolly would be one. I admire his courage and his insight; the things he said are still relevant today even 120 years after he said them. In the present day, I also admire Fr Peter McVerry and the stance he has taken, which is not so different really from James Connolly's.

#HelloMIC



POSTGRADUATE PROGRAMMES AT MARY IMMACULATE COLLEGE

EDUCATION POSTGRADUATE PROGRAMMES

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

LIBERAL ARTS POSTGRADUATE PROGRAMMES

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

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

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

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

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



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MEET YOUR STANDING COMMITTEE MEMBERS

Adrienne Healy



Standing Committee Region 15

Teacher of Biology, Science and Maths in St Dominic's College, Cabra

I got involved in the ASTI because ...

On my first day of my HDip I was handed an ASTI application form and told to fill it in, so I had no choice but to join! Little did I know that the ASTI would help me to secure my permanent job and would support me with other issues years later.

My first teaching job was for one year in Our Lady of Mercy Convent in Beaumont. The following year, I got a job in St Dominic's College, Cabra, and almost 25 years later, I am still there! My colleagues are fully supportive of the ASTI – we are stronger together.

I am passionate about teaching and maintaining high standards in education. I took on the role of school steward and got involved, as an officer, in the Dublin North West Branch. I was a member of CEC, a delegate at Convention and was elected onto the Equality Committee. I am privileged to have been elected onto Standing Committee and more recently as Regional Organiser for Region 15.

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

1. The ongoing issues of health and safety of our members in relation to Covid-19, to protect teachers, whether they choose to be vaccinated or not. Any negative impact of Covid-related changes imposed on teachers' working conditions should be reversed. Issues regarding blended learning and the integrity of the State Examinations are extremely important.
2. Protecting teachers against discrimination. Pay, pensions and posts are key areas that are problematic and must be properly addressed in order to rectify teacher recruitment and retention problems.
3. 'One size fits all' national agreements have not served our profession well. Teachers should be able to afford to buy their own homes!

Something people may not know about me is ...

When I finished my Master's degree, I worked as an embryologist in West Cork, Southern England and Pennsylvania, USA. However, I still had the desire to teach so I applied for my HDip in UCD in 1996. Luckily I was accepted, as only one in eight applicants were successful back then!

Seamus Keane



Standing Committee Region 17

Teacher in English, History, Politics & Society, and Transition Year Trade Union module at Ardgillan Community College, Balbriggan, Co. Dublin

I got involved in the ASTI because...

The first school I taught in was O'Connell school in Ballybough and everyone was in the ASTI; even if I hadn't wanted to join, ASTI stalwart Michael Kilbride (affectionately known as Killer), would have made me join. I quickly became school steward and shortly after was elected Chair and CEC Rep for Dublin North 1 for five years. Taking voluntary redeployment, I moved to a school in the Fingal Branch where I have served as school steward, Hon. Secretary, Treasurer and CEC Rep. I have served on the Rules and Education Committees, and on two CEC sub-committees dealing with Junior Cycle reform. I was elected ASTI delegate to the ICTU Biennial Delegate Conference 2019 and 2021. I am a proud member of the ASTI because I have always been fiercely devoted to the struggle of all workers against unscrupulous employers and management.

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

Equal pay, wresting control of the narrative around curricular reform from the bureaucrats and the minimally guided instruction ideologues, more investment in education, and the principle of open access for all our students to further education.

Something people may not know about me is...

I have a Master of Laws in Conflict Studies & Dispute Resolution.

ASTI Standing Committee

ASTI Standing Committee consists of 23 members and includes the President, Vice-President, Honorary Treasurer, Honorary National Organiser, President Elect (from Annual Convention to July 31), Immediate Past President (from August 1 to next Annual Convention) and 18 regionally elected representatives. The Honorary National Organiser is elected by CEC. Standing Committee looks after the business of the union when neither CEC nor Convention is in session. To find out the ASTI Standing Committee representative for your region, visit www.asti.ie.



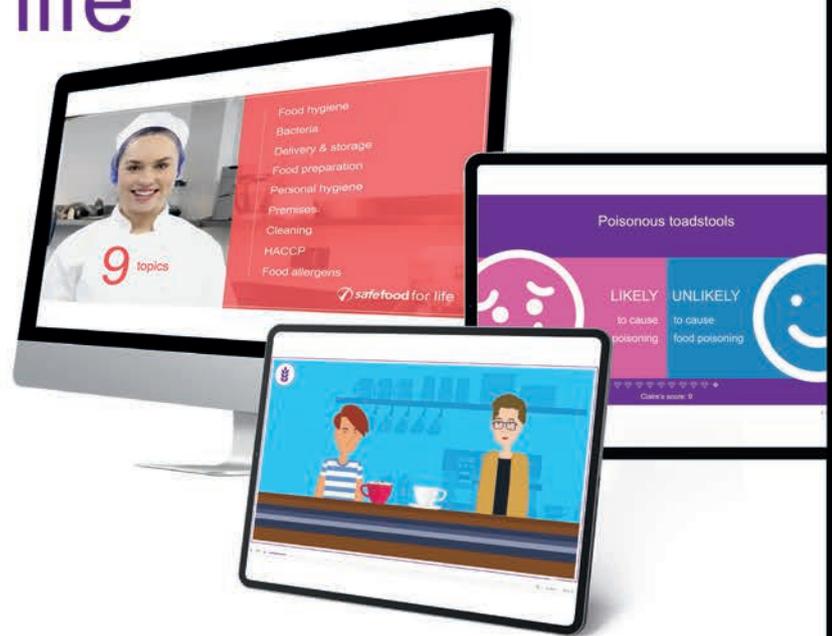
safefood for life

Learning how to handle and prepare food safely is a key life skill we bring with us as we grow up. Whether it's for a part-time job or a career in the hospitality sector, 'safefood for life' helps young people learn these skills in an engaging and interactive way.

Developed to suit both class-based learning or remote lessons at home, **safefood** for life is a free education resource designed for secondary school students in transition year, or students studying home economics.

Using video tutorials and easy-to-follow learning sessions, the resource covers a range of practical topics including basic food hygiene, food preparation, food allergens and kitchen cleaning. The resource also offers the option of a paid, online exam for an industry-recognised certificate. Over 40,000 students have completed the online exam to date.

The **safefood** for life resource is designed for teachers of Home Economics, Transition Year and Youthreach students. Schools can access the free education tool by visiting safefood.net/safefoodforlife



*"By learning with **safefood** for life, students have access to a practical, online-learning resource developed with their future needs in mind. We've also added a new learning module specifically on food allergens which is full of practical information. For teachers, we've made the resource more suited to a blended-learning style to suit either school-based or remote learning."*

Dr Gary Kearney,
Director of Food Science, safefood

"Attaining an EHA1 certificate following the successful completion of this course can help prepare students for future employment opportunities. The certificate conveys to potential employers that the student has successfully completed a recognised food safety course. Food safety and hygiene skills are a vital life lesson for everyone and the earlier we learn these skills and put them into practice the better."

Fiona Byrne,
Public Relations Officer at the Environmental Health Association of Ireland

To get started visit:



safefood.net/safefoodforlife



COVID-19: REASONS TO HOPE

Once again September brings the return of students to school. It is a reminder that time moves on and that the hopes of tomorrow will be managed differently, but satisfactorily, by these children of today.

This summer a further spike of the Covid-19 infection, with high transmissibility, spread across Europe. Ireland was fortunate to have its vulnerable cohorts vaccinated, and there is a major effort to vaccinate the whole population to prevent widespread illness.

The vaccine offers protection from the severest forms of illness caused by the virus and reduces its mortality. Together the vaccine and the consistent personal efforts of the population in observing basic hygiene, ventilation and social distancing rules give us cause for optimism at last.

Thanks to the teachers

The natural aim is to keep all schools open and thanks are due to teachers who succeeded in the past year in preparing students for State examinations, despite the Covid disruptions and their own vulnerability. With widespread vaccination and ventilation monitoring in classrooms, schools will become a more reassuring place for all.

RSTA activity

Living with the pandemic will continue to challenge everybody but some optimistic signs will provide some reassurance into the future. RSTA social activity, in conformity with the regulations, during the past summer has been slow to commence. Most members are grateful to be able to make personal



Cork RSTA members enjoying a coffee break in Blarney: Norma Fitzpatrick, Branch member, Tomás MacCarthaigh, National Vice-President, and Mary Evans, Chair, Cork Branch and National Committee.

contact with their families and friends. Branch members have met in small groups for coffee or walks on good days, while observing social distancing. Holidays have consisted of short-break 'staycations' with foreign travel postponed.

Industrial Relations Bill 2021

The Industrial Relations Bill 2021 was moved by Brid Smith TD on June 30 for a second reading. It was carried on the amendment that it comes before the Dáil in 12 months to allow further consultation with the relevant ministries in the light of collective bargaining.

This will give representation to the retired to participate in pension changes and regulations when passed.

The efforts of the ASTI are appreciated in representing both active and retired members over time.

Thanks to Carmel Heneghan for representing the RSTA view on this matter with the Alliance for Retired Public Servants (ARPS).

RSTA membership application/renewal

Name:

Address:

Home phone:

Mobile:

Email:

RSTA branch:

Annual subscription: €24
Annual renewal date: September 1

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

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

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

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

Standing order set-up form

To: The Manager (Bank name and full address)

I hereby authorise and request you to DEBIT my account:

Account name/s:

IBAN

BIC

And to credit the account of:

RETIRED SECONDARY TEACHERS' ASSOCIATION

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

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

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

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

Member name

Signature: Date: ___/___/20___

Tours and online resources



14 Henrietta Street, a social history museum in the heart of Dublin, captures over 300 years of Dublin's history. Secondary school tours bring students on a journey through the house from its grand Georgian beginnings to the tenement dwellings of its later years. Students are given the opportunity to ask questions, think critically and analyse the history of 14 Henrietta Street and how it reflects changes in Irish society and the wider world, uncovering the story of the building

and the people who called it home. 14 Henrietta Street also offers free online resources for Junior Cycle, Leaving Cert and Transition Year students including video, oral histories and downloadable/printable PDFs, which can be used in the classroom or at home. Online resources are available from <https://14henriettastreet.ie/school-resources/>.

School tours of 14 Henrietta Street will resume in September, Government guidelines permitting. To book a school tour or find out more, email info@14henriettastreet.ie, call 01-524 0383, or visit 14henriettastreet.ie/schools.

CPD for language teachers

Funded by the National Forum for the Enhancement of Teaching and Learning, the LILAC Project aims to help language teachers and learners to transform digital challenges into opportunities, and to acquire the digital proficiency needed to maximise the benefits afforded by e-learning.

The LILAC Project has created a free online CPD module for teachers, specifically focusing on online language teaching and assessment, including:

- guidelines and rubrics for assessment of collaborative online language activities, and
- guidelines for online prosodic training and speaking activities, and training in integrating online components meaningfully in face-to-face courses, flipped classrooms, etc.

For more information, visit the LILAC Project website (available in English and Irish) at <https://www.lilac-project.com/en/>.

Thriving with Autism

Thriving with Autism is an online conference that will take place in Cork on October 7, and which aims to offer practical strategies, helpful tools and actionable insights to help teachers and their autistic students. Speakers include Dr Temple Grandin and other international experts. The online conference will discuss how:

- ▶ inclusive environments in education support autistic students to live well by minimising anxiety, stress and distress
- ▶ teaching students using their strengths and interests maximises their well-being
- ▶ to make break areas inclusive to decrease stress and distress for autistic students
- ▶ to reduce sensory overload for autistic students

Creative science teaching

The 'Innovative and Inclusive Teaching Approaches in STEM Subjects in Post-Primary Schools' project (I-STEM) has produced a new e-book resource for post-primary STEM teachers. The new publication, *Creative Methods in Science Teaching*, presents research and best practices of using the arts as a means of improving pedagogy and classroom practice in STEM education. 'STEAM' represents STEM plus the arts – humanities, language arts, dance, drama, music, visual arts, design and new media.

The e-book is aimed at post-primary teachers who are currently using the arts within their teaching practice or have an interest in doing so in the future. Examples of STEAM teaching in Poland, the Netherlands, Ireland and Finland are given.

The I-STEM project is funded by ERASMUS+2020, and aims to develop and evaluate a training programme and teaching scenarios to support the use of arts in teaching STEM subjects in post-primary schools.

To download the e-book or for more information, visit <https://istem-project.eu/>.

FÉILTE 2021



FÉILTE is the Teaching Council's annual Festival of Education In Learning and Teaching Excellence. It's a celebration of teaching and learning, and gives teachers the opportunity to collaborate and share their work with each other and with the wider public.

The Teaching Council has announced that FÉILTE will take place online on Saturday, October 2, 2021, from 10.00am to 4.00pm, with a programme full of live and interactive content as well as live connectivity with speakers, participants and fellow attendees.

This year the festival theme is Transforming Teaching in a Sustainable World. Roddy Doyle, former teacher, co-founder of the Fighting Words charity, and author of 12 novels, will be the keynote speaker for this year's FÉILTE. He has written for TV, the big screen and the stage. He has also written seven books for children, including *The Giggler Treatment* and *Brilliant*. Register for FÉILTE now at: <https://hopin.com/events/feilte-2021>.

- ▶ to work out what strategies to choose to support students' inclusion into school
- ▶ to create engagement through interest-based learning and an inclusive school environment
- ▶ to understand why 'challenging' or distressed behaviour occurs in the classroom
- ▶ to know when miscommunication is the source of misunderstanding, conflict and distress, and what to do about it
- ▶ to reduce your own stress and move away from a crisis situation
- ▶ to be able to reduce 'challenging' behaviours in a safe way, and
- ▶ to align your style of communication to fit someone else with a different neurotype.

For more information or to register, visit <https://www.autismcork.ie/>.

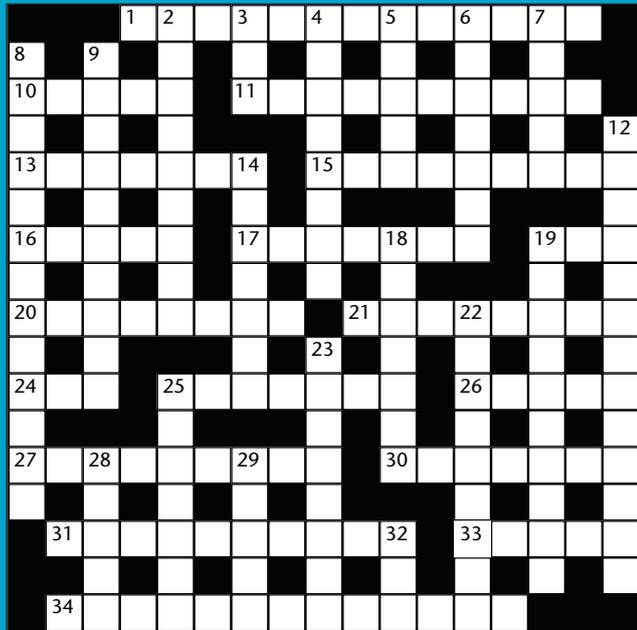


Sponsored by Cornmarket

ASTIR CROSSWORD NO. 2104

The winner will receive €250 in One4All vouchers.

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



Name

School

Address

ASTI Branch

Entries to: ASTIR Crossword No. 2103,
Think Media, The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, September 24, 2021

ACROSS

- 1. Sounds like home for a flatfish (8,5)
- 10. Could be temple, city, or ear (5)
- 11. Heavy outer clothing with characteristic toggle fastenings (6,4)
- 13. Ancient Cretan town (7)
- 15. Capital of Somalia (9)
- 16. Cancel item for powerful group of people (5)
- 17. Mushy, pulpy, spongy (7)
- 19. Snap taken from picnic area (3)
- 20. Fixed firmly in a surrounding mass (8)
- 21. Tassel, or twisted string or cable (8)
- 24. British title of merit (1.1.1.)
- 25. Starchy, tuberous root used as food in tropical countries (7)
- 26. City in Oneida County, New York (5)
- 27. Turn one's nose up at tepid urea (9)
- 30. Tabitha in her own environment (7)
- 31. Someone who is mentally ill and dangerous (10)
- 33. Bird from around Ravenna and Dresden (5)
- 34. Sounds like a job for a contemplative angler (4,9)

DOWN

- 2. Faster than light travel (4,5)
- 3. Sounds like heavy metal was the main attraction (3)
- 4. Bad reputation of UN aims (8)
- 5. Soviet labour camp (5)
- 6. Clearly, evidently, plainly (7)
- 7. Could be action, list, or clown (5)
- 8. Shoes of the shellfish hunter? (13)
- 9. Really unfriendly cabin louse (10)
- 12. How a careless fisherman might lose condition, or so it sounds (6,7)
- 14. Activity begins when all these go (7)
- 18. Thomas in pouch with heroin could be a food container (7)
- 19. Soothing, alleviating or painkilling (10)
- 22. Pablo Escobar, for example (4,5)
- 23. Molecules on opposite strands of the DNA double helix (4,4)
- 25. Instruction added to a will (7)
- 28. Hopes to make sauce from basil and garlic (5)
- 29. Positively charged electrode (5)
- 32. Third-person reference to king or queen (1.1.1.)

Solutions to ASTIR Crossword No. 2103

Across	Down
1. Vicious circle	2. Irritates
10. Qatar	3. Ion
11. Nutritious	4. Untested
13. Apostle	5. Crier
15. Serengeti	6. Reigned
16. Ex-Pat	7. Louse
17. Dressed	8. Square bracket
19. Doh	9. Atmosphere
20. Rheostat	12. Right triangle
21. Marmoset	14. Endears
24. Cue	18. Scandal
25. Rescind	19. <i>Das Kapital</i>
26. Umami	22. Moustache
27. Efficient	23. Filthier
30. Latvian	25. Recuses
31. Moisturise	28. Floor
33. Crawl	29. Equip
34. Cross purposes	32. Eno

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Athlone Branch

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