

ASTIR

ASSOCIATION OF SECONDARY TEACHERS, IRELAND

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2026 ASTI CONVENTION



- | **Convention report**
- | **AACs, workload, stress – survey**
- | **Right to disconnect**



ASTI



POSTGRADUATE PROGRAMMES AT MIC

EDUCATION POSTGRADUATE PROGRAMMES

- Professional Doctorate in Educational and Child Psychology
- Professional Master of Education (Primary Teaching)
- Master of Education (M Ed) with Specialisms (NEW)
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- M Ed in Leadership of Wellbeing in Education
- M Ed in Educational Leadership & Management
- M Ed in Education for Human Rights & Equality
- Graduate Diploma/M Ed in Inclusive Special Education
- Graduate Diploma/M Ed in Adult & Further Education
- Graduate Certificate/Graduate Diploma/MA in Autism Studies
- Graduate Certificate/Graduate Diploma/M Ed in Digital Leadership in Education
- Graduate Certificate/Graduate Diploma/M Ed in Middle Leadership & Mentoring
- Graduate Certificate in Academic Practice

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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- MA in Climate, Justice & Sustainability
- MA in Modern English Literature
- Graduate Diploma/MA in Applied Linguistics
- MA in History
- MA in Local History (with UL)
- MA in Media Studies
- MA sa Ghaeilge (Ceannaireacht i dTeanga, Cultúr agus Pobal)
- Certificate/MA in Christian Leadership in Education

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

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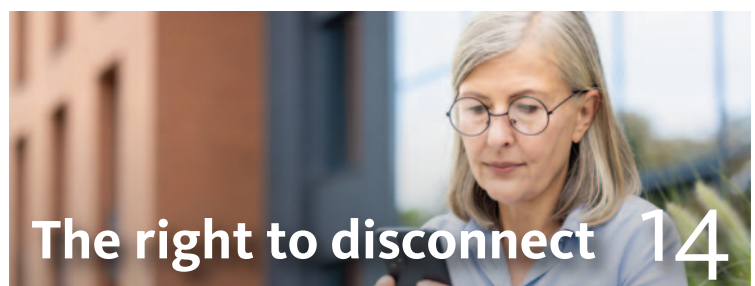
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The ASTIR Editorial Board is interested in receiving feedback on ASTIR.

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

Senior Cycle – your decision, your vote

This May, members will be asked to vote on the Senior Cycle Redevelopment Support Measures and Addendum. After extensive deliberations, the ASTI Central Executive Council (CEC) recommends that ASTI members vote to accept this. The Addendum represents meaningful advancement and progress. The revised proposals include enhanced financial supports, including a €2m implementation fund, as well as pilot initiatives for laboratory and digital assistance. Additionally, the revised proposals include improved legal safeguards for teachers authenticating students' coursework as part of the Leaving Cert Additional Assessment Components, as well as access to forums such as a workload working group and a taskforce on artificial intelligence (AI).

The Department of Education and Youth has provided greater definition around assessment weightings. It is important to point out that the Croke Park Hours rebalance is not merely "plus four hours" – it is 14 hours on a high-trust basis. The proposals are the result of ongoing co-operation between the ASTI and the Department following the rejection of the initial proposals by ASTI members in a ballot in May 2025. Since then, the ASTI has engaged extensively with the dispute resolution mechanisms that were available as part of the Public Service Agreement 2024-2026.

While the Addendum does not address every concern, it represents meaningful advancement. The ASTI CEC recommends a YES vote, viewing it as a platform for further progress. The recommendation reflects the view that while the proposals are not perfect, the Addendum represents real and tangible progress on the issues you raised.

I encourage members to review the proposals carefully and make their voices heard.

Junior Cycle, CBAs and stress

A comprehensive review of the Junior Cycle Framework must be conducted. We have received reports from the University of Limerick longitudinal study on the Junior Cycle framework, but no final report has been released.

We need to return to higher and ordinary levels in all subjects, with a Foundation level for Irish, English, and Maths. We must address workloads and stress levels within schools. The requirement of two Classroom-Based Assessments (CBAs) per subject at Junior Cycle created significant pressure.

This is my last *ASTIR* editorial as ASTI President and I wish to take this opportunity to thank all of the members I met or had contact with during the past year, who extended courtesy and engaged with me, and who taught me so much about their working lives and their hopes for their students. I wish the very best to our President Elect Richie Bell, Vice President Adrienne Healy and the full Officer Board, and I look forward to working with all to pursue the ASTI's most pressing concerns over the next year.



Padraig Curley
ASTI President

CEC recommends 'yes' vote in ballot on Senior Cycle Redevelopment

The forthcoming ballot on the Senior Cycle Redevelopment Implementation Support Measures and Addendum represents a significant moment for members. It is not simply a vote on a document, but a decision that will shape both the immediate working conditions of teachers and the longer-term direction of Senior Cycle Redevelopment.

It is important to recall how we arrived here. In May 2025, members decisively rejected the original Implementation Support Measures document and signalled a willingness to take industrial action in opposition to the accelerated rollout of Senior Cycle Redevelopment. That position reflected deep concerns around workload, training, assessment, and the pace of change. Since then, the union has engaged extensively through formal dispute resolution channels and direct negotiations. The Addendum now before members is the product of that sustained pressure and engagement.

There is no doubt that the Addendum represents movement. It introduces additional financial supports, including a €2m implementation fund, and commits to a pilot scheme for laboratory support assistants and digital support. It offers clearer legal protections for teachers in relation to the authentication of coursework, and affords access to structures such as a workload working group and an AI taskforce, which should prove important in shaping future policy. There is also greater clarity around assessment weightings and a rebalancing of Croke Park Hours.

Equally, the link between acceptance of the proposals and access to the 3% Local Bargaining pay adjustment is a central consideration. It is clear that co-operation with the implementation measures is a prerequisite for securing these payments. However, members must also weigh what has not changed. Concerns persist regarding the scale of the productivity demands tied to Local Bargaining, the adequacy of training in certain subject areas, and whether the reforms sufficiently address structural inequalities within the education system.

The Addendum is not a complete resolution of all concerns, but it does reflect tangible gains achieved through negotiation. Whether it is seen as a foundation to build upon or not, is ultimately a matter for each member's judgement.

The Central Executive Council of the ASTI, after extensive deliberations, is recommending that members vote YES in the ballot of members.

There is a view that what has been achieved can be used as a foundation to secure further changes and improvements over time.

At moments like this, participation is critical. The strength of the union's position depends on a clear and representative mandate. Members are encouraged to engage with the detail, consider the implications carefully, and ensure that their voice is heard in the ballot.



Kieran Christie
ASTI General Secretary

Requesting digital publications through MyUnion



MyUnion, the members-only area of the ASTI website, allows members to decide if they would like to receive our publications digitally. Once you have created an account, you will have convenient access to information about your membership, and you will be able to request digital or hard copies of all of our publications, such as *ASTIR* and *Nuacht*.

Members can also update their personal details directly in the MyUnion area – for example, your home address – to ensure that you receive the most up-to-date correspondence from the ASTI.

You can do this at: www.asti.ie/my-union/

Members can access *ASTIR* and *Nuacht* online by scanning the QR code.



Migrant Teachers in Ireland fringe event at Convention 2026

Dr Rory Mc Daid, Principal Lecturer at Marino Institute of Education and Director of the Migrant Teacher Project, was a guest speaker at the ASTI equality fringe event at Convention 2026.



Pictured at the event are (from left): Eimear Holly (ASTI Equality Committee Chairperson), Dr Rory Mc Daid (Director of the Migrant Teacher Project and lecturer at Marino Institute of Education), Kieran Christie (ASTI General Secretary), and Richard Bell (ASTI President Elect).

‘Hope in an age of fear’: fringe event at Convention 2026



Fergal Keane, prize-winning journalist and former BBC South Africa correspondent, was a guest speaker at the ASTI Global Solidarity fringe event at Convention 2026. The theme of the seminar was ‘Hope in an age of fear’. Pictured at the event are (from left): Ann Piggott (ASTI Global Solidarity Committee member), Conall Ó Dúfaigh (ASTI Global Solidarity Committee Chairperson), John Conneely (ASTI Assistant General Secretary: Education & Research), Dearbhla Cussen (ASTI Global Solidarity Committee member), Fergal Keane (guest speaker), Pdraig Curley (ASTI President), Kieran Christie (ASTI General Secretary), and Noelle Moran (ASTI Global Solidarity Committee member and founder).



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Wicklow Branch retirement event



A recent Wicklow Branch retirement event. Front row (from left): Mary O'Donnell, Breda Dunbar, Freda Mooney, and Vivienne Weir. Back row (from left): Declan McInerney (Wicklow Branch Secretary), Richard Bell (ASTI President Elect), Mary Gaffney, Siobhán Doyle, Michael Galligan, John McGettigan, Adrian O'Connor, and Padraig Curley (ASTI President).

FREE access to Teaching Council online library

The Teaching Council provides all registered teachers with access to an online library of research journals and articles, and to a collection of ebooks. The online library offers access to a wealth of materials in order to enhance education research, thereby supporting teachers' professional learning. The Teaching Council has recently upgraded to an enhanced repository, gaining even greater access to extensive journals, ebooks and articles to support teachers' professional learning journeys. Registered teachers can access the online library by logging into their 'My Registration' account via the Teaching Council website.

Teachers can log into their 'My Registration' accounts using the following link: <https://my-tc.teachingcouncil.ie/Site-Login?returnurl=%2fSite-Login>

Heritage in Schools POST-PRIMARY PROGRAMME



Beginning in 2026/27, Heritage in Schools will offer subsidised visits on our **natural, built and cultural heritage** to post-primary schools. Visits will be delivered by The Heritage Council's panel of heritage specialists and will serve the curriculum across Junior Cycle, Transition Year and Senior Cycle. The Heritage Council part-fund these visits, keeping them affordable for schools.

Learn more about **archaeology and material culture, history and archives** (oral, local, family, national, global), **language, literature, folklore, Irish traditional music, ecology, biodiversity, geology, natural, cultural and built heritage conservation, willow weaving and other traditional skills** (e.g. blacksmithing, thatching, stonemasonry).

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An Chomhairle Oidhreachta
The Heritage Council



TEACHERS AT THE HEART OF GLOBAL CHANGE: HIGHLIGHTS FROM THE ASTI'S INAUGURAL SEMINAR

At the ASTI Global Solidarity Seminar. Back row (from left): Vicky Donnelly (seminar guest speaker, Financial Justice Ireland), Conall Ó Dufaigh (ASTI Global Solidarity Committee Chairperson), Dearbhla Cussen (ASTI Global Solidarity Committee member), John Conneely (ASTI Assistant General Secretary: Education & Research), and Pdraig Curley (ASTI President). Front row (from left): Ann Piggott (ASTI Global Solidarity Committee member), Diana Nazzal (Palestinian eye surgeon and Seminar guest speaker), and Noelle Moran (ASTI Global Solidarity Committee member and founder).

The ASTI Global Solidarity Seminar took place in Dublin at the end of February.

The ASTI Global Solidarity Committee (GSC), established in 2022, hosted its inaugural ASTI Global Solidarity Seminar in Dublin at the end of February. This first ASTI seminar of its kind focused on humanitarian issues across the world, and educational and other challenges being experienced in war-torn countries, among other subjects. A number of guest speakers, both Irish and international, presented on various topics.

Education and dialogue for global solidarity

Ruairí McKiernan, CEO of the Irish Development Education Association (IDEA), a Fulbright Fellow and founder of Ireland's national youth platform, Spunout, highlighted the critical role of both education and teachers as forces for solidarity and change. He addressed the audience about the pressures faced by teachers, such as curriculum demands and the emotional labour of supporting students. Ruairí noted the critical role played by teachers beyond the classroom in fostering their students' care, empathy and critical thinking. He also highlighted the importance of dialogue in increasingly polarised times, and noted the value of classrooms serving as vital spaces for respectful discussion and critical engagement between students.

Drawing on the history of development education in Ireland, Ruairí traced its roots to anti-colonial movements, and to the traditions of activism and justice in Ireland. He encouraged teachers to facilitate discussions of global issues and highlighted the availability of digital teaching tools, resources, and a directory of organisations available online, for example, the IDEA website or the Development Education website, which champions development education and global citizenship education, and keeps support for the cause alive. Ruairí highlighted the historical reasons behind Ireland's existence as a global leader in global citizenship education, namely a proud

history of aid, development, solidarity and anti-colonial organising, as well as the care and efforts of unions, including the ASTI, in coming together and advocating.

Ruairí further highlighted the importance of education as one of the most critical forums for developing peace, understanding, and equality. He stressed the need for resources and investment in education. He also highlighted the importance of continuing to advocate for resources around ongoing global issues such as racism, migration, militarism, poverty and gender inequality, and stressed the significance of having a voice in Government to campaign against these issues. Ruairí concluded that education is one of the most powerful tools for building understanding, solidarity, and lasting change.

Teaching global citizenship through solidarity and critical thinking

Vicky Donnelly, Education and Outreach Coordinator for Financial Justice Ireland, discussed how teachers can best bring global citizenship education alive in the classroom.

A central theme that emerged was the importance of challenging assumptions. Vicky highlighted that many individuals initially encounter global issues through a "charity lens", or a perspective that is often rooted in early school experiences of fundraising. In her address, Vicky acknowledged the value of compassion, but encouraged teachers to look beyond this framework. She highlighted that charity can reinforce unequal power dynamics, positioning some as givers and others as receivers. In contrast, a solidarity-based approach is more effective, as it emphasises shared humanity, mutual learning, and collective action for justice.



From left: Ruairí McKiernan (Irish Development Education Association), Vicky Donnelly (Financial Justice Ireland), and Pádraig Curley (ASTI President) are pictured at the inaugural ASTI Global Solidarity Seminar.

Additionally, Vicky stressed the importance of dialogue within the classroom. She explained that global citizenship education is not always comfortable because it can raise difficult or sensitive issues. However, these moments can be valuable learning opportunities. Inclusive spaces where students can contribute are important, and teachers can help to foster empathy, respect, and critical engagement. Vicky reinforced the idea that global citizenship education is not about providing answers, but about asking better questions and nurturing a shared sense of responsibility. Teachers are key to empowering students in understanding their place in the world.

Trade unions and collective global action

ASTI member and Chairperson of the Irish Congress of Trade Unions (ICTU) Global Solidarity Committee Ann Piggott highlighted the critical role teachers have in advancing global solidarity. Ann began by outlining the work of the ICTU, which supports workplace rights and represents approximately 800,000 workers across Ireland through its network of affiliated unions. The ICTU lobbies on policy on social change, makes the Government aware of economic realities for workers, and is involved in collective bargaining and issues such as pay and health and safety legislation.

Ann emphasised the importance of solidarity as a lived practice that extends beyond awareness into action. She shared examples of how Irish trade unions have supported international campaigns, for example, the non-governmental organisation (NGO) Justice for Colombia, which contributed to visible improvements such as funding a school bus for children in the rural community of Tierra Grata, and to which the ASTI, TUI, INTO, Fórsa and British unions contributed, enabling children to access education where it was previously out of reach. Previously, students in this community faced major difficulties attending school due to long distances, poor roads, and transport costs. Children had to rely on motorbike taxis that their parents had to pay for. This contributed to making education inaccessible for many children.

Ann highlighted that some of the most important solidarity work begins in the classroom. She identified students as having a “magnificent sense of justice”, as well as an inherent ability to know what is right and wrong. Describing global solidarity as “the beating heart of the trade union



Pictured at the seminar are (from left): members Ryan Keeney, Ann Piggott, Siobhán O’Donovan (ASTI Standing Committee Representative Region 5), and Pádraig Murphy (Honorary National Organiser).

movement”, Ann underlined the importance of continuing to engage with global solidarity projects and events to offer collective and active support for people facing extreme poverty, forced displacement, and injustice worldwide. She highlighted that the goal of global solidarity is to promote “cross-border co-operation, advancement of human rights, climate justice, and social, economic and education equality”.

Orphanage volunteering and ethical global engagement

Fiachra Brennan, Comhlámh’s Solidarity and Capacity Development Coordinator, highlighted the urgent need to end orphanage volunteering and overseas visits. Working alongside Tearfund Ireland, he co-convenes the End Orphanage Volunteering working group, which promotes child-centred and ethical approaches to global engagement.

Fiachra traced the existence of Comhlámh’s Code of Good Practice for Volunteer Sending Agencies to a need “for some standards and guidance around ensuring international volunteering is values led and ensuring the work carried out by Comhlámh is harm free”. Twenty-five Irish organisations are signatories of the Code of Good Practice, and are committed to the values, principles, and indicators included in it. He emphasised that despite Ireland’s good reputation internationally, “there are always questions as to whether we are doing enough” with respect to safeguarding children, and considering how to keep vulnerable adults and children safe. He identified international volunteering as a contributing

Twenty-five Irish organisations are signatories of the Code of Good Practice for Volunteer Sending Agencies, and are committed to the values, principles, and indicators included in it.



Pictured at the Global Solidarity Seminar are Ukrainian teacher Hanna Zadorozhna (left) and Dearbhla Cussen (ASTI Global Solidarity Committee member).

factor to abuse in orphanages, and highlighted the importance of recognising that the mechanisms of orphanages and institutions are not the best practice.

Fiachra highlighted the rise of “orphanage tourism”, where orphanage visits and short-term volunteering create a demand for the existence of such institutions. Drawing on Cambodia as an example, Fiachra said that between 2005 and 2010 the country saw a 75% increase in the number of orphanages there. He explained that as Cambodia is a major tourist destination in Southeast Asia, this increase was due to orphanage visits being viewed as a business model opportunity targeting tourists, and that tourists are given access to orphans in exchange for money.

An estimated 4.1 million children worldwide live in orphanages and similar institutions, despite 80% of these children having one living parent, with 90% of children in these institutions having living extended family such as grandparents, aunts or uncles. Fiachra highlighted the role of teachers in raising awareness and ensuring that school trips and partnerships do not contribute to such harmful practices.

Afternoon session

The afternoon session was a combination of speeches, interviews and discussions. A panel discussion facilitated by Noelle Moran, ASTI Global Solidarity Committee member and founder, and made up of speakers Hanna Zadorozhna, Diana Nazzal, Sarah Clancy, Mansoureh Behkish, and Diarmuid Mac Dubhghlais, and a Q&A session at the end of the seminar provided ASTI members with the opportunity to share their experiences and engage with the speakers.

Hannah Zadorozhna, a Ukrainian-born English teacher now working in St. Leo's College in Carlow, reflected on her journey from teaching in Odesa in her native Ukraine to becoming an English as an additional language (EAL) teacher in Ireland after fleeing Ukraine in 2022. Having previously been displaced from the Donbas region in 2014, Hannah described having to endure forced migration on two occasions, and needing to rebuild her life twice. She outlined the impact of the conflict on Ukrainian teachers and students, with schools operating online or in hybrid formats in conflict zones. She described the challenges faced by her own children, who needed to “adjust to a new country, a new language, a new school system” while processing everything they had been through.

One speaker identified students as having a “magnificent sense of justice”, as well as an inherent ability to know what is right and wrong.

Hannah highlighted the challenges she faced when starting over as a teacher in Ireland, and the vital role of colleague support in rebuilding her confidence. She emphasised solidarity as human connection rather than policy, and called for supports for EAL education.

Diana Nazzal, a Palestinian eye surgeon living in Berlin, addressed the Seminar and thanked teachers for their role in shaping the future, stressing their responsibility in challenging misinformation. She described the severe impact of ongoing conflict on the Gazan healthcare system, and highlighted the challenges to the education system and the resilience of doctors and students who continue studying and training despite the ongoing conflict. She emphasised the need for greater transparency and accountability, and stressed that humanitarian access is increasingly difficult.

Sarah Clancy and Diarmuid Mac Dubhghlais (known as ‘Dougie’) reflected on their participation with the Global Sumud Flotilla and described how ordinary volunteers from many countries organised and joined the effort to highlight global humanitarian concerns. They described the practical challenges involved, including complex logistics, limited resources, and uncertainty for those taking part.

Mansoureh Behkish, an Iranian human rights and women's rights activist who has resided in Ireland for the past eight years, shared the story of the Iranian people's ongoing fight for justice, freedom and equality. She described the oppression suffered by both her family and other Iranians during both the Shah's regime and the Islamic regime that followed.

ASTI President Pdraig Curley thanked the Global Solidarity Committee for its contribution to this inaugural Seminar.

USEFUL RESOURCES

Comhlámh – <https://comhlamh.org>
 Development Education – <https://developmenteducation.ie>
 Financial Justice Ireland – <https://www.financialjustice.ie>
 Irish Development Education Association (IDEA) – <https://www.ideaonline.ie>
 Justice for Colombia – <https://justiceforcolombia.org>
 Spunout – <https://spunout.ie>
 Tearfund Ireland – <https://www.tearfund.ie>

SURVEY HIGHLIGHTS SENIOR CYCLE, AI, WORKLOAD, STRESS CONCERNS

An ASTI/RED C survey carried out in March reveals widespread concerns among teachers about Senior Cycle Redevelopment, workload, and the sustainability of teaching as a career.

An overwhelming majority of teachers of Tranche 1 subjects expressed serious concerns about Senior Cycle Redevelopment and Additional Assessment Components (AACs). Biology, Business, Chemistry and Physics teachers voiced opposition to the weighting and structural implementation of the AACs and identified the use of AI by students as a top concern. Separately, teachers across all second-level subjects expressed significant concern about the sustainability of teaching as a career, and perceived a widening gap between what is expected and what is feasible within the realities of school timetables and teacher working time. The aim of the survey was to obtain subject teachers' views on AACs in Senior Cycle Redevelopment, with a focus on Tranche 1 subjects. Biology, Business, Chemistry and Physics are the four main Tranche 1 Subject Specifications that were addressed in an online questionnaire completed by over 1,500 teachers in February. Overall, teachers' comments reflect wholesale concern about the cumulative pressures arising from curriculum reform, increasing administrative demands, and the workload associated with supervising, supporting and authenticating these assessments.

Additional Assessment Components

The survey found high levels of dissatisfaction with new curriculum specifications. In Biology (58%), Business (59%), Chemistry (63%) and Physics (63%), over half of teachers were dissatisfied with the syllabus. At least half of teachers were dissatisfied with the quality of exam papers provided by the State Examinations Commission (SEC) for each of these subjects. A dominant source of concern expressed by teachers was the proposed 40% allocation of marks to the AACs, with, for example, 83% of Biology teachers dissatisfied with this grade percentage. The majority of teachers proposed a mark of 20% or lower for these assessments. The majority of respondents felt that it isn't easy to implement the AACs in the classroom: 87% of Business teachers and 71% of Physics teachers expressed this view. The survey report notes that "the prevailing sentiment ... is not opposition to innovation per se, but dissatisfaction with the scale, structure and positioning of the AAC within the assessment framework".

Integrity of assessments

A large proportion of teachers anticipated having difficulty authenticating that work has been completed solely by students. Across Business, Biology, Chemistry, and Physics teachers, the share of respondents expressing this reservation ranged from 78-95%. Teachers also repeatedly described the potential for inequity in assessments, due to some students having greater access to devices, paid supports, or digital assistance.

Inadequate guidance and training on how to handle the use of AI tools was frequently cited as a concern, by teachers of Biology (81%) and Physics (75%) in

particular. The likelihood of plagiarism, fabrication, or submission of false results was viewed by respondents as diminishing the credibility of the Leaving Cert. One teacher captured the widespread view: "There is no way of telling if a student used AI to complete their AAC".

Workload worries

Concerns over teacher workload were raised across a range of subjects, suggesting that the issue is systemic. The survey asked teachers to estimate the additional workload that will be involved for them in carrying out the AACs for their subjects. The results are stark: 100% of Physics teachers, 98% of Biology teachers, 98% of Chemistry teachers, and 95% of Business teachers felt that more work will be involved for them. Within this group, 84-86% across the subjects believed it will be 'a lot more work'.

Workload also emerged as a prevalent factor when teachers were asked more generally about their concerns around AACs. Across the four Tranche 1 subjects, increased teacher workload was the primary concern expressed about AACs, with as many as 93% of Business teachers voicing this concern. In their responses, several teachers described the workload trajectory as unsustainable, and warned of negative consequences for teaching quality, student experience, and teacher retention.

One respondent noted: "Unless I do work on at least one day every weekend I can't keep on top of things anymore".

Safety and resources

Many schools reportedly lack the laboratory infrastructure, equipment and technician support required to safely implement laboratory-based investigative AAC work. Across Biology, Chemistry, and Physics, 63-68% of teachers were concerned that they lack sufficient equipment needed for students to carry out AACs. Some 65% of Biology teachers described the lack of laboratory facilities specifically as an issue they confront. Health and safety compliance also featured heavily among reported teacher concerns. A common issue highlighted in the survey was the difficulty of supervising multiple different experiments simultaneously. According to one respondent: "Science teachers are doing two jobs – teacher and technician". These findings suggest that there are significant barriers to the safe implementation of practical scientific investigations.

Teacher retention

Respondents expressed concern that the combined effects of workload, administrative demands, and continuous reform may contribute to difficulties in recruiting and retaining teachers in the future. Asked if they have considered leaving the teaching profession, 69% of respondents said yes. Among those who

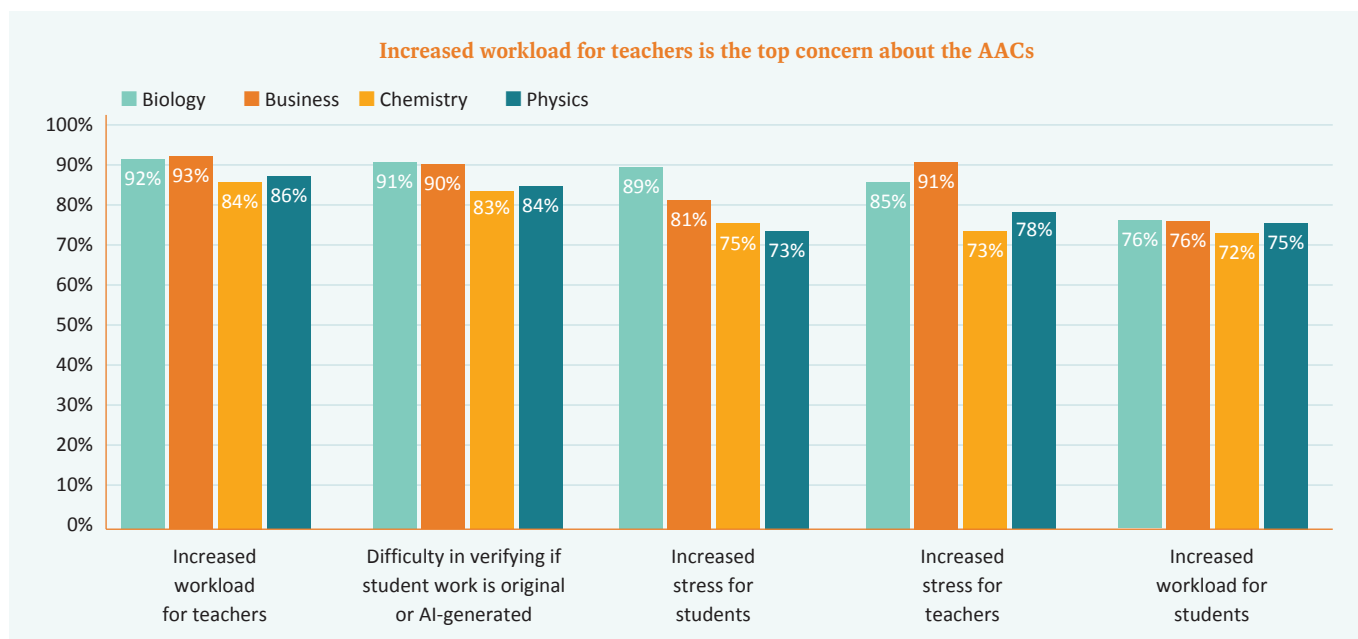


FIGURE 1: Teachers expressed a number of serious concerns about AACs.

had considered leaving teaching, unsustainable workload (67%) and a stressful occupation (66%) were the most commonly cited reasons. Some 46% of those surveyed stated that they saw themselves leaving teaching in the future. Some respondents reported that they had moved to job-sharing arrangements or reduced hours in order to maintain a manageable work–life balance.

Strained system

The survey uncovered a sharp increase in job dissatisfaction among teachers – up to 36% from 28% in 2025. Of this cohort, 8% described themselves as ‘very dissatisfied’ with their job. Only 34% of respondents agreed that overall, they had a good work–life balance. A mere 17% stated that they have a manageable workload. In an open question at the end of the survey, participants were asked to share additional thoughts. The responses highlighted prevalent

stress experienced by teachers. There was a general sense in the responses that both teacher and student well-being are under strain in the current Irish secondary school system.

One teacher stated: “The introduction of several new subjects or specifications, each with an additional assessment component will cause undue, extreme stress for both students and teachers”.

Another commented: “The fast tracking of the Senior Cycle Reform is placing an unbearable pressure on schools”. “Teacher well-being seems to be a very low priority”, added another teacher.

On the whole, the findings of the ASTI/RED C survey highlight the urgent need to address factors such as AI, and lack of facilities and resources in schools, as well as lack of training and support for teachers, in order to achieve meaningful and educationally sound Senior Cycle Redevelopment.

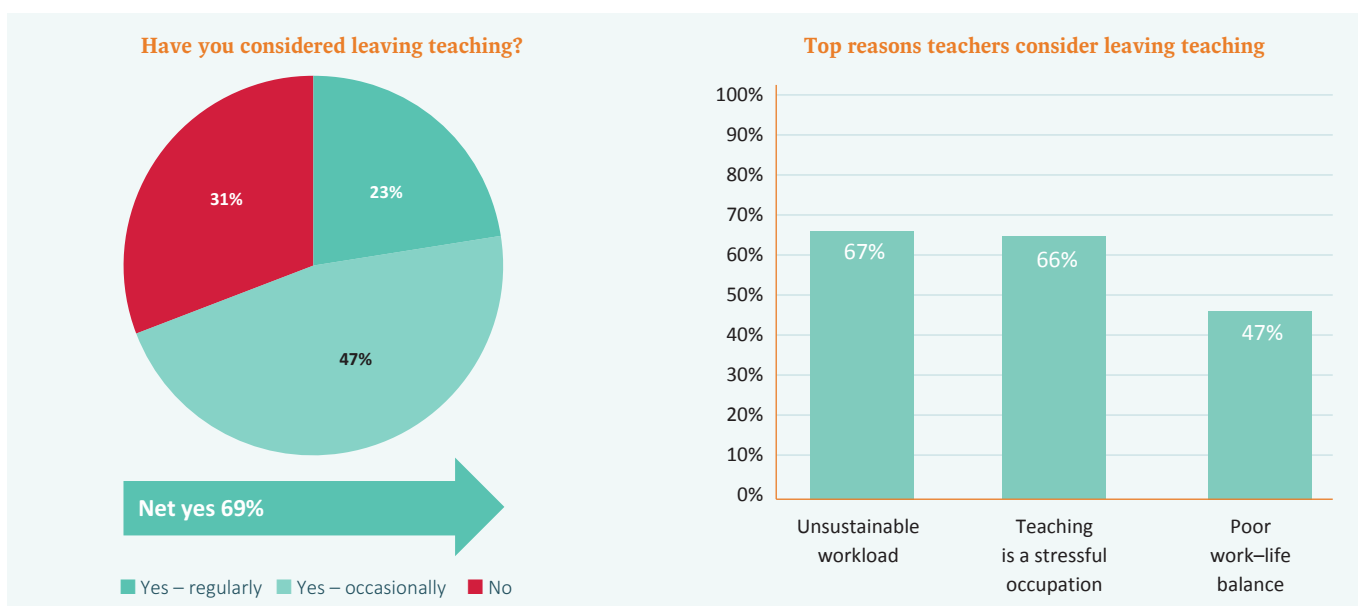


FIGURE 2: Proportions of teachers that have and have not considered leaving teaching, and reasons stated for this.



YOUR FINANCIAL SAFETY NET

The ASTI Salary Protection Scheme provides vital financial security for members at a time of need. Article written by Cornmarket.

Every teacher knows that life in the classroom is full of surprises; some welcome, others less so. A spell of sickness or an accident can catch anyone off guard. It's not the sort of thing we like to imagine, but it's reassuring to know that there is help at hand if you ever find yourself unable to work.

The ASTI Salary Protection Scheme, administered by Cornmarket, provides members with the financial security they deserve. The security and benefits of the Scheme are not available anywhere else; that's why almost 8,000 members* already enjoy the vital protection that it provides. The Scheme has paid out more than €5.9m in Disability Benefit and over €2.7m in Death Benefit since the last review in 2018!**

Why is salary protection important?

Perhaps the greatest threat to your livelihood is ill health. If you fall ill, your sick pay through the public sector sick pay arrangements provides you with an income for a limited period only. Once your sick pay runs out, your income will fall dramatically or cease entirely, a situation that many unfortunately find themselves in. The Scheme provides you with up to 75% of your salary, less any other income that you may be entitled to, in the event of loss of salary through illness.

What are the key benefits of the ASTI Salary Protection Scheme? **Disability Benefit**

Should you find yourself unable to work due to illness or injury, the Scheme provides you with up to 75% of your salary, less any other income that you

may be entitled to (for example half pay, Ill Health Early Retirement Pension, Temporary Rehabilitation Remuneration, State Illness Benefit, or State Invalidity Pension). This means you can focus on getting better, rather than worrying about how you'll pay the mortgage or keep the lights on.

The process is straightforward. If you need to make a claim, Cornmarket's dedicated team will be there to guide you every step of the way, offering support and advice when you need it most. The Benefit continues until you're well enough to return to work, reach the ceasing age of the plan,** or retire – whichever comes first.

Once your sick pay runs out, your income will fall dramatically or cease entirely, a situation that many unfortunately find themselves in. The Scheme provides you with up to 75% of your salary, less any other income that you may be entitled to, in the event of loss of salary through illness.

Specified Illness Benefit

Some illnesses can have a particularly significant impact on your life, both physically and financially. That's why the Scheme includes a Specified Illness Benefit, which pays a once-off lump sum if you're diagnosed with one of a list of serious conditions (such as cancer, heart attack, or stroke).****

This lump sum can be used however you need, whether it is to cover medical expenses, make adjustments at home, or simply take some time out to focus on your recovery. It's an extra layer of support at a time when you need it most.

Death Benefit

While it's not something any of us want to dwell on, it's important to know that your loved ones will be looked after if the worst should happen. The ASTI Salary Protection Scheme includes a Death Benefit, which pays a lump sum to your estate if you die while a member of the Scheme.

This benefit can help to ease the financial burden on your family at a difficult time, covering funeral costs or providing a financial cushion as they adjust to life without you and your income.

Cornmarket's Retired Members' Life Cover Plan Medical Immunity

Just 0.05% of your overall premium entitles you to join the Cornmarket Retired Members' Life Cover Plan when you retire, without any medical underwriting,***** once you apply to join within a certain time period of retiring or reaching the ceasing age of this Scheme. For more information, visit Cornmarket.ie.

MyDoc 24/7 virtual GP service

The Scheme includes access to MyDoc, a 24/7 virtual GP service. With MyDoc, you and your family can speak to a GP by phone or video, day or night, from the comfort of your own home. Whether you need medical advice, a prescription, or just some reassurance, MyDoc is there to help. It's a convenient, confidential service that means you don't have to wait for an appointment.

Real support, when you need it most

One of the things that sets the ASTI Salary Protection Scheme apart is the personal support you receive. Cornmarket has been supporting public sector workers for over 50 years and we understand the unique challenges you face.

The Cornmarket team is here to answer your questions, assist you with claims, and make sure you get the support you need, when you need it.

Making a claim can feel daunting, especially if you're unwell. That's why we aim to make the process as simple and stress free as possible, with clear communication and a dedicated claims team to guide you every step of the way.

Who can join?

The Scheme is open to all ASTI members under the age of 60 who are employed in a recognised teaching post and are paying the appropriate union subscription.

If you're not already a member, it's easy to join, and you'll be glad to have that extra layer of security to fall back on.

Find out more

Cornmarket's team is available for a chat both online and in person, whatever suits you best. Call 01-470 8075.

- * Source: Membership, Cornmarket, January 2026.
- ** Source: Claims data provided by New Ireland Assurance Company plc relating to the period 1/6/2018-31/12/2023.
- *** Please refer to the Scheme booklet for full terms and conditions of the Disability Benefit.
- **** Please refer to the Scheme summary booklet for full details and list of illnesses covered.
- ***** Terms and conditions apply. The Cornmarket Retired Members' Life Cover Plan is underwritten by Irish Life.

MyDoc is not a regulated financial product. MyDoc is provided by HealthHero, and distributed by Cornmarket on behalf of certain Group Protection Scheme/Plan underwriters. Irish Life Assurance plc, trading as Irish Life, is regulated by the Central Bank of Ireland.

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THE RIGHT TO DISCONNECT

A policy on the right to disconnect is imperative for all schools, writes EÓIN Ó hAODHA, Chairperson of the ASTI Safety, Health and Welfare Committee.

The right to disconnect is an ancient concept. Its earliest documentation is perhaps the six-day work week in the Book of Genesis! It is acknowledgement of the requirement for rest and recuperation in order for humans to work effectively. Constant work leads to physical and mental stress; it poses a hazard in the workplace that needs to be identified and managed.

Before the dawn of the Industrial Age, the six-day week was considered optimal. As the 1800s progressed, the right to a five-day week and eight-hour workday was hard fought.¹ In 1914, Henry Ford famously introduced the “\$5, eight-hour workday” for his employees in Detroit, Michigan. Of course, this was to incentivise workers to stay with Ford after they became intensely bored with the monotony and repetition of the production line.² This eight-hour workday schedule was instituted as one of nine international labour conventions upon the establishment of the International Labour Organization (ILO) in 1919,³ and became the standard for most of the 20th century. Alas, advances in technology have complicated matters for the 21st century. The digital age brought about the phenomenon of telework, and blurred boundaries between “labour”, “recreation” and “rest”.⁴

Work in the digital era

At an ILO conference in Lisbon, Portugal, in 2022, entitled ‘Reflections on the dignity of work in the digital era’, Naj Ghosheh, a legal and policy researcher for the ILO, outlined an ILO definition of telework as “... the use of Information and Communication Technology (ICT) – such as smartphones, tablets, laptops and desktop computers – for the purposes of work outside the employer’s premises (either from the worker’s home or from another location)”. He added that “the use of telework during the

“The use of telework during the Covid-19 period raised several issues, making it important to distinguish between mandatory telework v worker/employer-agreed telework.”

Covid-19 period raised several issues, making it important to distinguish between mandatory telework v worker/employer-agreed telework”. The latter point is important, as it highlights the difference between formal telework that makes use of professional software packages and more casual telework, such as some email or communications through social media, where one’s private and professional spaces can be hard to separate.⁴

Pioneering disconnection

France pioneered the right to be disconnected or *le droit à la déconnexion*. In a revision of the French labour code that was implemented in 2017, Article L2242-17, Code du travail 2020 includes an obligation for employers and employees in every company with 50 employees or more to negotiate “the use of ICTs”, with a view to ensuring respect for the rest and holiday periods of workers, and their personal and family lives.⁴

Some years before this, there was a focus in the French media on labour relations at the company France Télécom (since renamed Orange S.A.). In 2019, the ex-CEO of France Télécom and two former executives were jailed

This research makes clear that disregard for the right to disconnect in a workplace presents a hazard to the mental health of employees.

over a restructuring policy linked to suicides among employees in the 2000s.^{5,6}

Although not directly connected, this story had a bearing on the 2016 labour law known as the Loi travail or El Khomri law, which in turn fed into the Code du travail (labour code) 2020. These labour reforms weren't altogether popular because of enshrined flexibilities that were of benefit to employers, but the right to disconnect was recognised as being of significant benefit to employees.

Some countries have chosen to use a code of practice, rather than an explicit legal act, to address the right to disconnect. At present in Ireland we make use of the 'lite' code of practice instead of a 'full strength' legal act. A code of practice is less robust, as it amounts to a recommendation rather than legal direction. That said, its contents can be referenced in legal disputes to support arguments. The Irish code of practice is known as the Workplace Relations Commission (WRC) Code of Practice for Employers and Employees on the Right to Disconnect (April 1, 2021). This provides "practical guidance and best practice to employers, employees and their representatives in relation to the Right to Disconnect".⁷

Teachers' right to disconnect

While teachers may not adhere to a traditional, rigid nine-to-five workday schedule, the workload that is supplementary to the strict core contact hours could be managed separately (for the most part!) in a flexible manner, at one's own discretion. But research is showing that the countless opportunities for connection that the digital era presents are bringing about an 'always on' culture that is impacting teachers' health negatively.

A 2025 Dublin City University (DCU) study on teacher burnout was first-of-its-kind research in Ireland undertaken by Dr Sabrina Fitzsimons, Dr Pia O'Farrell and Prof. Catherine Furlong at DCU's Centre for Collaborative Research Across Teacher Education (DCU CREATE). With over 1,000 teachers participating, it was the largest in-depth academic study of this topic in Ireland, and the shocking results concluded that 85% of respondents experienced moderate to high work-related burnout.⁸ A deeper dive into the research reveals unrealistic parent expectations as a contributing factor to teacher burnout: "Parents want 24-hour access to teachers now. Lots of issues caused by online social media and bullying happen at home, but the fallout is felt in school. Teachers now seem to have to do a lot of roles which would traditionally have been done by parents". Further: "We are working within broken systems, and burnout comes from being the point of contact for parents and bearing the brunt of those frustrations".⁸ How can work environments like this positively impact students?

Pressure to be switched on

Prior to the DCU CREATE research, the ASTI in association with RED C conducted a survey to examine "the multiple impacts of digital technology

on teachers' working lives – inside and outside the classroom" in February 2024. Similar findings came to light. It found that: "Three in five teachers receive messages from school management outside working hours and of these, almost one in five teachers do so on a daily basis". Most teachers described the impact of this practice on their work–life balance as negative, including feeling "constantly on", "under pressure to reply", and feeling that they "cannot switch off".

One teacher included the following observation as part of their survey response: "I feel constant pressure from parents and can never switch off from my work as I am constantly receiving emails. I also feel students receive too many emails and equally feel huge pressure to keep up with all their subjects".⁹ Only 21% of respondents were aware of a right to disconnect policy in their school, while 93% of teachers wanted their school to introduce a right to disconnect policy. ASTI-commissioned research from 2022 was also cited, which found that "the most important measure to improve teachers' well-being was identified as the right to disconnect from communications outside the school day".⁹

This research makes clear that disregard for the right to disconnect in a workplace presents a hazard to the mental health of employees. Mental health workplace hazards are categorised as 'psychosocial hazards'. A psychosocial hazard is defined by the ILO as: "Anything in the design or management of work that increases the risk of work-related stress". Furthermore: "While stress itself does not constitute a physical or psychological injury, a stress response includes the physical, mental and

A psychosocial hazard is defined by the ILO as: "Anything in the design or management of work that increases the risk of work-related stress".

emotional reactions that occur when a worker perceives that the demands of work exceed their ability or resources to cope. If prolonged and/or severe, work-related stress can cause both psychological and physical injuries. While pressure is normal in many workplaces, stress may result when 'pressure becomes excessive or otherwise unmanageable'.¹⁰

Some of the best known images of work life in the 20th century are those of Charlie Chaplin being physically sucked into machine cogs at his workplace in the film *Modern Times*.¹¹ But, at least Charlie clocked off at some point in the day. In the 21st century, machine cogs in a factory have been replaced by electronic devices that follow the employee home. An agreed policy on the right to disconnect is imperative for any workplace or school.

To access the references for this article, please scan the QR code.



CONCERNS COMING HOME TO ROOST

Teachers and the ASTI continue to raise concerns regarding Senior Cycle, and the need to make teaching an attractive profession.



ASTI General Secretary Kieran Christie being interviewed at Convention.



Dearbhla Cussen at Convention 2026.

“The teaching profession now has changed massively compared to what it was 20 or 30 years ago, because there is a huge increase in the workload. There’s also a massive skill base that people didn’t have coming into the job 20 or 30 years ago ... It takes six years to become a secondary school teacher for most subjects. You’re doing your primary degree and then you’re doing the PME for two years. And what the Government doesn’t seem to understand is that to be a secondary school teacher, you’re a highly educated person in the workforce.”

Maria Markey-Greene, ASTI member and Standing Committee Representative Region 16
The Irish Times, March 31, 2026

“Year two of the PME, similar to junior doctors or other professions, should be an on-the-job training. Teachers should be allowed to take a contract and earn money, and that would alleviate some of the pressure on schools.”

John O’Donovan, ASTI member
The Irish Times, March 31, 2026

“AI is new to us all and it has evolved rapidly over the last number of years. What it can do now compared to few years ago is amazing, but our concern with AI in schools around AACs and project work is its ability to generate the work itself and to polish work. When I spoke about subjects that already had practical components – Art, Engineering and Construction Studies – those were practical things that were made, constructed in a classroom under the supervision of a teacher. It was easier for teachers to verify that the work was the student’s own ... There’s a real concern among teachers now that AI may be able to generate the project for the student, taking away that practical element where the students are doing the work under supervision.”

Eamon Ryan, ASTI member and Standing Committee Representative Region 10
Kildare Today, Kfm, April 1, 2026

“One of the big changes that the Government have put forward is that in 2027, nine of the subjects at Leaving Certificate level are going to have 40% of the marks allocated through an Additional Assessment Component that will be completed before the exam. It is the Government’s intention to bring that in for all subjects and the union has a lot of concerns about this change.”

Donal Coughlan, ASTI member and Standing Committee Representative Region 9
Morning Call, Tipp Mid West Radio, April 1, 2026

“The overarching theme[s] at Convention this year are our motions regarding Senior Cycle Redevelopment. We produced a survey and found from our members that the call for a pause in Senior Cycle Redevelopment is coming home to roost.

Some of the key findings there [were] that there is strong concern around the lack of resourcing and lack of equipment, particularly in the sciences where the three new science subjects are being frontloaded into the new Redevelopment programme.

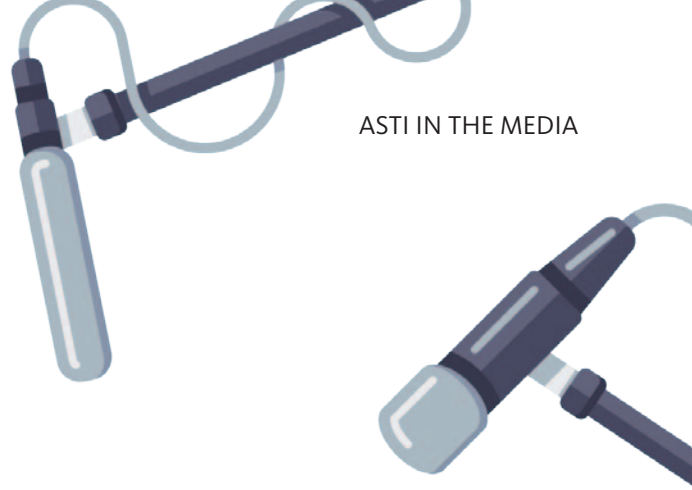
There are also strong concerns about the coursework requirement at 40%. The general consensus, much wider than within the ASTI, but among academia, [is that] the 40% coursework requirement is inappropriate.”

Kieran Christie, ASTI General Secretary
Saturday with Cormac Ó hEadhra, RTÉ Radio 1, April 4, 2026

“We’ve had successive pay agreements for close to a decade and they have not matched inflation.

If members feel that they need to be at the school gates asking for this money, I think that’s fair enough.”

Christopher Davey, ASTI member
RTÉ News: Nine O’Clock, RTÉ, April 7, 2026



Christopher Davey, Sligo Branch, was interviewed at Convention.

“All the workers in this country – in the public and private sectors – are struggling right now. Be it the cost of fuel, getting to work or the basic cost of groceries.”

Dearbhla Cussen, ASTI member

RTÉ News: Nine O’Clock, RTÉ, April 7, 2026

“It’s about the concerns surrounding the new Senior Cycle and the new curriculum. Concern for students, the stress and the workload that students will have with the new Senior Cycle coming in. We called on the Minister and asked that we try and improve the system together, by working together, especially in terms of the effect of AI on the Senior Cycle, and all of these Additional Assessment Components. We’re very worried about the workload implications not just for teachers, but for students and the stress on students.”

Padraig Curley, ASTI President

Kildare Today, Kfm, April 10, 2026

“Níl soiléireacht againn maidir le húsáid AI. Níl a fhios againn an obair an scoláire féin é nó AI. Cuireann sin an bhrú orainne mar mhúinteoirí mar tá níos mó ná 40% ag dul leis na tionscadail seo. Faraor, tá níos mó béime anois ar an measúnú ná ar an bhfoghlaím.”

Geraldine O’Loughlin, ASTI member and Standing Committee Representative Region 2

Nuacht TG4, TG4, April 7, 2026

“Teachers must receive a substantial pay rise – no ifs, no buts – it must happen. A new deal will have to be a better deal. The narrative of the next deal must change. There should be no consideration of entering any new Public Sector Pay Agreement until the end line is in sight on local bargaining.”

Kieran Christie, ASTI General Secretary

RTÉ News, RTÉ, April 9, 2026



Geraldine O’Loughlin at Convention 2026.

“They seem to have no comprehension of a need to incorporate into public sector agreements any measures that would tilt towards addressing the daily problems that workers face, be they housing, childcare, healthcare or any of the rest of our big issues.

The truth is that workers are only standing still or going backwards. For instance, in the Budget for this year there was no indexing of tax bands and the energy credits were removed.”

Kieran Christie, ASTI General Secretary

The Irish Times, April 8, 2026

“As you can imagine, I’m trying to save money. And it always ends up being, kind of closing the gap at the end of the month.

Can I reach that point where the next pay cheque comes in without having to dip into the savings? ... Over the last number of years we have had a couple of small pay rises, although they amounted to half or less than half of the rate of inflation at that time.

A pay rise that does not match inflation is a pay cut. That is the reality that teachers across the country are feeling.

And beyond teachers, that is the reality, I think, most of us in the country are feeling day to day.”

Conall Ó Dufaigh, ASTI member

The Irish Times, April 8, 2026

“Is breá le daltaí áirithe an Ghaeilge a labhairt. Fiú má tá siad ag streachailt leis an séimhiú agus chuile rud mar sin, is breá leo an Ghaeilge a labhairt. Dá mbeadh scrúdú béil ann, thabharfadh sé sin go leor muiníne do na daltaí ... Athraíonn an meon nuair a bhíonn dalta sa Ghaeltacht.”

Lorraine Finn, ASTI member and Standing Committee Representative Region 3

Tuairisc, April 15, 2026



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MEETING THE CHALLENGES

Speeches at this year's Convention covered the challenges facing teachers, from Senior Cycle change and career uncertainty to the risks of work-related burnout.

PRESIDENT'S ADDRESS

ASTI President Padraig Curley addressed Senior Cycle change, teacher workload, recruitment and retention, and career progression.

Senior Cycle

ASTI members have demonstrated immense restraint and commitment to industrial peace by engaging with the Public Service Agreement. Yet, the results of recent ballots reflect a grave and critical concern. We seek a resolution where all parties feel listened to, where the reputation of the Leaving Certificate as a fair and trusted system is preserved. Furthermore, why are we implementing the Senior equivalent before we have fully assessed the Junior version, or fixed any faults or weaknesses identified?

Workload/psychosocial risks

The Safety, Health and Welfare at Work Act 2005 speaks of "protection from and prevention of risks to safety, health and welfare at work". We are calling on all schools to comply with the Act, to carry out a psychosocial risk assessment. We join with other ICTU affiliates in seeking the establishment of an Advisory Committee for Psychosocial Risks. We call on the Department of Education and Youth to engage with teacher representatives, and ensure that the statutory rights of teachers and staff to a safe and healthy working environment are encompassed in the updated Wellbeing Policy Statement and Framework for Practice.

Retention and recruitment

The reality for anyone entering the profession is discouraging. Graduates must complete an expensive and unpaid two-year PME, only to place them on a pay



Delegates Susanne Lally (Galway Branch) and Toni MacCarthaigh (East Galway Branch) are pictured at Convention 2026.



ASTI President Padraig Curley.

scale that takes years to climb. No wonder so many emigrate for better pay and career progression elsewhere. If we want a qualified teacher in front of every class, we have to make this a career worth joining and staying in. That means full hours, a shorter pay scale, a fair pupil–teacher ratio, and a training process that does not put people in substantial debt before they even start their career.

Croke Park Hours, additional hours and S&S hours

The 33 Croke Park Hours, introduced during austerity, were added to an existing 12 hours from previous agreements. This has become a source of anger as workload and time demands have increased. If we want a strong sustainable system, teachers must feel trusted, respected, and properly valued. You may even be remembered as the best Minister for Education since the great Donogh O'Malley for getting rid of the Croke Park Hours!

Social change

Teachers are fully committed to supporting students from different backgrounds, but inclusion without adequate resources, training, funding, and time is not inclusion – it is tokenism. We welcome the development of Senior Cycle Level 1 and Level 2 Learning Programmes. However, we are deeply disappointed that students on these programmes are subject to a verification process rather than a formal State examination. Without a properly recognised and supported SENCO role, there remains a clear gap between policy ambition and classroom reality.

Career progression (or lack of) – posts of responsibility

We remain in austerity regarding promotion and career progression in schools. To help make the profession attractive, restore post density to pre-2008 levels and provide a revised, transparent, and fair system, where teacher career progression is a respected and properly resourced career path.

The full speech is available at: <https://www.asti.ie/document-library/president-pdraig-curley-address-to-convention-2026/>

GENERAL SECRETARY'S REPORT

In his address to ASTI Convention, Kieran Christie spoke on issues ranging from public sector agreements and Senior Cycle Redevelopment to teacher recruitment and retention.

Senior Cycle Redevelopment

In May last year, ASTI members voted on the proposals contained in the document 'Senior Cycle Redevelopment – Implementation Support Measures'. A further ballot was also undertaken. ASTI members voted to reject the document. In the second ballot, ASTI members voted in favour of industrial action in opposition to the accelerated implementation of the Senior Cycle Redevelopment Programme. Discussions with the Department took place over the following months, but there was no satisfactory conclusion. The ASTI has referred matters to the Joint Implementation Committee (JIC). My understanding is that the JIC is due to meet later this week and consider where we go from here. There should be developments very soon.

Public Service Agreement

The Local Bargaining elements set out in the Agreement were that employers and trade unions may negotiate additional changes in rates of pay and/or conditions up to a maximum of 3% of the basic pay cost, inclusive of allowances in the nature of pay, of the particular grade, group or category of employee or bargaining unit. There have been extraordinary delays across the public service. Of course, in our case, the complications relating to our negotiations on Senior Cycle Redevelopment are intermingled into this process – there are a lot of moving parts. Hopefully the logjam will be broken soon.

New public sector agreement

The current public sector pay agreement expires during the summer. I would expect talks to commence in April and May. There is no sense that the



ASTI General Secretary Kieran Christie.

Government side have been or are willing to engage to ensure that the provisions of public sector agreements are to be addressed in a timely manner. This must stop. There should be no consideration of entering any new public sector pay agreement until the end line is in sight on Local Bargaining. The Government has never moved on from the mindset of the recession. They seem to have no comprehension of a need to incorporate into public sector agreements any measures that would tilt towards addressing the daily problems that workers face. A new deal will have to be a better deal.

AI and teaching

The rapid development of AI presents significant challenges for education systems and for the teaching profession. The ASTI has been clear that AI must serve teachers, not control them. The professional judgement, empathy and relational understanding that teachers bring to the classroom cannot be replicated by algorithms. There are also emerging risks. Teachers are encountering situations where students submit work produced wholly or partially by AI and expect teachers to accept and validate it as their own learning. Teachers must not be left to navigate these issues alone.

Safety, Health and Welfare Committee

During the year the Safety, Health and Welfare Committee has expanded the network of Safety Representatives and provided a number of training modules. The training modules have been well attended and are in high demand. We continued to engage with our colleagues in the European Trade Union Confederation to seek legislative change that will prioritise psychosocial health hazard identification in law.

Recruitment and retention

One of the most pressing if not depressing challenges facing our education system remains the crisis in the recruitment and retention of teachers. This crisis requires more than piecemeal responses. It demands a strategic commitment to restoring teaching as an attractive, respected and sustainable profession. That means addressing pay and career structures, reducing unnecessary bureaucracy, supporting teacher training, recognising all overseas experience, and tackling the housing pressures that make it increasingly difficult for teachers to live in the communities they serve.



Delegates Orla O'Callaghan (West Mayo Branch), Ellen Barrett (East Cork Branch), Colm Faherty (East Cork Branch), and Anne Marie Cunningham (East Cork Branch) are pictured at Convention 2026.

The full speech is available at: <https://www.asti.ie/document-library/general-secretary-kieran-christie-s-address-to-convention-2026/>

HILDEGARDE NAUGHTON TD, MINISTER FOR EDUCATION AND YOUTH

The Minister's address focused on her aims in a number of key areas in education.

2026 marks the 60th anniversary of the decision to make secondary education free for all. Donogh O'Malley's announcement paved the way for all young people to access post-primary education. But it is fair to say that the school system continues to grapple with the import of that decision because, as we know, there are still barriers for some young people to realise their potential and to thrive regardless of background or need. I want to thank you and all school communities for your collective commitment to excellence and your professionalism, and for the work that you do with students day in, day out.

I recently launched the strategy for tackling educational disadvantage out to 2035 and the new DEIS+ scheme. This is a comprehensive 10-year plan, which builds on previous plans and is supported by a full-year investment of €48m. The programme takes a whole-school, student-centred approach. DEIS+ will provide enhanced, targeted supports to 121 schools.

I'm pleased to announce the establishment of the AI in Schools External Advisory Taskforce. Teachers' voices will continue to be heard, and their experiences will help ensure that the Taskforce delivers thoughtful, practical outcomes that genuinely support teaching, learning, and assessment. The research on GenAI in assessment commissioned by the SEC and currently underway will complement the work of the Taskforce.

We need to embrace a more inclusive model of education where young people of all abilities are catered for in their community. There is much work to do, and I intend to begin this in the very near future. This work will be informed by consultation, meaningful engagement, and co-design with young people, education stakeholders, and families.

I was delighted to speak at the first meeting of the Convention on Education last month in Athlone. The Convention brings together school staff, including teachers, along with parents and children and stakeholders to help shape the future of our education system together.

A priority for me is supporting teacher professional development and helping teachers and school leaders to focus on teaching. My Department has started an action research project to support school principals by trialling administrative executive roles in schools. We hope to test the feasibility of such a role and gain valuable data about the administrative tasks that happen in school in order to support schools better. The ASTI has made a great contribution to the development of this project by identifying ways to support and reduce the administrative aspects of school life.

The Senior Cycle Redevelopment Programme has been central to the engagement between my Department and the ASTI since last year's Convention. I know that in a ballot last year, the union did not accept



Minister for Education and Youth Hildegard Naughton TD.



Carlow Branch delegates Elma O'Connell and Amy O'Keefe are pictured at Convention 2026.

the support measures for the implementation of Senior Cycle Redevelopment. However, I understand you are fully co-operating with Senior Cycle Redevelopment. I know that your union and officials in my Department are engaging on these issues. I'm aware of the issues of concern for this union, including legal protections for teachers for authenticating students' work, the continued inclusion of oral exams in the teaching of languages, and early rapid reviews.

I understand these concerns, and that is why I'm happy to reaffirm that legal protection for teachers engaged in authentication is clearly stated in the coursework rules and procedures published last November. The oral exams will continue to be included in the teaching of languages. Early rapid reviews will happen as committed to in the support measures document. My officials are working intensively under the auspices of the new post-primary implementation group to progress other measures dedicated to those who have accepted the package of support measures that was negotiated by both unions with my Department.

It is my hope that in time ASTI members will also benefit from these supports as they continue to implement the Senior Cycle Redevelopment as committed to under the Public Service Pay Agreement.

The full speech is available at: <https://www.asti.ie/document-library/minister-naughton-asti-address-tuesday-7th-april-2026/>

PROF. CATHERINE FURLONG AND DR SABRINA FITZSIMONS – GUEST SPEAKERS

Along with Dr Pia O’Farrell, Prof. Furlong and Dr Fitzsimons of the DCU Centre for Collaborative Research Across Teacher Education (CREATE) have carried out significant research into teacher occupational well-being. Below is an extract from their wide-ranging address.



Dr Sabrina Fitzsimons.

We know from research internationally that teaching is a stressful profession. We also know that prolonged stress can lead to serious mental and physical complications. While there is a growing focus on pupil well-being, there is less attention paid to teacher well-being.

We conducted this research through Dublin City University and the Institute of Education. We’re going to look at the data emanating from three key questions. Is burnout an issue for Irish teachers? What are the primary stressors contributing to teacher burnout and poor mental health? And what are the protective factors that contribute to teacher well-being and allow them to flourish in the profession?

What is the prevalence of burnout among teachers? Personal-related burnout: 86% reporting moderate to high burnout. Work-related burnout: 85% reporting moderate to high burnout. Student-related burnout: 58% reporting lower burnout. You see very clearly that working with pupils is not driving burnout. What’s driving burnout are the systemic factors: workload, high parental expectation, toxic school cultures, and poor or unsupportive leadership.

We asked teachers to self-report their mental health: 28% rated their mental health as poor or very poor. Among those, 17% reported that it was affecting teaching and learning in their classrooms. When we put these findings together, the message is clear: burnout and poor mental health and the pressures driving them are not only workforce issues, they have consequences for teaching and learning.

We asked teachers to identify the protective factors that protect their well-being in the context of their work. We present these under the PERMA framework: Positive emotions, Engagement, Relationships, Meaning, and Accomplishment. Teachers spoke of going out for fresh air, exercising outdoors as factors that kept them positive and maintained energy and well-



Prof. Catherine Furlong.

being, while others spoke about more reflective practices: spirituality, mindfulness. They also spoke about the importance of boundaries and boundary setting, and limiting exposure to negativity.

Teachers pointed out the importance of predictability, being prepared, and having practical supports in place to deal with the unexpected, with challenges. Teacher engagement is supported when they are engaged in the core business of teaching and learning.

Teachers spoke about the importance of a trusted colleague, supportive leadership, positive relations with parents, with pupils. They also spoke about the importance of wider professional networks and union support as security when things became difficult.

Part of a teacher’s work is teaching and learning, and working with young people. This is the part of the work that gives teachers meaning. Their work with young people gives them purpose, and they derived a great deal of intrinsic motivation from watching children in their care grow and develop. The last protective theme is one of accomplishment. It’s described by the teachers as being able to do the job well, being prepared, able to work collaboratively with colleagues, have supports in place.

We hope by sharing the findings of our research and, more importantly, the voices of teachers, that by having these conversations, a change can happen.

The guest speakers’ slides are available at:
<https://www.asti.ie/document-library/dcu-create-convention-2026-guest-speakers-slides/>

Watch key convention speeches online at:
<https://www.asti.ie/member-benefits/events/convention-2026/>

SUPPORTING THE PROFESSION

Motions at Convention addressed a wide range of teachers' conditions of work, from sick leave and parental leave to pay and allowances.

Several motions at Convention looked at teachers' terms and conditions of employment. Motion 18 asked the ASTI to publicly campaign and negotiate with the Department to ensure that the teacher's own medical practitioner(s) and not Medmark alone determines when the teacher is fit to return to work. Motion 23 called for the establishment of an independent and mandatory biennial audit of teachers' psychosocial hazards and stressors in each school. Motion 10 advocated for a revision of inspection schedules in schools, while Motion 25 asked the ASTI to negotiate with the Department of Education and Youth with the aim of seeking a reduction in the number of inspections and a reduction in the models of inspection, in order to alleviate teacher workload and stress.

Motion 8 asked the ASTI to demand that parental leave be made available to teachers with the same flexibility as other public sector workers, and Motion 15 called for the abolition of Croke Park Hours to be a condition of negotiations in the next Public Service Agreement. Motion 3 called for the reinstatement and backdating of the AEN (SEN) allowance to teachers' salaries for teachers who hold the relevant postgraduate qualification.

Motion 1 called for wage increases to match cost of living increases, and Motion 4 called for the ASTI to undertake escalating industrial action to add 6% to all levels of the pay scales to counter real pay decreases. Motion 6 asked the ASTI to negotiate with the Department of Education and Youth and with the SEC that all serving teachers employed for State examinations purposes have their expenses calculated solely from their place of residence. Motion 58 requested the streamlining of Garda vetting such that vetting from one organisation is automatically transferable to another organisation, removing the need to seek repeat vetting for the same clearance.

Conditions of work

"We continue to see situations where teachers returning from sick leave are subjected to a process that places disproportionate weight on the opinion of Medmark, often at the expense of the teacher's own doctor. This is not just a procedural issue, it's a matter of respect, autonomy, and fairness. This motion calls on the ASTI to publicly campaign and negotiate with the Department of Education to ensure that a teacher's own medical practitioner, not Medmark alone, determines when that teacher is fit to return to work. It's not a radical proposal, it's a reasonable one, it's responsible, and it's in the best interests of teacher well-being as well as pupil well-being ... Medmark has a role, yes, but it must not be the only voice, nor the overriding one."

Philip Synnott, Dublin North West Branch



Tipperary Branch delegates Alison Duffy, Paula Barry, Janet De Souza, Gerada Barry and Claire Whelan are pictured at Convention 2026.

"Teaching in Ireland has a long tradition of being a very highly valued profession and a rewarding vocation, but in recent years, inadequate resourcing, initiative overload, and the ever-increasing administrative duties, which arise from the constant flux of policy changes, place a huge burden on the teaching profession, and leave teachers feeling overwhelmed and unstable in their working environment ... Teacher burnout is a growing issue and it demands attention at both a systemic and individual level. An independent and mandatory audit of teachers' psychosocial hazards and stressors in all schools is necessary in order to identify the factors of stress, burnout, and poor mental health."

Sinéad Corkery, Dublin South Central Branch and Standing Committee Region 18

"In our schools we're very good at looking after everyone else – we support and advocate for our students when they are under pressure, we recognise their stress, anxiety, overload, and we respond to it with care. We do the exact same for parents. However, when it comes to teachers that same level of care is too often missing due to the pressures on schedules and workloads ... The week before any school holiday is already a pressured one with reports, assessments, deadlines and, at certain times, oral examinations. In that week we work with staff and students who are unsettled and, in many cases, anxious about when they go home for the holidays. Those weeks are not just filled with educational work, they are filled with emotional work ... School holidays are the times we look after our own self-care ... The notice of inspection the week preceding the holidays leaves teachers with impossible choices."

Karol Torpey, Clare Branch

"In recent years the number of inspections and the models of inspections seem to have grown exponentially ... In total there are 14 types of inspections in post-primary schools ... As a profession, teachers accept that inspections are part and parcel of the job. Some types of inspections are essential, for example, Child Protection and Safeguarding. However, now there is a huge plethora of inspections, which is putting excessive pressure, stress and anxiety on teachers. Moreover, as we all know, the Inspectorate will increasingly be carrying out inspections of the new and revised Subject Specifications under the Senior Cycle Redevelopment Programme and all that that entails ... I believe that one of the many contributing factors to excessive teacher workload and stress is the excessive number of inspections and the inordinate number of types of inspection."

Louis Callaghan, Drogheda Sean Higgins Branch and Standing Committee Region 12

2026 ASTI CONVENTION



Delegates Kiera McDonald, Lauren Rochford, and Kieran O'Farrell from Dublin North West Branch are pictured at Convention 2026.

"While all workers are entitled to the same length of parental leave, the lack of flexibility allowed to teachers relative to other public sector workers is most unfair ... A block of unpaid leave is not a realistic option for many teachers in this era of extreme cost of living issues. However, the ability to arrange three to four set days of childcare would mean a significant financial saving for parents every week. It would enable parents to budget with certainty and would allow for a better work–life balance over a long period of time. This motion is not asking for special treatment. It is merely asking for consistency and equality of treatment with other public sector workers."

Anne Loughnane, Carbery Branch

"As part of my duties as the rep on Standing Committee, we make regional reports regularly, and we take feedback from our branches and bring to Standing Committee matters that are exercising members on the ground. And there's never a report from any member of Standing Committee that doesn't include reference to the Croke Park Hours. So as I say, it really is high time to abolish these hours. We were told they would improve schools, but we all know that that's not what happens ... It's been counterproductive to so much extracurricular activity that now has ceased to exist in schools ... I'd like to echo the words of those who came before me on this motion – I'm sick and tired of dealing with Croke Park Hours. I want them abolished."

Siobhan O'Donovan, Desmond Branch and Standing Committee Region 5

Salaries and allowances

"Schools depend on teachers who have invested in developing expertise, who can design programmes, co-ordinate supports, and respond to complex needs. When we fail to recognise that, we undermine the very system we are trying to build. The motion is also about fairness. In our staffrooms, there are some colleagues who continue to receive this allowance because they qualified before its removal in 2012. Some of them also that qualified before 2012 don't get it because they may have left SEN for a year. Sitting beside them are teachers with the same qualifications doing the same work who receive nothing. That is not equity ... When we recognise and invest in teacher expertise in AEN, we strengthen outcomes for those students."

Fergal Coen, Fingal Branch

"Inflation affects every corner of our daily lives – housing, transport, food, energy, childcare, and school costs. When salaries fail to keep up, teachers and all workers have declining standards of living. Retention and recruitment will be a more serious challenge, and graduates will choose alternative careers and countries. Fair pay should reflect the work we do, should reflect the



From left: Conor Murphy, William Browne and Anne Loughnane from Carbery Branch are pictured at Convention 2026.

spiralling cost of living, and we should not tolerate situations where teachers are sofa surfing or sometimes sleeping in cars ... In 2026, when the Artemis II crew are overwhelmed soaring past the moon, Donald J. Trump is interacting with Iran, and record-high profits are generated from unwarranted wars, we demand wage increases to match inflation."

Ann Piggott, Cork South Paddy Mulcahy Branch

"The original motion is based on data from the OECD's 'Education at a Glance', reported in *The Irish Times* in September 2024. Carl O'Brien wrote: 'It shows that between 2015 and 2023, salaries increased by 16% in Ireland for secondary teachers with 15 years of experience. Most of this increase compensated for the rising cost of living. However, when adjusted for inflation, teacher salaries decreased by 6% over an eight-year period compared to the average increase of 4% ...'. I think we need the monies that were owed from the previous pay deal. I think we need this 6%, and I think we need more money for what's happened since November 2024. I also think as a union we need to have a discussion on action. However, I feel that we need to discuss that at a more appropriate time at the end of these pay talks."

Christopher Davey, Sligo Branch

"Last May I had a marking conference in Athlone. My place of work was 25km away from the marking conference. I live in Galway city – it's 85km from the meeting. For the State Examination Commission's calculation, they picked the nearest location. So, the difference there is 60km each way. That's 120km you're not getting paid for. This obviously affects your mileage, your expenses. With the motion we feel a 'home to centre' model approach is best, a common sense approach really."

Greg Mannion, East Galway Branch

"Earlier this year, I was asked if I would like to coach my old athletics club and I'd love to but I haven't started yet because the thought of going through Garda vetting all over again is more exhausting than doing endurance drills three times a week ... I did some research and found that this system is unusual in Europe. Most countries have what is called a 'portable vetting system' ... where the onus is on the individual rather than the organisation. But once you have your vetting, that is transferable to other organisations within a certain timeframe ... Ireland is unusually burdensome and inefficient. So, the question I asked was 'does our system do a better job at protecting children?', and there's no evidence whatsoever to suggest that it does."

Odhran O'Donovan, Galway Branch

FOCUS ON FAIRNESS

Delegates debated motions on education that sought fairness and equity for teachers and students.

Issues around education and school resources were central to debates at Convention 2026. Motion 48 demanded that MFL and Irish Orals no longer take place during the Easter holidays, while Motion 47 asked that a core demand in any resolution of the dispute around Senior Cycle Redevelopment should include an insistence on two hours of timetable remission as professional time for all Senior Cycle teachers.

Motion 44 demanded that all State exam papers for each subject be differentiated into higher, ordinary and foundation levels, in line with preceding Junior Certificate and Leaving Certificate examinations, and Motion 26 asked that the ASTI negotiate with the Department and its Inspectorate to oppose the introduction of common-level classes in second-year core subjects.

Motion 27 demanded that the NCCA publish peer-reviewed empirical research for any reforms or initiatives they plan on implementing, and that adequate time be given to the ASTI to respond to this research.

Two motions also looked at the issue of school resources. Motion 33 asked that the ASTI negotiate with the Department of Education and Youth to provide Leaving Certificate students with a laptop computer and cloud storage, and that schools are resourced with a further Assistant Principal 1 post to support and facilitate students in dealing with ICT issues. Motion 30 further demanded that the Department of Education and Youth provide all schools with sufficient funding to upgrade existing ICT systems and invest in devices for use by students in completing and uploading reports to the SEC for exam accreditation.

Certificate examinations

“The two hours is really needed, and it needs to be given as timetable remission. As our guest speakers so eloquently put it yesterday, 85% of those surveyed [by DCU] reported workload as a contributor to burnout. In particular, that was related to curricular reform, or so-called reform. It’s absolutely essential for our own ability to deliver the Senior Cycle, and for our own mental health and to avoid teacher burnout that we back this motion ... I would put that up there with the indemnity. The indemnity is extremely important, but this I think is equally important, that we have those two hours so that we can actually deliver and not find ourselves totally burnt out in the next couple of years.”

Mark Walshe, Dublin North East Branch

“The decision to hold the oral exams during the Easter break was born out of crisis. Teachers agreed to this arrangement as an emergency once-off measure during Covid ... Today, with schools fully open and Covid-era



From left: Kildare Branch delegates Pádraig Murphy (ASTI National Organiser), Eamon Ryan (ASTI Standing Committee Representative Region 10), and Siobhán McNulty are pictured at Convention 2026.



Delegates Gary Purcell, Ann Barry, Bridget Power, Donal McCarthy, Deirdre Mac Donald, Joe Cummins, Lorna Kearney, and Jackie Harvey from Wexford Tony Boland Branch are pictured at Convention 2026.

restrictions long behind us, there is no justification for continuing an arrangement that serves neither students nor teachers. From a student well-being perspective, Easter holiday orals make absolutely no sense. Students perform best when they are supported by the structure and routine of school life. During term time, they have access to their teachers for reassurance, guidance, and last-minute practice ... They are anchored in the familiar environment that promotes confidence and reduces their anxiety ... But when examinations are pushed into the holidays, that support system disappears.”

Sinéad Corkery Dublin South Central Branch and Standing Committee Region 18

“Right now, we are asking our students with vastly different abilities to sit the same exam papers and we’re calling this fairness. It’s not fairness. It’s not equity. And frankly, it’s not good enough. We differentiate every single day in our classrooms, we adapt, we scaffold, we support, and then the system turns around and says ‘sit the same paper anyway’. That is a contradiction at the heart of our assessment system. And we see the consequences. We see the student who works hard all year round and then they sit an exam they simply cannot access ... This is also about the students who excel. Because right now, we’re also failing to properly challenge our highest-achieving students ... When everything is pitched to the middle, what happens? The stretch disappears. The challenge is diluted. And over time, standards begin to slip.”

William Browne, Carbery Branch

Education

“Second year and the disillusionment with learning was one of the main reasons that the Junior Cycle came into being. CBAs and associated learning tasks were brought in to give students ownership of their learning. This motion, which demands that we negotiate with the Department and its Inspectorate to oppose the introduction of common-level classes in second year core subjects of English, Irish and Maths addresses this question directly. The Junior Cycle was designed to be differentiated not by a terminal exam in third year but by the teacher in the classroom every single day ... This motion calls on the union to negotiate with both the Department and its Inspectorate to allow schools, without fear of scolding, to differentiate core subjects into both higher and ordinary level subjects when they see fit.”

Christopher Davey, Sligo Branch

“As teachers, it’s not unreasonable to insist that if the National Council for Curriculum and Assessment (NCCA) wants to reform or revolutionise our education system, they are compelled to demonstrate through objective, empirical and peer-reviewed research that the changes they are advocating for will significantly improve student outcomes. This precautionary formula for years now has been jettisoned by a new autocratic culture of policy implementation insisting that every initiative such as the new Senior Cycle or, as I like to call it, Junior Cycle 2.0, be adopted without question. As teachers, we’re simply being forced to the point of pay cuts to Public Service Agreements to implement reforms that we know from first-hand experience will damage the integrity of our education system ... The NCCA base their policies on what I see to be wishful thinking and good intentions rather than empirical evidence, but this is having unintended outcomes and we believe rigorous testing is needed before implementing any policy.”

Enda Whelton, Clare Branch

School resources

“I teach Economics and I also teach ICT at Junior Cycle. Since the new Leaving Certificate Economics specification was introduced in 2020, bringing with it the Additional Assessment Component worth 20%, I’ve been helping students complete their AAC. Just before Christmas, I was often in the school with my teaching colleague until nine o’clock, not correcting exams, not preparing lessons, but trying to get students to submit their Economics AAC. Laptops weren’t working, files wouldn’t upload, files were missing, Microsoft Word circle of doom spinning and freezing on the screen, students not able to access accounts, forgotten passwords, deadlines looming, incompatible PDFs – I was mainly acting as an IT technician for upwards of 50 students ... We are told that AACs are about modernising education, about digital skills, research and independent learning, but the reality is this: we’re trying to deliver a digital assessment system without the digital infrastructure to support it.”

Fergal Coen, Fingal Branch

“As you all are acutely aware, the Tranche 1 subjects of Business, Biology, Chemistry and Physics are now comprised of an AAC worth 40%. One would have thought that the best way to assess students’ skills would be by way of an in-person assessment, but much to our disbelief, the AAC will take the format of a typed 1,500-word report in each Tranche 1 subject ... There are major shortfalls in laboratory infrastructure, equipment, storage and funding, and while some funding has been provided, it is completely inadequate ... Here we find ourselves in 2026, in our education system that demands that students submit typed reports worth 40% to the State Examinations Commission for exam accreditation. I ask you, are we honestly ready for the demand in our schools with the facilities we currently experience?”

Jacinta McGarry, Clare Branch

INDEMNITY AND SAFETY

Senior Cycle Redevelopment, particularly Additional Assessment Components, was a headline issue for teachers at Convention.

A number of motions at Convention addressed the issue of Additional Assessment Components (AACs) at Senior Cycle, in particular with regard to health and safety, indemnity and authentication of work. Motion 37 asked that the ASTI demand that all work undertaken by teachers in relation to AACs be covered by full indemnity, while Motion 39 argued that students should be solely responsible for the authentication and submission of the completed AAC to the State



Tuam Branch delegates Emer Roche and Lorraine Finn (ASTI Standing Committee Representative Region 3) are pictured at Convention 2026.

Examinations Commission. Motion 42 asked that the ASTI adopt the position that all aspects of Senior Cycle assessment should remain the responsibility of the State Examinations Commission, and that the ASTI direct teachers not to engage in any scheduling, administering, supervising, authenticating, collecting, storing or correcting of the Additional Assessment Component associated with Senior Cycle Redevelopment. Motion 41, and an urgent motion submitted to

Convention by Standing Committee, addressed health and safety concerns around the AACs in science subjects. Motion 41 asked that the ASTI direct members not to proceed with the implementation of any AAC research investigations where, in their professional opinion, this implementation could give rise to health and safety concerns, while the urgent motion asked that in view of the February 2026 report by Prof. Mike Watts, for health and safety reasons, the ASTI call on the Department of Education and Youth to pause the implementation of the current AAC model of laboratory-based research investigations immediately on health and safety grounds.

Also on the subject of assessment, Motion 38 called on the ASTI to demand that one CBA only per subject be required to be completed as part of the Junior Cycle curriculum.

“This is not a minor administrative issue. It is simply a nod to the uncertainty created by the rise of AI. It is about the protection of our profession. Teachers need proper safeguards, and our motion is saying enough is enough. The AACs must be covered by full indemnity ... It is clear to all of us that we are very vulnerable to litigation if a student presents work riddled with the thoughts of AI for authentication ... Full indemnity means the employer and the State take full responsibility for any consequences arising from additional work. This would protect us from personal liability claims, disciplinary action, and unfair blame, especially in an unequal education system.”

Dermot Brennan, Carbery Branch

“I do not want to accuse my students of using AI to cheat, nor do I want to sign off on work that I cannot confidently state was done without the use of AI. In reality, none of us can know with any degree of certainty whether AI was used or not in the production of coursework ... Whether or not a submission is honest is not an issue for us, it’s a concern for the student and the SEC. AACs will form a large percentage of the Leaving Cert grades. They are completely susceptible to cheating through the use of AI. The digital divide that already creates an unfair advantage within our education system will be widened, and the integrity of the Leaving Cert examinations will be compromised. We may not be able to prevent this from happening, but we should not become a part of the problem.”

Danny Dockery, Dublin North 1 – Miriam Duggan Branch

“While I support the intention of this motion that protects Senior Cycle assessment, we need to be very careful about unintended consequences ... For students who are engaging in Level 1, Level 2 Learning Programmes, teachers do collect and store information over the two-year cycle, and that is for assessment. It’s fundamental to how the students access certification, because this programme is quite new, and our students aren’t able to do that themselves. If we apply this motion broadly, it risks undermining the provision for some of our most vulnerable learners. So, we need to protect Senior Cycle assessment, but not at the cost of removing pathways for the students who depend on us most.”

Natalie Doyle Bradley, Dublin North Central Branch

“It’s morbidly ironic that as science teachers we’re expected to teach students about researching topics, conducting experiments, assessing safety implications, analysing data, making considered opinions, and drawing well-constructed conclusions on results, when this is exactly the polar



Mullingar Branch delegates Brigid Carley, Samantha Moorhead, Aoife Davitt, and Thomas Parke are pictured at Convention 2026.

opposite of how the new Tranche 1 subjects have been deliberated on while foisted on both students and teachers in such a haphazard manner. No piloting of the new AACs, as we were assured would happen, no examples of work, no training on how to conduct experiments safely with 24 different projects in classes at the same time, no regard for accreditation issues and AI plagiarism, uneven IT resources, no movement on technical lab support, no research on how these changes stack up against best practice internationally. Just a minister’s hunch, it appears, is sufficient grounds to turn Senior Cycle education on its head for a generation.”

Niall Mahon, Dublin North West Branch

“We are not asking for the abandonment of Leaving Cert science reform. We are asking for the immediate pause of the current lab-based AAC model on health and safety grounds. That is a reasonable position. It is a responsible position, and on the evidence of the Watts report, it is the only sensible position that Standing Committee could take. If teachers have not been trained, if most do not feel qualified to carry out risk assessments, if school-level safety discussions have not happened, if laboratory capacity is inadequate, and if technical support is absent, then the Department cannot simply press on and hope for the best. This is not reform, this is recklessness. This motion asks the ASTI to stand where it should always stand, on the side of the safety of members, the safety of students, and the proper protection of professional standards in schools.”

Adrienne Healy, Dublin North West Branch and ASTI Vice President

“In my role on Standing Committee, every year I have somebody contacting me and asking me ‘do we know whether we’re doing two CBAs or one?’ And every year I bring the question to Standing Committee and we come back with the answer: ‘The circular for this year says do this or that, with this particular cohort’, and the person will tell me that they have been to Oide training where they have been told by the Oide trainers that this is what we should be starting to think about for us doing two CBAs. Therefore, they are bringing to the table conversation at a low level that you can expect there to be a second CBA ... I don’t think it’s sufficient for us to have an answer in a circular that comes from one year to the next to tell us how to divide that part of our role.”

Maria Markey-Greene, Dublin North 1 – Miriam Duggan Branch and Standing Committee Representative Region 16

MOTIONS ADOPTED AT CONVENTION 2026

Motions adopted at ASTI Convention become the union's policy.

The following motions were adopted by Annual Convention 2026:

MOTION 37 – ASSESSMENT

That the ASTI demand all work undertaken by teachers in relation to Additional Assessment Components be covered by full indemnity. **(Carbery)**

MOTION 39 – ASSESSMENT

That the ASTI demand that students be solely responsible for the authentication and submission of the completed AAC to the State Examinations Commission. **(Dublin North 1 – Miriam Duggan)**

MOTION 48 – CERTIFICATE EXAMINATIONS

ASTI demands that the MFL and Irish Orals no longer take place during the Easter holidays, and revert to previous arrangements whereby they took place during term time. **(Dublin North East)**

MOTION 18 – CONDITIONS OF WORK

In relation to a teacher returning to work after a period of absence due to sick leave, that the ASTI publicly campaign and negotiate with the Department to ensure that the teacher's own medical practitioner(s) and not Medmark alone determines when the teacher is fit to return to work, in the interest of teacher well-being. **(Dublin North West)**

MOTION 23 – CONDITIONS OF WORK

That the ASTI negotiate with the Department of Education and Youth, with the aim of establishing an independent and mandatory audit of teachers' psychosocial hazards and stresses in each school. This audit should be carried out on a biennial basis. **(Drogheda Sean Higgins)**

MOTION 47 – CERTIFICATE EXAMINATIONS

That, as a core demand in any resolution of the dispute around the 'Senior Cycle Redevelopment Implementation Support Measures', the ASTI insist on two hours of timetable remission as professional time for all Senior Cycle teachers. **(Dublin North East)**

URGENT MOTION – ASSESSMENT

In view of the February 2026 report 'A National Analysis of the Implications of the Proposed Introduction of AAC Laboratory-Based Research Investigations (worth 40%) in Leaving Certificate Biology, Chemistry and Physics in Ireland' by Professor Mike Watts, for health and safety reasons, the ASTI calls on the Department of Education and Youth to urgently take steps to ensure that in relation to laboratory-based AACs, recommendation 1 of the report is fully implemented.

Recommendation 1 of the report provides as follows:

In light of the evidence presented, particularly in Chapters 6 and 7, it is

recommended that the implementation of the current AAC model of laboratory-based research investigations be paused immediately on health and safety grounds. **(Standing Committee)**

MOTION 26 – CONDITIONS OF WORK

That ASTI negotiate with the Department and its Inspectorate to oppose the introduction of common level classes in second year core subjects of English, Irish and Maths. **(Sligo)**

MOTION 44 – CERTIFICATE EXAMINATIONS

The ASTI demand that all State exam papers for each subject be differentiated into higher, ordinary and foundation levels, in line with preceding Junior Certificate and Leaving Certificate examinations, to allow all students to achieve optimum results. **(Carbery)**

MOTION 33 – SCHOOL RESOURCES

In order to address the increased demands for ICT resources at Senior Cycle, that the ASTI negotiate with the Department of Education and Youth to provide each Leaving Certificate student with:

– a laptop computer with access to durable and functional charging stations, and cloud storage,

and that schools are resourced with a further Assistant Principal I post to support and facilitate students in dealing with ICT issues that arise. **(Fingal)**

MOTION 30 – SCHOOL RESOURCES

In light of the Additional Assessment Components in Senior Cycle, that the ASTI demand that the Department of Education and Youth provide all schools with sufficient funding to upgrade existing ICT systems and invest in devices for use by students in completing and uploading reports for SEC for exam accreditation. **(Clare)**

MOTION 27 – EDUCATION

That the ASTI demand that the NCCA publish peer-reviewed empirical research for any reforms or initiatives they plan on implementing, and that adequate time be given to the ASTI to respond to this published research. **(Clare)**

MOTION 10 – CONDITIONS OF WORK

That the ASTI advocate for a revision of the inspection schedule to ensure:

- inspections do not occur during the week immediately following a school holiday.
- notices of inspection are not issued during the week preceding a school holiday. **(Clare)**

MOTION 25 – CONDITIONS OF WORK

That, as a matter of priority, the ASTI negotiate with the Department of Education and Youth with the aim of seeking a reduction in the number of inspections and a reduction in the models of inspection, in order to alleviate teacher workload and stress. **(Drogheda Sean Higgins)**

MOTION 8 – CONDITIONS OF WORK

That the ASTI demand that parental leave be made available to teachers with the same flexibility as other public sector workers. **(Carbery)**

MOTION 3 – SALARIES AND ALLOWANCES

That the ASTI negotiate with the Department of Education and Youth for the reinstatement of the AEN (SEN) allowance to teachers' salaries for:
– teachers who hold the relevant postgraduate qualification in AEN (SEN) and that this allowance be backdated to the time the teacher received the relevant postgraduate AEN (SEN) qualification. **(Fingal)**

MOTION 15 – CONDITIONS OF WORK

That the ASTI seek to abolish the Croke Park Hours as part of the next Public Service Agreement to be negotiated in 2026. **(Dublin North East)**

MOTION 1 – SALARIES AND ALLOWANCES

That the ASTI demand wage increases to match cost of living increases. **(Cork South Paddy Mulcahy)**

MOTION 6 – EXAMINERS AND SUPERINTENDENTS

That the ASTI negotiate with the Department of Education and Youth and with the SEC that all serving teachers employed by the SEC for State examinations purposes have their expenses calculated solely from their place of residence. **(East Galway)**

MOTION 58 – ORGANISATION AND ADMINISTRATION

That ASTI contact all relevant Government Departments and organisations to request the streamlining of Garda vetting such that vetting from one organisation is automatically transferable to another organisation, removing the need to seek repeat vetting for the same clearance. **(Galway)**

MOTION 56 – ORGANISATION AND ADMINISTRATION

To facilitate an increase in attendance at ASTI branch meetings that members, who travel in excess of 10km to attend, shall be eligible to claim travel expenses from their branch at the relevant ASTI rate. Such expenses to be paid following the last branch meeting of the school year, upon verification of attendance from the minute book of the branch. **(Dungarvan)**

ELECTIONS AT ANNUAL CONVENTION 2026

OFFICERS ELECTED AT CONVENTION



President Elect
Richard Bell



Vice President
Adrienne Healy



Honorary Treasurer
Noelle Moran

COMMITTEES

Global Solidarity Committee

Dearbhla Cussen
Noelle Moran
Conall Ó Dufaigh
Ann Piggott
Eimear Tester

Pensions Sub-Committee

Niall Duddy
Graham Geraghty
Pádraig Murphy
Pauline Nagle
Ger O'Donoghue

Steering Committee

Gerard Hanlon
Deirdre Mac Donald
Máire G. Ní Chiarba
Seán O'Neill
Mark Walshe

Standing Committee

Geraldine O'Loughlin
Geraldine O'Brien
John Byrne
Gerard Hanlon
Louis O'Callaghan
Maria Markey-Greene
Sinéad Corkery

Investment Committee

Niall Duddy
John McDonnell
Pauline Nagle
Eamon Ryan

Rules Committee

The Rules Committee will appear in the next edition of *ASTIR*.

VOX POP – IF I WERE MINISTER ...

This year we asked teachers at Convention what their priorities would be if they were Minister for Education and Youth.



**Graham Geraghty,
Navan Branch**

If I were Minister for Education and Youth, my priorities would be many and far-reaching, much like the concerns of teachers regarding

Senior Cycle reform. I would seek an immediate pause to the reform as it currently stands and initiate a period of reflection and meaningful consultation. In an era that values evaluation and feedback, I would prioritise ensuring teachers and students have a genuinely heard and understood voice in shaping curriculum reform. This is particularly important following the enactment of a Junior Cycle that has often delivered breadth without sufficient depth of knowledge. Through the lens of pay and conditions, I would seek to restore teaching as a respected and attractive profession. This work must begin with the restoration and retention of teachers' working conditions, including leave entitlements, salaries, allowances, and crucially, pension parity for members of the Single Public Service Pension Scheme. As it stands, those whose membership is determined by when service commenced face the prospect of a financial cliff edge upon retirement. Unlike pre-2004 or pre-2013 entrants, they are not afforded comparable options or protections. While this issue may seem distant to early-career teachers, it cannot be dismissed and demands the Minister's attention, in collaboration with Cabinet colleagues. Such engagement would help rebuild trust and strengthen confidence in future reforms for teachers and students alike nationwide.



**Julianne Butler,
Limerick North
Branch**

If I were Minister for Education and Youth, my priority would be looking at the Senior Cycle reform and to have an awareness that it's a two-tier issue. It needs to be looked at from the

students' perspective. Is it student led? Is it looking at the students' well-being? Or is it a case of expanding a pressure point from two weeks now to over two years where students are constantly under pressure, constantly

barraged with project work, and constantly on edge with an awareness for push, push, push for exams. Is it really in the students' best interests to have seven subjects now all with 30-40% of a project spread over two years?

And also, it's looking at it from the teachers' perspective. Teachers are very open to change, lots of teachers have lots of suggestions about how to improve their subject but really, teachers want to be in control of their subject before it gets to the classroom, before they're standing in front of the students, so for the reform to be beneficial for everybody, staff and students, teachers need to have a control of the subject and an understanding of the changes before they're dealing with it in front of their students. So the reform needs to be brought in at a different pace where teachers have control of the new knowledge before they enter the classroom, rather than learning it at the same time as students.



**Sean McNicholl,
Fingal Branch**

If I were Minister for Education and Youth, I would focus on getting adequate resources in every classroom around Ireland to prepare students for the reality of the modern world. Specifically, I'd place a

big focus on modern information technologies – computers and laptops and also helping to navigate the ever-increasing use of artificial intelligence (AI) we see both in the classrooms and in the modern workforce.

As a History and English teacher, I find this very pertinent, particularly with AI, as students need to learn to write and express their ideas in fluent ways. We see this becoming increasingly distorted with particularly the presence of AI in the classroom. Students aren't learning to develop and express their new ideas, key skills of the subject, and key skills of life. I would really focus on implementing systems, especially those training students on how to use these technologies appropriately and how to navigate them in the classroom, to therefore help them in the real world.

I would focus on getting adequate resources in every classroom around Ireland to prepare students for the reality of the modern world.



Aishling O'Driscoll,
Cork South Paddy
Mulcahy Branch

If I were Minister for Education and Youth, I would look at full-time hours for teachers. In most private sector jobs, you're only on six months' probation,

whereas in education, it took me nearly four years to get a CID and at that, you do not get full hours. It is very hard to get up to full hours even though people think you can walk into a job especially in secondary school. There have to be hours available in your subject.

I would like for the Croke Park Hours to be abolished – teachers do those anyway. They're on after school, so you're stuck in traffic, it takes you an extra hour to get home, along with all the additional work we do anyway that counts towards Croke Park Hours.

Regarding Senior Cycle Redevelopment, we're concerned about the additional workload, which is unpaid. Are teachers going to have full indemnity in regards to AI and signing off on these? It can create difficulties with relationships between teachers and students. I would hate for a student of mine to hold it against me if I didn't sign off on their AAC if I believe it's not their authentic work and that can cause a lot of friction in schools between teachers, students and parents.

Class sizes are another issue. My nephew is actually from Finland – their max. class sizes are 25, ours are 30. It's very hard to cater for all students and to differentiate for all the different abilities. I know the SNA cuts were postponed but that's really worrying because that will make it more difficult for teachers and students who will lose out on that support.

Class sizes are another issue. My nephew is actually from Finland – their max. class sizes are 25, ours are 30.



Niamh Kelly,
Dublin North
West Branch

If I were Minister for Education and Youth, my first priority would be looking at the staffing crisis within schools, paying particular attention to the rising

cost of housing particularly in areas such as Dublin, Cork and Galway. There needs to be a review of how teachers are expected to live with such high costs and remain in the profession. I believe teaching is a profession that

not everyone is suited to – it requires particular attributes. Unfortunately, we're losing a lot of really good teachers due to the cost of living in Ireland at the moment.

In addition, I would review the Senior Cycle reform and listen to the teachers working in this area. We are on the ground; we are the ones with the experience in looking at this. It just doesn't seem feasible; we need to look at indemnity for teachers and we need to make sure that teachers are supported, particularly with the increase in use of AI by students.

The Minister announced last year that she was introducing the new DEIS Plus initiative and I feel on her announcement of what schools were not included that a lot of schools slipped through the cracks. I think this needs to be reviewed and close attention needs to be paid to the new DEIS Plus initiative.

I would review the Senior Cycle reform and listen to the teachers working in this area. We are on the ground; we are the ones with the experience in looking at this.



Declan McInerney,
Wicklow Branch

If I were Minister for Education and Youth, investment and proper research into Senior Cycle would be my

priorities. The Minister herself acknowledged that the Department of Education and Youth has been underfunded historically and successive governments haven't done anything about it so that would be my main priority.

I have a lot of concerns about the Senior Cycle Redevelopment Programme. I don't think that the education system and resources that are there are fit for purpose at all to deliver the scale of reform that's envisaged and there will be a lot of problems and issues with the Additional Assessment Components, which have not been properly addressed at all.

It seems that some of the rationale for the Senior Cycle reform is to alleviate pressure of exams on students, but a lot of the project work will increase the pressures on students and some of them will use AI to alleviate that pressure.

This will cause further issues and complications, which I don't think the Minister or the Department of Education and Youth have fully considered at all. They need to slow down and take these things into consideration.

Also, the investment that is needed to deliver these AACs properly is not there. Science laboratories in a lot of schools are not up to scratch, neither are the computer facilities that will be needed to deliver on these AACs, so all of that should be addressed first and should've been resolved already.

Dear newly retired teachers

Frances and Grainne of Sligo RSTA Branch share a message to secondary teachers who are nearing retirement.



Enjoying the sun outside Seán Mac Diarmada's family cottage, which is only a few kilometres outside Kiltyclogher, in Corranmore.

So, you're about to retire. After many years in the classroom, expertly guiding your students, it's time for you now.

We're sure you're looking forward with great anticipation to the freedom that comes with retirement, and no doubt you have loads of plans for this new chapter in your life. We would like to suggest that being part of the Retired Secondary Teachers Association (RSTA) features among that long list of plans. At our last RSTA branch meeting, a discussion took place as to why retired teachers should join the RSTA. Many people felt that what they missed most about school was the staffroom – their peers. Members felt that taking part in events, social activities, trips, attending the monthly meetings organised by the local branch, etc., provided opportunities for retired teachers to keep in touch with current and former colleagues, forge new friendships, explore new interests, and so on. But, while all of these are very valid reasons for being part of the RSTA, there is another very important reason for joining: your pension!

A voice for pensioners

For retired secondary teachers, the RSTA continues to monitor and advocate for the maintenance of the parity link, whereby pension increases follow



Margaret, Imelda, Frances, Maribeth, Alice, Brid, Joe, Gerry and Kathleen enjoying a meal before continuing on to the Hawk's Well Theatre in Sligo.



Outing on a beautiful sunny day to Kiltyclogher where we visited the monument to its most famous son, Seán Mac Diarmada.

pay increases for serving colleagues, and we certainly do not want to lose that! This in itself is a compelling reason to join the RSTA, and is worth giving serious consideration and thought.

The RSTA is part of the Alliance of Retired Public Servants, which represents retirees across the entire public service. The Alliance provides a voice for pensioners who often lack formal negotiating rights, and as always, the greater the number, the louder the voice. So, having a strong RSTA voice within the Alliance is important.

The annual fee is €24. You can continue with those retirement plans – travelling the world, exploring new hobbies, etc. – while still keeping up to date with colleagues through the Association, safe in the knowledge that for €24 the RSTA is watching out for your pension.

If you would like to join, go to the RSTA website to download an application form.

To all of you, we wish you a happy and healthy retirement, and every best wish in this new chapter of your lives.

Best wishes,
Frances and Grainne



All spruced up in the Plaza Hotel, Westport, after a fabulous day on Clare Island as part of our trip to Westport.

SunSmart for schools

The Health Service Executive (HSE) National Cancer Control Programme (NCCP) and Healthy Ireland are encouraging schools across Ireland to remind students, parents and teachers about the importance of protecting skin from ultraviolet (UV) radiation. UV radiation is part of sunlight and can damage the skin, increasing the risk of skin cancer. Skin cancer is Ireland's most common cancer, with over 11,000 new cases diagnosed each year. Spending time outdoors is important for health and well-being, but it is essential to protect skin by following the SunSmart '5S' rule:

- slip on clothing that covers your skin,
- slop on sunscreen,
- slap on a wide-brimmed hat,
- seek shade, and
- slide on sunglasses with UV protection.

The UV index measures the level of UV radiation at the earth's surface. In Ireland, the UV index is most likely to reach three or higher between April and September, meaning sun protection is important even on cloudy days. UV rays are typically strongest between 11.00am and 3.00pm.

Sunburn during childhood and adolescence significantly increases the risk of skin cancer later in life. Children's skin is thinner and more sensitive than adults', making it more vulnerable to UV damage. Experiencing severe sunburn more than three times before the age of 20 more than doubles the



risk of developing melanoma, the most serious form of skin cancer. Students spend a large portion of their day outdoors at school or travelling to and from school, often during peak UV hours. Research in Ireland shows that nearly 90% of 10 to 17-year-olds report experiencing sunburn, and while sunscreen use is common, many students do not wear hats or protective clothing. Post-primary schools can play a key role in promoting sun safety. SunSmart activities are included in the HSE's 'Making Healthy Choices 2' lesson plans for Junior Cycle SPHE. Transition Year also offers opportunities for project-based learning on skin protection. The NCCP has launched a SunSmart School Toolkit for primary and post-primary schools. This free resource provides guidance and materials to help schools become accredited SunSmart schools.

To order the Toolkit, visit www.healthpromotion.ie/products, and for more information email prevention@cancercontrol.ie, or visit <https://www2.hse.ie/conditions/cancer/protect-skin-sun-sunbeds/>

New Irish language rap *Laochra* empowers students to speak Irish proudly

TG4's latest rap, *Laochra*, or 'heroes', was released to mark Seachtain na Gaeilge 2026 following the success of *Is Linne Í*, which was released to mark the occasion in 2025. This new release focuses on a theme central to young people today – confidence, ownership of the language, and the courage to speak Irish proudly out loud.

The piece was commissioned by TG4 as part of the series *Gaeilge sa Rithim*, and is an energetic song full of heart and contemporary energy that delivers a powerful message: the young generation is ready to stand up for the Irish language. Through the music and lyrics, the children are taking ownership of their language and are determined to promote it confidently through

music and creativity. A comprehensive learning package for students has been developed alongside the music video.

It is based on the themes of courage and pride in the Irish language, and gives students the opportunity to reflect and to be creative through Irish. *Laochra* is available on Kabin Studio and Foghlaim TG4 as well as on the project's social media channels.

Listen to *Laochra* and access the complementary learning package for students at: <https://foghlaim.tg4.ie/ceacht/6390622366112>

Complimentary GPO Museum tickets for teachers

To celebrate its 10th anniversary, the GPO Museum in Dublin is delighted to offer two complimentary tickets to teachers who wish to visit this award-winning museum. The museum tells the story of the 1916 Easter Rising and modern Irish history.

The offer is valid for visits up to December 31, 2026, and tickets must be booked in advance at www.gpomuseum.ie.

Please note that teachers must present a valid ID on arrival. This offer is valid for general admission only (self-guided visit) and it is not applicable for public guided tours.

Find out more about the GPO Museum at: www.gpomuseum.ie



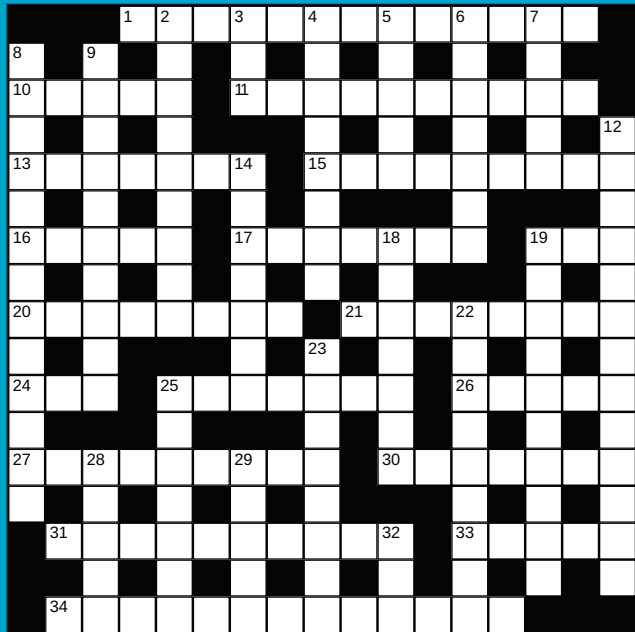


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School

Address

ASTI Branch

Entries to: ASTIR Crossword No. 2603,
Think Media, The Malthouse, 537 NCR, Dublin 1.

To arrive by: Friday, June 19, 2026.

ACROSS

1. Might describe baked beans or electricity producer (4, 9)
10. German empire or nation (5)
11. The liver, say, or heart, or brain (5,5)
13. Expand or increase, in general (7)
15. Relating to work of analysing statistics to calculate insurance premiums (9)
16. He said "Let no man write my epitaph" (5)
17. The six-day week was considered thus, according to Ó hAodha (7)
19. Seat in the middle of pipework (3)
20. Fortightly magazine founded and edited by Niall Stokes (8)
21. Period between cradle and grave (8)
24. Fictional ugly humanoid from Lord of the Rings (3)
25. Doubt person under investigation (7)
26. Pzazz, gusto, sex appeal (5)
27. Sounds like seed grows from what Berliner consumed (9)
30. Nature's prism after a storm (7)
31. Concentrated in a gagged RTÉ (10)
33. Sounds like Egyptian river on synthetic plastic (5)
34. Dainty morsels for US porn star (6,7)

DOWN

2. One who receives property from an estate, often through a will (9)
3. Short Irish Taoiseach and President (3)
4. Former large areas of land might lead to passages taken from text (8)
5. Brilliant display or effect, panache, sparkle (5)
6. Sounds like AI or gent might deliver the post (7)
7. Large animal, closely related to giraffe, with striped legs (5)
8. Pass easily, like air under door (6,7)
9. Qualification document and facial spasm could be tactful (10)
12. What a flag might do on a pole, or clothes on a line (4,2,3,4)
14. For them, it's me me me me me (7)
18. Damper, more unpleasantly hot and clammy (7)
19. Leo XIV's phone in vehicle? (10)
22. An Fish: alternative rock band from Dublin formed in 1988 (9)
23. Name tied up with degenerative disease (8)
25. Registrars lose gas and become troublemaker (7)
28. The to disconnect, article by Eóin Ó hAodha (5)
29. Irked, fired up, annoyed (5)
32. Drunk driving in US (1.1.1)

Réiteach do chrosfhocal No. 2602

SIAR	SÍOS
1. Eaglais	1. Eabha
5. Druid	2. Gui
8. Baintreach	3. Arthach
9. FM	4. Sceilg
11. Abaya	5. Docht
13. Litmeas	6. Ur
14. Murphy	7. Damhsaí
15. Bealai	10. Feilte
18. Arizona	12. Aeraid
20. Trean	14. Meancog
22. CE	16. Eitleán
23. Cainteanna	17. Magnum
26. Grain	19. Olann
27. Mantach	21. Niamh
	24. NBA
	25. La

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COMHGHAIRDEAS

Comhghairdeas le buaiteoir
Chrosfhocail 2602:
Catherine (Crena) Shevlin, St
Raphaela's Secondary School,
Stillorgan, Co. Dublin.
Stillorgan Branch



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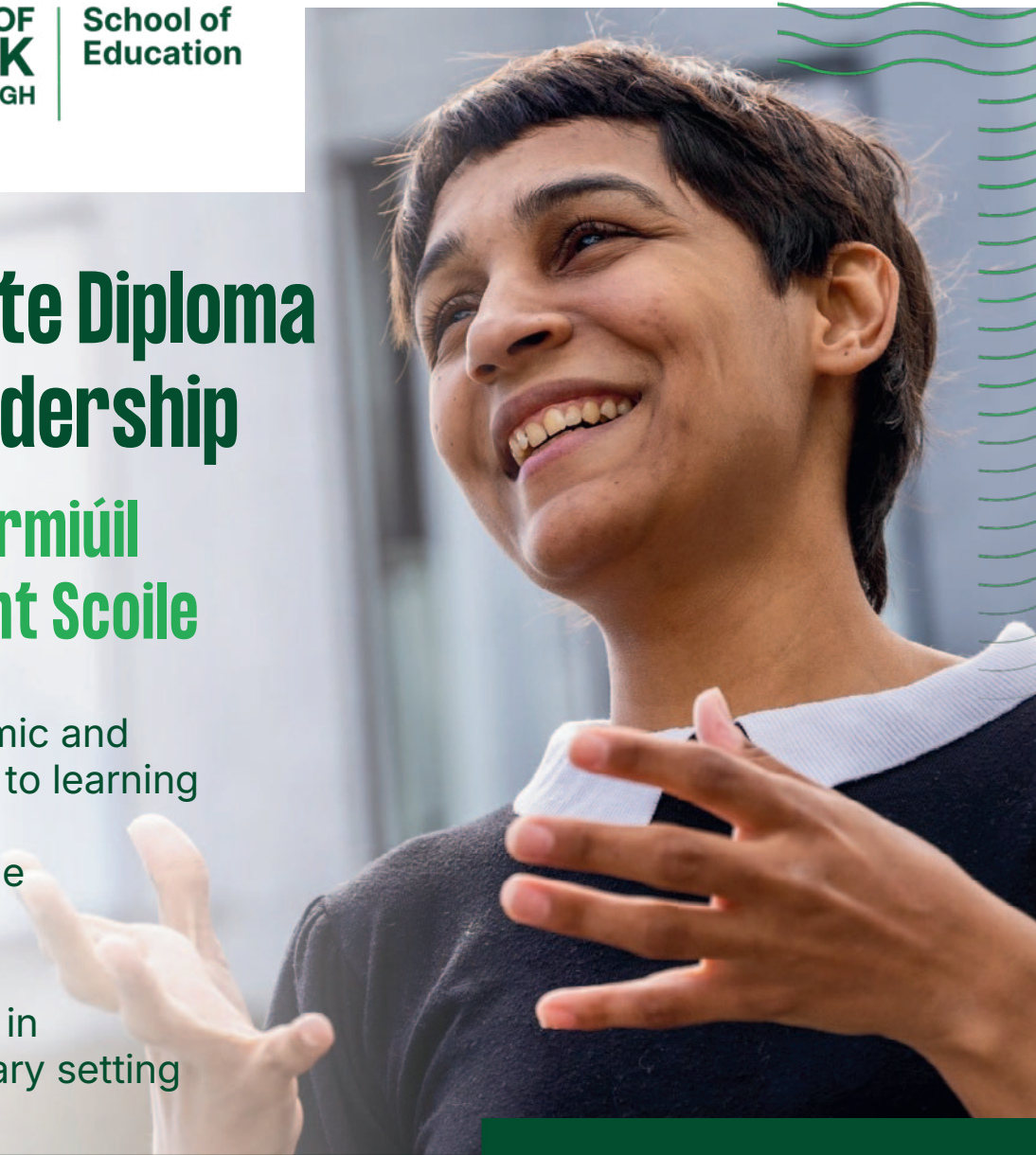
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