

HARD TRUTHS



IEU upfront at Parliamentary Inquiry into Teacher Shortages

NSW Upper House Education Committee Survey shows:

92.1%

of respondents said collapsed/
merged classes are the main
outcome of teacher shortages

92.6%

say workload intensification
is the biggest contributor to
teacher shortages

92.1%

say a reduced admin workload
would help address teacher
shortages

* Data from a survey conducted by the NSW Upper House Portfolio Committee No 3 – Education in the lead-up to the Inquiry into Teacher Shortages; of 11,299 respondents, 8600 were teachers.

The IEU appeared before the NSW Parliament's Inquiry into Teacher Shortages in NSW on Wednesday 4 August to provide insights into what is causing the current crisis and how the NSW Government can address it.

"This was a great opportunity to advocate on behalf of members and explain to the Inquiry what it's like working in schools right now," said Independent Education Union of Australia NSW/ACT Branch Secretary Mark Northam.

Teacher shortages are severe across every sector: government, non-government and early childhood education. "The teacher shortage must be taken seriously," Northam said. It's about a better deal for teachers and support staff. It's about the students and the future of education. It's about more time for lesson planning, better pay, and real strategies to address the shortages."

The Inquiry, chaired by One Nation's Mark Latham and comprising members of the Labor opposition (Courtney Houssos and Anthony D'Adam), the Greens (Abigail Boyd), and the Liberals and Nationals heard that COVID had not caused the current issues, but it had exacerbated them.

"The IEU has been warning about impending staff shortages for many years due to a range of factors including an ageing workforce, mid-career teacher retention issues and dramatically decreasing enrolments in initial teacher education courses," Northam said.

Data from the Australian Institute for Teaching and School Leadership reveals:

- 28 percent of teachers say they will leave the profession in four years
- 32 percent of teachers say they will leave the profession before retirement
- 12 percent of teachers are more than 60 years old; and 37 percent are over 50.

The shortages mean teachers are standing between classrooms supervising two classes at once; primary classes are being split across other groups; and two or more classes can often be found in school halls, libraries or playgrounds. Many teachers are taking on far more than their agreed number of extras.

At the same time, Northam told the Inquiry, research by Associate Professor of Education Nicole Mockler at the University of Sydney has found teachers face constant criticism from so-called "experts" via the media and other public forums. "This undermines their professional status in a manner not levelled at other fields," Northam said.

Catholic systemic members in the IEU held two full-day strikes within six weeks in May and June, with thousands of members rallying throughout NSW and the ACT. Members took the second action alongside the NSW Teachers Federation, whose President, Angelo Gavrielatos, also

appeared before the Inquiry on the same day as the IEU.

"School staff have been running on goodwill for too long, but that goodwill has run out," Northam told the Inquiry.

The IEU is currently negotiating new enterprise agreements in the Catholic systemic sector. The union wrote to Catholic employers on 29 July urging them to meet with the union and continue negotiations for a new enterprise agreement that began in January. "Our door is open," Northam said. "Let's sit down and fix these issues together."

The Association of Independent Schools NSW, the peak body representing about 480 independent schools, announced in July a proposal to attract and support new teachers that would include a focus on "wellbeing and the status of the profession". Again, the IEU calls for consultation with teachers and support staff through their representative union.

The Parliamentary Inquiry into Teacher Shortages in NSW is holding more hearings during August and September and is due to report by 8 November.

Monica Crouch Journalist

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Putting paid to performance pay, pp 10-11*

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Emergency meeting

IEU attends Education Minister's staff shortage talks

Teacher and IEU member Angela McDonald and IEUA Federal Secretary Christine Cooper attended the Teacher Workforce Roundtable in Canberra on 12 August. They share their impressions here.

Hosted by Federal Education Minister Jason Clare, the Roundtable was the opening session of the emergency meeting of Education Ministers.

Side-by-side with state and territory Education Ministers were classroom teachers, school principals and representatives from the IEU and the Australian Education Union.

"For a long time, teachers have not been included in major decisions directly affecting us," McDonald said. "So this Roundtable, coming so early in the new government's term, was filled with promise."

Stating the problem

Unions have been warning for some years that teacher shortages are dire, from early childhood education right through to Year 12. There are problems with recruitment and retention, work intensification, comparatively low pay, and misguided community perceptions of low professional status.

School enrolments are expected to grow by 10 percent over the next decade, but the number of people enrolling in teaching degrees is falling, down 8 percent between 2017 and 2020, leading to an expected shortfall of more than 4000 teachers by 2025.

The human cost is escalating. "I'm burnt out and exhausted," McDonald said in the post-Roundtable press conference. "My average work week would be 60-70 hours, that's most weeks. Sometimes I treat myself and I might only work 50 hours."

Education Minister Jason Clare had clearly listened. "Angela was almost in tears herself and almost brought me to tears," he said.

Unpacking the causes

Participants discussed the causes underpinning the teacher shortage and strategies to fix it. "Practising teachers spoke of their love of teaching, the trauma they experience through workload stresses and not being able to find the time to do the best for their students," Cooper said.

Speaker after speaker raised the impact of unfilled vacancies resulting in oversized classes. "One speaker said teachers were 'crawling to the finish line' each day or term," Cooper said.

"They also made it clear that every national education initiative ends up on the shoulders of teachers."

A perceived lack of trust in the profession has resulted in teachers having to prove they are qualified professionals through meaningless annual reviews and an endless search for documentary proof, which only detracts from teaching, quality resource development and student support.

"Teachers want to teach, so we need to cut the unnecessary administrative burden," McDonald said. "And we want to achieve work life balance."

Rejecting performance pay

The meeting also heard how teaching is a collaborative profession that is only undermined by proposals for performance pay: it pits teachers against one another and rewards the few over the many (see 'Putting paid to performance pay', pp 10-11).

"All school staff should be paid more, not just a select few," McDonald said.

Attracting new teachers

The Roundtable was warned against quick-fix internship models or shorter qualification time for mid-career applicants without considering course quality.

Schools also need to support practicum teachers without



"We need to work on new ideas to help us attract more people to become teachers and help keep the fantastic teachers we've already got in the classroom. We need to create more time for teaching and take that admin load off teachers."

Education Minister Jason Clare on Radio National, 12 August 2022

adding to the burdens of existing teachers. "Prac teachers need support from classroom teachers, but they just don't have the time – it is a vicious downward spiral," Cooper said.

Initial teacher education programs also came under scrutiny. "They may need some structural repair, but this can only come about through negotiation with Education Departments, employing authorities, education unions and universities," Cooper said.

"We strongly caution against throwing money at some untested solution that may do more damage to an already stretched system."

Looking after leadership

Stresses on school leadership were another theme. School leaders are struggling with their own mental health while they provide support to staff and students.

"This can also inhibit career progression for classroom teachers who see school leaders at breaking point and think 'I don't want that'," Cooper says.

The Roundtable called for more holistic health approach to support both students and the profession. "We welcome

students with complex needs, but this adds to the already high workloads because of inadequate support," McDonald said.

"Schools and families need timely access to counsellors and psychologists, speech therapists, physiotherapists, occupational therapists and paediatricians."



Teacher and IEU member Angela McDonald

Facing the future

Representatives emerged from the meeting finally feeling heard. Understanding that there are no quick fixes, Education Minister Jason Clare promised a national plan by the end of the year.

"There are many challenges ahead," Cooper said. "But we are positive and hold high expectations for a Federal Education Minister who is prepared to listen and work collaboratively with the teaching profession and education unions."

"I, like all of you, will be keenly waiting the next steps from the Federal, State and Territory Education Ministers," McDonald said. "I'm hopeful that our collective voices have been heard."

The IEU will also be attending the Federal Government's Jobs and Skills Summit in early September to advocate for teachers and support staff.

Angela McDonald Teacher and IEU member
Christine Cooper IEUA Federal Secretary
Monica Crouch Journalist

Scrap the cap! Keep those yellow t-shirts handy



Maintaining pressure on Catholic systemic employers and the NSW State Government throughout Term 3 is critical.

- We invite all members to get involved. Here's how:
- check your school has responded to the staffing shortages survey
 - send your State Member of Parliament an email regarding staffing shortages – see the IEU website (ieu.asn.au)
 - respond to your organiser's requests for IEU Reps or activists to be part of a delegation to your local MP in Weeks 6 and 7 of this term. Members of the delegation will have the survey results to discuss with the MP
 - in Weeks 6 and 7, wear your yellow campaign t-shirt with pride.

Catholic employers – both systemic and independent – have been put on notice regarding the slow progress of negotiations. It is no secret that fair salaries and enhanced and protected planning time are critical to achieving a settlement.

With all but one diocese sticking closely to the government sector wages policy for Catholic schools, the outcome for government schools is highly relevant to Catholic schools. The right benchmark must be set.

It is imperative that the determination for government schools is fair and reasonable. The repercussions are significant for salary outcomes across all education sectors in NSW and elsewhere.

The NSW salary cap must be scrapped and a revised strategy adopted. The status quo will not do. School communities are demanding that schools be appropriately staffed.

School enrolments are increasing and the number of students entering initial teacher education is declining. The staffing crisis will only worsen without proper salaries.

Salaries in Queensland government schools will soon outstrip those of NSW. Let's keep the pressure up.

Economist Ross Gittins pointed out in a recent *Sydney Morning Herald* column: "Whenever inflation worsens, the economists' accusing fingers point not to business but to workers. No one ever says businesses should show more restraint, but they do say the only way to fix the problem is for workers to take a real-wage haircut."

IEU members say 'no' to that haircut and seek pay increases that manage inflationary pressures.

The good news

The IEU attended a roundtable on teacher shortages in Canberra on 12 August, convened by Federal Education Minister Jason Clare (see p 2, opposite). The introduction to its Issues Paper captures the problem: "Australian schools are facing unprecedented teacher supply and retention challenges, with workforce shortages one of the single biggest issues facing teacher employers in all school sectors and early childhood education settings across Australia."

IEUA Federal Secretary Christine Cooper attended, as did IEU Executive member Angela McDonald, who teaches at St Thomas Aquinas Primary School in the ACT. The meeting was an important first step.

It must be acknowledged that having unions and teachers attend a meeting with the nation's Education Ministers is significant.

As *Newsmonth* goes to press, IEU members' concerns regarding improved pay rates and working conditions for school and early career teachers are being tabled.

Teacher shortages and other concerns are finally being taken seriously. Solutions must involve the profession. Valuing teachers and respecting the profession are paramount.



IEU staffing survey shows unrelenting shortages

As *Newsmonth* went to press, the IEU had received responses to its staffing shortages survey from more than 330 schools.

The survey aims to identify staff shortages across non-government schools in NSW and the ACT, and to understand the extent to which casual teaching vacancies cannot be filled on a daily basis.

Early responses indicate that 29 percent of primary schools and nearly 60 percent of secondary schools have staffing vacancies. These vacancies are spread across all key learning areas and are not restricted to mathematics and science as is commonly thought.

In the two weeks of the survey period (1 August to 12 August), 80 percent of schools that responded said they had been unable to fill casual teaching vacancies on one or more days.

Of considerable concern was that about 10 percent of schools reported more than 20 casual vacancies across the two weeks that couldn't be filled.

This data broadly reflects the results from the IEU's survey conducted in March 2021 and once again confirms the profession is in crisis.

Pat Devery Professional Officer
Michael Wright Senior Industrial Officer

Slow progress in Catholic systemic negotiations



The IEU wrote to Catholic Employment Relations (CER), the body representing the 11 Catholic dioceses in bargaining for a new enterprise agreement for teachers and support staff in Catholic systemic schools on 29 July 2022, to complain about the lack of progress. Employer representatives have refused repeated requests to meet – the last meeting was on 15 June 2022. We also wrote directly to the diocesan directors about the delay on 4 August.

Support staff

There is still no detailed offer by dioceses to increase support staff pay rates to match the rates applying in government schools. CER, while agreeing in May that employers would provide parity of rates in two instalments with those applying in government schools, stated at the same time: "Please note that the IEU proposal regarding rates of pay is still under consideration and a response will be provided shortly." No such response has been provided. This means the IEU still does not know exactly what the dioceses have "agreed".

The union has sought improved permanency for learning support staff and support staff generally. Although CER agreed in May to further discuss these claims, there is still no proposal from the employers.

Some dioceses have moved proactively to address this problem at a local level whereas others have not. The IEU welcomes the move by Catholic Schools Broken Bay to investigate models to increase permanency for learning support staff by employing them across a cluster of schools.

Improved long service leave is also an outstanding issue.

Teacher workload

The union has met directly with dioceses to discuss measures each diocese can adopt to address teacher workload. At this stage there has been generally little concrete improvement. Notwithstanding that most dioceses have the resources to provide additional release in primary schools, and most already do so on an ad hoc basis, there has been no general commitment to additional release time.

Broken Bay is introducing an additional hour of release time across primary and secondary schools in the form of Collaborative Planning Time, which seems to have been met favourably by teachers in

the trial schools. Where additional release time is offered, either on a weekly basis or in the form of additional pupil-free days, it is essential that it does not increase teacher workload by mandating additional duties be performed way beyond the release provided. Preparatory reading or follow up homework simply exacerbates the existing workload pressures. The additional release sought by the union is teacher-directed not employer-directed.

Pay increases

The current NSW public sector pay offer is a 3% increase July 2022, 3% increase July 2023 and a 2.5% increase July 2024. This is inclusive of the legislated increases in superannuation of 0.5% in each of July 2022, July 2023 and July 2024. An additional 0.5% pay rise is available in 2023 "where a substantial employee contribution has been made to productivity enhancing reforms agreed to by the employer"; that is, this is not guaranteed and is based on productivity.

These pay increases have been rejected by NSW public sector unions. There has been no pay offer by the ACT Government for ACT government teachers.

Other state governments have been prepared to offer their teachers and other public servants higher increases.

For example, the Queensland Government has offered teachers salary increases of 4%, 4% and 3%, in addition to increases in superannuation. As well, at the end of each year, an additional lump sum payment will be paid if the inflation figure exceeds the percentage increase in that year. This cost of living top-up is payable (to a maximum lump sum of 3% of salary) based on the difference between the increase in the CPI for Brisbane in the March quarter (calculated over a year) and the percentage pay increase for that year. Teachers in Queensland also enjoy good conditions: for example, teacher release time in primary schools is 2.5 hours per week and superannuation is well in excess of super paid to NSW teachers.

Next steps

The union will continue to meet with dioceses on the workload issues and other matters that have been referred to localised diocesan negotiations.

We have been highlighting teacher shortages at both the state and federal level and will be campaigning with NSW Members of Parliament about the public sector wages policy.

We continue to press the dioceses for a realistic settlement of all the issues in dispute.

Supporting members in diverse workplaces to achieve enterprise agreements

Pam Smith

Assistant Secretary



The IEU has a long and strong commitment to ensuring that members are protected by enterprise agreements (EAs) that provide employees with clarity and certainty about their remuneration and conditions of employment. An EA outlines pay rates and provides details of conditions such as leave, classification structures and hours of work.

EAs also contain dispute-resolution provisions involving the Fair Work Commission (FWC) if a dispute cannot be resolved between the IEU/employee and employer. They are also legally enforceable where an employer does not comply with their obligations under the agreement.

While there is considerable focus on the union's 'Hear Our Voice' campaign for Catholic systemic schools and also on

gaining new EAs for Catholic independent schools, IEU members in other sectors such as independent (AIS) schools, early childhood education, school counsellors, post-secondary colleges and other diverse workplaces also have in place or seek the protection of registered agreements to protect their rights at work.

At present, for example, following the second EA 'no' vote by Greater Sydney Adventist teachers, the IEU met with Greater Sydney Adventist HR on 3 August to progress EA negotiations.

Greater Sydney Adventist members hope their employer will now be open to discussions about a shorter agreement than the four years originally proposed (which had only a 1.5% increase in the final year), about the industry standard of 14 rather than the current 12 weeks parental leave, and about addressing some of the working conditions concerns identified by members. (These issues were also raised by teachers in the 'listening'

sessions conducted by the employer.) Sincere thanks to the IEU members in Greater Sydney Adventist Schools for their engagement and perseverance to achieve the best possible EA.

At Woodbury Autism Education and Research School at Baulkham Hills, therapist members who understandably were not happy with a proposed four-year agreement with 2.5% per year, no paid parental leave and only 10 days personal/carer's leave, voted down the EA after their concerns and the IEU's input were ignored by the employer. (The teachers and support staff at this special school are on the relevant independent sector MEAs.)

There will now be further consultation with members and hopefully productive negotiations with the employer via the AIS to achieve an agreement that better enhances the pay and conditions of the Woodbury therapist members.

School counsellor members employed by CatholicCare in the Sydney Archdiocese

have reiterated their wish to be covered by an industrial instrument as per CatholicCare counsellors in Canberra-Goulburn and Wollongong and those employed by the Parramatta Diocese.

Following the decision of CatholicCare Sydney Archdiocese not to commence bargaining with the IEU, the union met again with members/potential members on 21 July.

The IEU is writing again to CatholicCare Sydney Archdiocese to seek EA bargaining but is also informing members/potential members of what is required for a Majority Support Determination in the FWC if the employer keeps declining to enter EA negotiations. Again, the collective support of these members is greatly appreciated.

The IEU looks forward to continuing to work with members in a variety of systems and workplaces to ensure they are supported by collective industrial agreements to protect their pay, conditions and other rights at work.

Union win CSO Maitland Newcastle Coordinator dispute

Thanks to four brave IEU members who came forward to fight for their rights, the IEU achieved a major victory for key learning area Coordinators working in the Catholic Schools Office Maitland-Newcastle Diocese (CSO Maitland-Newcastle).

In November 2021, the IEU became aware that a union member had had their long-held promotions position dropped from a 3-point Coordinator position to a 2-point Coordinator position.

Upon further investigation by IEU Organiser Therese Fitzgibbon, the IEU found there were other members who had had their coordinator positions reduced without substantive justification or consultation. The reductions in these promotions positions were the result of unilateral decision of the CSO Maitland-Newcastle.

The IEU made relentless and continuous efforts to engage the CSO Maitland-Newcastle in meaningful discussions to reinstate these members to their positions.

The IEU insisted on compliance with the terms of the applicable enterprise agreement and, when no resolution was in sight, the IEU referred the matter to the industrial umpire, the Fair Work Commission.

While the matter did not proceed to a hearing before the Commission, the IEU pressured CSO Maitland-Newcastle into reinstating the members to their rightful 3-point Coordinator positions.

In addition, CSO Maitland Newcastle agreed that Coordinator appointments would be made on the basis of the total number of class hours per week according to this table:

Coordinator point	Coordinator hours
1-point	Up to 54 hours of class hours a week averaged over the school year
2-point	Between 54 and 108 hours of class hours a week averaged over the school year
3-point	Over 108 hours of class hours per week averaged over the school year

The table above means that a 1-point, 2-point or 3-point coordinator would be appointed to each key learning area regardless of whether the coordinator looks after one or more subjects.

For example, a Human Society and its Environment (HSIE) Coordinator, who may be coordinating across 10 subjects in the school, is a 3-point Coordinator as long as they are coordinating more than 108 hours of class hours per week over the school year. Similarly, an English Coordinator will also be appointed as a 3-point Coordinator where they are coordinating more than 108 hours of class hours per year over the school year.

The IEU was informed that as a result of this new approach to coordinator appointments, 18 employees have been found to be better off, with significant improvements to their pay.

The IEU commends those four brave members who stood up for their rights and won more not only for themselves but for their colleagues as well.

Amanda Hioe Industrial Officer



Vice President Support Staff Carolyn Collins concludes 21-year term

Memories to treasure

It is with mixed feelings that I farewell my position as the inaugural Vice President Support Staff, as I will not be standing for re-election.

Hand on heart I will forever treasure the wealth of knowledge and friendships I have gained from working with such fine, astute people whose integrity is unquestionable.

Working with the IEU staff, Executive and members has been a fantastic experience, and I am thankful for support staff and teacher member support over all these years.

I will cherish the sense of community and friendship and keep it with me for the rest of my life. Being in this position has assisted me in showcasing support staff concerns and needs, along with our contribution to schools.

It hasn't always been easy. Often demarcation lines have been drawn and breaking them down is a continuing process. Despite great progress, we're not quite there yet.

There is a lot more I wanted to accomplish before I left this position, yet I am satisfied with how far we have come with several issues such as parity with teachers on long service leave and sick leave in some sectors, job security and permanency for ongoing contracts.

Job security shouldn't be so challenging. We demand a reasonable and just wage, and pay parity with our counterparts in the government system in particular.

The list also includes recognition of prior learning, years of experience and workload intensification.

Improvement is under way for many of these issues, but some employers need a bit more

convincing to open their eyes to the added value school support staff provide. Schools could not run effectively without us school support staff. We are invaluable!

It has been a pleasure being associated with the IEU through its Executive, and I will genuinely miss it. Nevertheless, it is time to hand the baton on to the next IEU Vice President Support Staff (to be elected in coming months), who will continue the good fight for all.

Over the years I have always encouraged colleagues and members to get involved in the union at school, chapter, sub branch, Council and Executive levels. Unless we are seen and heard by our employers and other stakeholders, we will never have our voices acknowledged fairly.

We need to be a force to be reckoned with! Stand up, make your voice heard and fight for justice, for fair wages, manageable workloads, and proper recognition!

Note of thanks from IEUA NSW/ACT Branch Secretary Mark Northam:

Carolyn Collins's advocacy for IEU support staff members is unparalleled. She has always sought inclusivity for support staff, particularly in the current Catholic systemic campaign, having advocated strongly to have payraises achieved in government schools in 2019 translated into other sectors. She is a tireless campaigner for support staff. We will miss Carolyn at IEU Executive meetings and we wish her well in the next phase of her life.



Prime Minister Anthony Albanese



Minister for Social Services
Amanda Rishworth



Environment Minister Tanya
Plibersek (left), ACTU President
Michele O'Neil and MP Ged Kearney



Paying tribute to lives lost to family and domestic violence

Historic change: Domestic violence leave for all

On 28 July, after a decade-long union campaign for 10 days paid family and domestic violence leave, the new Albanese Government introduced legislation to enshrine this right into the National Employment Standards.

Over the past decade, successive Coalition governments refused to support this leave. But unions campaigned relentlessly. By enshrining the leave into the National Employment Standards, the Albanese Government will ensure that nearly every worker gets this entitlement, even casual and part-time workers. This Bill, when passed, will cover an additional 8.44 million workers.

Access to this leave will save lives. On average, it costs \$18,000 to escape a violent relationship in Australia and economic security is a key factor determining whether a person subjected to family or domestic violence can escape from a dangerous situation.

IEU members were among the first employees in the country to secure paid family and domestic violence leave in many union negotiated collective agreements.

IEU members outside of the collective bargaining process, along with millions of workers in other industries, will now also have access to this critical safety protection for workers and their families.

At least one in four women has experienced physical or sexual violence since the age of 15 by a current or former intimate partner – a national crisis that has worsened during the pandemic.

The union movement held a commemorative service in Canberra on this day to pay tribute to all the lives lost to family and domestic violence, culminating in the laying of floral dedications and a minute's silence.

Prime Minister Anthony Albanese, Environment Minister

Tanya Plibersek, Workplace Relations Minister Tony Burke, Minister for Families and Social Services Amanda Rishworth and Assistant Minister for the Prevention of Family Violence Justine Elliot spoke about their commitment to this change.

ACTU President Michele O'Neil shared the history of the We Won't Wait campaign and spoke of the need to educate workers about their new entitlement.

"Family and domestic violence is a national emergency in Australia and winning 10 days paid FDV leave will allow many more women to escape violence and keep their jobs," O'Neil said.

The IEU pays tribute to the many thousands of union members around the country who have campaigned tirelessly to win this critical new right for working people. Success at last!

Lyn Caton Organiser

Nowhere to go

The Electrical Trades Union (ETU) has released a new report, *Nowhere to Go*, about the lack of adequate bathroom amenities for workers on many sites throughout Australia.

The report exposes unsanitary, unsafe, inaccessible and unsuitable amenities many workers in industry face and how this issue disproportionately impacts women.

It also raises deeper issues of many employers' outdated attitudes towards women and blue-collar workers in subjecting them to conditions that would never be tolerated in the white-collar world, including:

- no locks on bathroom doors
- locked bathrooms with no available key
- no separate female bathrooms
- toilets away from the work site
- no toilets at all.

Where there are women's bathrooms, some are highly unsatisfactory:

- unclean, unhygienic or rarely cleaned
- have no running water
- have no soap
- have no sanitary bins.

More information: etunational.asn.au/nowhere-to-go/

Share the dignity



What is period poverty? Many women do not have access to sanitary products. They could be fleeing domestic violence, forced into homelessness or just doing it tough.

Share the Dignity is a women's charity that works to make a real difference in the lives of these women.

It distributes period products to women, girls, and anyone who menstruates who needs support.

When someone is doing it tough, the last thing on their mind should be dealing with their period.

The charity assists those in need by collecting hundreds of thousands of period products each

year through collection drives and campaigns. These products are then distributed directly to charities throughout Australia.

Share the Dignity also works on advocacy to end period poverty in Australia. It is campaigning to ensure all public hospitals offer free sanitary items to those who need them through #PadUpPublicHealth.

To ensure those who are most vulnerable have access to pads and tampons, the charity installs Dignity vending machines in public toilets, charities, homeless hubs, domestic violence refuges, community centres, hospitals and schools in low socio-economic areas around Australia.

It is also working on ending the shame and stigma around periods through its Period Pride campaign.

We menstruate: Get over it

Share the Dignity is on a mission to end the shame and stigma that surrounds periods.

If people can't comfortably talk about periods, period poverty will persist. The charity says we need to understand the shame some girls and women experience and how it can impact their lives.

Share the Dignity wants school and community groups to break this stigma through creativity to drive discovery and learning, awareness, and empathy. We can all be part of the solution.

For more information and to donate:

www.sharethedignity.org.au/period-pride

Early childhood UPDATE



Advocate and Executive Director of The Parenthood Georgie Dent (far left), IEUA Federal Secretary Christine Cooper (third from left), Minister for Early Childhood Education Anne Aly (eighth from left) and other stakeholders meet to discuss the crisis in early childhood education

It's time to fix a broken system

IEUA Federal Secretary Christine Cooper met with Federal Minister for Early Childhood Education Anne Aly recently to discuss the workforce crisis in the early education sector and how it could be addressed.

"We need pay equity for early childhood teachers with school teachers and we need proper funding in order to get that pay equity. For too long funding to the sector has been piecemealed and drip fed," Cooper (pictured above, third from left) said.

"Early childhood providers squirrel away their funds because they don't know what's going to happen year by year. This funding uncertainty puts downward pressure on wages.

"We've also got a fragmented industrial relations process, with site-by-site bargaining with lots of small employers.

"The sector struggles under collective bargaining legislation that not only fragments it into single site or employer group agreements but also disempowers employees' capacity to negotiate – it hands control to aggressive employers determined to make no real concessions.

"Governments need to consider a sector-wide industrial relations approach that provides professional rates of pay and conditions.

"Early childhood teachers' wages should also be on parity with school teachers' wages, and negotiated in the same way."



IEU member Janene Rox (front right) and ACTU Secretary Sally McManus (front centre) with representatives from various unions at the ACTU delegation, Parliament House, in early August



IEU member Janene Rox (right) with other union reps at the ACTU delegation, Parliament House

ACTU Lobbying Delegation

In early August, the ACTU invited members from a range of unions to visit Parliament House and tell MPs how the broken industrial relations system impacts on their everyday lives.

IEU member Janene Rox, a preschool director from the southern suburbs, accompanied by IEUA NSW/ACT Branch Organiser Tina Smith, attended the event in Canberra and told their story to nine different parliamentarians.

Janene and Tina joined representatives from nursing, aged care, transport and others who spoke about the problems they face in bargaining for better conditions.

Shutdown: IEU supports day of action

The IEU supports the shutdown by members of the United Workers Union on 7 September. Some members have asked why the IEU is not participating.

IEU Deputy Secretary Carol Matthews says: "IEU members who wish to participate in the UWU day of action may do so. The IEU strongly supports improved wages and conditions for early childhood teachers and educators. We have constantly raised this issue in our *Teachers are Teachers* campaign, by lobbying government and through numerous submissions to various government inquiries and working parties.

"We pursued a long-running equal remuneration and work value case in the Fair Work Commission for improvements in the Modern Award applying to early childhood teachers nationally.

"This resulted in increases for most teachers of around 5% to 10% (the union had claimed more) with additional large increases in allowances. We are constantly negotiating enterprise agreements for members in individual preschools and long day care centres.

"Many of these union-negotiated agreements now contain pay rates for teachers close to or the same as pay rates for teachers in schools. These agreements can only be achieved with significant member support at the centre.

"The union has called strikes of members in Catholic schools. Such strikes are only possible as protected action if they are conducted according to the strict rules applying under the *Fair Work Act* and in support of claims for an enterprise agreement. Members are not paid for the time they stop work. Staff who are absent from work without their employer's approval and not in accordance with these legal rules would be taking unprotected action and this could result in fines."

IEU Early Childhood Services Vice President Gabrielle Connell explains: "I have been the early childhood rep on the IEU Executive for close on 13 years. I have been involved in campaign after campaign as the IEU fought for better wages and conditions for early childhood teachers. I have been a witness at two wage cases where the IEU fought for better wages in the Fair Work Commission. We have won large wage increases.

"The IEU has spent hundreds of thousands of dollars on these cases – far more than the membership fees from our sector. The union has represented us on every forum possible and fought for better funding for our sector.

"There are more than 8000 early childhood teachers in NSW but only 1100 are IEU members yet the IEU still fights for you all. We are stronger when we have more members.

"All early childhood teachers benefit from this whether they are members or not. Early childhood members of the IEU have free membership of the Teacher Learning Network where they can do all their accredited PD for no cost. The IEU protects early childhood teachers in NSW. We support the day of action."

Thrive by Five Workforce Action Plan

On 2 August, IEU Organiser Kate Damo attended the media launch of Thrive by Five's Workforce Action Plan which calls for early learning workforce action to be at the top of the agenda for addressing Australia's jobs and skills shortage.

- Fund an immediate pay rise for early childhood educators and teachers, comparable to the salary and conditions of school education sectors.
- Amend the Fair Work Act to allow for effective equal pay cases and sector level bargains to better reflect the professional value of the work performed by early childhood educators and teachers.
- Put the National Early Childhood Education and Care Workforce Strategy on the Jobs Summit agenda.
- Establish a process for sector collaboration around longer-term early childhood education and care workforce reform to consider tertiary education of educators and teachers, developing mechanisms for better addressing First Nations and culturally diverse needs in the sector, more support for staff retention and attraction including in under-represented cohorts and

prioritising early childhood education and care jobs in local skills and employment planning.



Thrive by Five Chief Executive and former SA Premier Jay Weatherill meets with IEU Organiser Kate Damo

More information: thrivebyfive.org.au

Union speaks out on risk of 'schoolification'

An article in *EducationHQ* on 15 July explored the reforms in early childhood education proposed by the NSW Government, warning there is a danger of preschool becoming a year of school-like learning.

Deakin University's Professor Andrea Nolan said 'schoolification', which involves more formal teacher-directed pedagogy and greater attention on academic content, would limit opportunities for child-led discoveries and independence.

"Schoolification is the adoption of school-like practices and values that do not sit well with taking a play-based approach that encourages child-led, teacher-led and co-constructed pedagogies," she said.

In the article, IEU Secretary Mark Northam emphasised the importance of fair pay and professional recognition for the sector:

"If you value education, then you must value the teachers who deliver it," he said.



IEU Early Childhood Conference cancelled

It is with considerable disappointment that we have made the difficult decision to cancel this year's Early Childhood Conference: Reconnect, Recharge, Restore.

Despite our best efforts, we believe the current COVID wave and early childhood teacher shortage has had an overarching impact and the number of registrations has not been sufficient to run a viable conference.

We appreciate your registration and support of this event, and you will receive a full refund if you purchased a ticket.

As part of our commitment to offering quality professional development to our early childhood members, we are investigating other options for delivering some of our planned conference content.

Please look out for IEU correspondence on PD opportunities in the coming weeks.

Sue Osborne Journalist



CAMPAIGN UPDATE



Union truck takes to the streets

The IEU is driving its Catholic systemic campaign forward.

To take our message about teacher shortages to the public and local communities, our mobile messaging truck will tour towns and cities in NSW during Weeks 6 and 7 of Term 3.

The extensive itinerary includes Kiama, Bathurst, Goulburn, Liverpool, Penrith, Maroubra, Gosford, Newcastle, Maitland, Port Macquarie, Tamworth – and more!

Messaging on the truck's digital billboards will be simple: Fix teacher shortages now. We'll be visiting schools, Catholic Schools Offices and NSW MPs. The union will advise

members of locations and times, and we'll put a full itinerary on our website.

IEU delegations of organisers, reps and members will visit NSW MPs to talk about the crisis in schools and present them with a letter demanding urgent action on solutions.

At the same time, we'll encourage all members to send the same letter to their local MP through a platform the IEU is setting up. We'll send you all the details in coming days.

For more information, keep an eye on our website (ieu.asn.au) and our Facebook page (facebook.com/ieunswact).

EA Voted down IEU Members at Trinity Anglican College say no to diminished conditions

For the past 18 months, the IEU has been bargaining with the Anglican Schools Commission, the employer at Trinity Anglican College Thurgoona (near Albury). In a significant move, members voted down the proposed enterprise agreement on 9 August 2022.

IEU members at Trinity Anglican College have always been part of the multi-enterprise agreements that apply to other similar independent schools in NSW. This means that members at the college have enjoyed the same terms and conditions of employment as teachers and support staff at about 100 other independent schools throughout the state.

In an unceremonious move by the employer, the Anglican Schools Commission opted out of the multi-enterprise agreements in favour of one single enterprise agreement for staff at the school. This single enterprise agreement would cover both

teachers and support staff under one industrial instrument.

The employer drafted this proposed enterprise agreement. Upon review of the final version of this EA, the union was deeply concerned by the substantial diminution of members' entitlements and erosion of longstanding rights that had been hard won by the IEU. The IEU was unable to endorse the making of this enterprise agreement and encouraged members to vote 'no'.

On Tuesday 9 August, the employer advised all staff and the IEU that the proposed agreement had been voted down. The IEU will now return to the bargaining table to seek substantial improvements in the terms and conditions of employment for our members.

Amanda Hioe Industrial Officer

Supervised a prac student? Don't forget to claim the allowance

The IEU and NSW Teachers Federation recently signed a new memorandum of understanding with 16 universities in NSW to provide teachers with a daily rate of \$34.68 for supervision and \$1.73 for coordination of university students undertaking professional experience (PE) in a school.

IEU Secretary Mark Northam said it was important teachers remembered to claim their allowance, negotiated on their behalf by the union.

"This money does not come out of the pockets of universities, it's funded by the Federal Government to try and provide the best possible professional experience for students, and to encourage teachers and schools to participate in the program," Northam said.

The memorandum acknowledges the importance of a well-structured and supported professional experience program for the development of teaching students.

"A high-quality PE program is dependent on the professional commitment and collaboration efforts of both teachers in schools and the initial teacher provider," it said.

"High-quality PE is dependent on voluntary engagement by teachers, and it is important in the development of future teachers."

Sign up a student

Student teachers can join the IEU for free, and when they become employed, they receive a 25 percent discount off their membership in their first year. Through their membership, they can access all union support, and PD. They can join through the IEU's website:

www.ieu.asn.au/join-page

Universities signatories include: University of Technology Sydney, University of Newcastle, Southern Cross University, Alphacrucis University College, Australian College of Physical Education, Western Sydney University, The University of Notre Dame, Charles Sturt University, University of NSW, University of Wollongong, University of Sydney, Avondale University, Excelsia College, University of New England, Macquarie University and Australian Catholic University.

MEMBERSHIP news

Spring is nearly here, a perfect opportunity to remind you of the services available to you as a member.

We're finally moving into the warmer, and hopefully dryer weather, so if you're thinking about getting an earlier start on your 'spring clean', whether it be tidying up your finances, health insurance, superannuation, or a DIY project you've been putting off, don't forget the benefits below.

Union Shopper is Australia's largest union-owned member benefits program and it's free to all members. To take advantage please visit their website (www.unionshopper.com.au). You'll just need your membership number to sign up. There are savings to be had across many sectors and exclusive monthly member offers.

Teachers Health is a not-for-profit health fund with more than 65 years' experience. Built exclusively for the education community and their families, the fund offers both hospital and extras cover. If you're not already a member, take the time to compare, visit the website for a 20-second quote (www.teachershealth.com.au). Teachers Health also offers household and car insurance.

Teachers Mutual Bank membership is open to citizens or permanent residents of Australia who are current or retired employees of the Australian education sector and their families. Founded by teachers over 50 years ago, Teachers Mutual is passionate about supporting the education sector and profits are returned via scholarship programs. Check their website (www.tmbank.com.au) for further details on savings accounts, credit cards, home loans, insurance, tax tips and more.

NGS Super is a leading industry super fund for those in the education and community sectors. NGS offers competitive fees, award-winning insurance and strong investment returns with all profits going back to members. Now might be the right time to 'health check' your super – the super you currently hold, the amount of super you are being paid, including any voluntary contributions, how many super accounts you hold and account fees you may be paying on multiple accounts and any insurance provided with your super. Compare your current details with the opportunities NGS can offer.

Best wishes and happy 'spring cleaning'!

Membership Team

**Join
the IEU**



Supporting school leaders during challenging times

At the Term 3 IEU Principals' Sub Branch meeting on 6 August, staff shortages were high on the agenda.

Principal members welcome the union's initiatives to highlight and address staff shortages. It is vital for the successful operation of schools and for the continuity of quality teaching and learning that schools be properly staffed.

Principal members acknowledged with appreciation the IEU's survey to reps and principals (see p 3) about the staffing situation in schools as well as the union's contribution to the NSW Legislative Council Inquiry into Teacher Shortages (see p 1).

Many principals, school leadership teams and specialist staff are regularly covering classes because of the lack of availability of casual teachers. This means leadership responsibilities are

being undertaken out of school hours or sometimes added to the workload of other staff. Principals also registered concerns about duty of care if a teacher is supervising several classes at once or if there is library or playground supervision of large groups of students.

Frustration was expressed at the meeting about the delays by Catholic dioceses and Catholic Employment Relations to progress enterprise agreements for systemic principals, teachers and support staff, noting developments in other jurisdictions such as Victoria, Queensland and WA.

In particular, principals argued that there should be no reason not to reach settlement of the IEU's claim for support staff pay parity with their counterparts in NSW government schools.

IEU Professional Officer Veronica

Yewdall provided an update to the meeting on NESA and professional development issues, including the current challenges of registering courses with NESA as accredited PD.

She noted that, ironically, it is now easier to register courses with TQI in the ACT than with NESA in NSW, a complete reversal of the previous situation.

Principals are welcome to contact Veronica about issues in relation to PD and accreditation, as well as in regard to the IEU's ongoing engagement with the Nationally Consistent Collection of Data (NCCD) for students with disability.

Principals' Sub Branch welcomed the new Federal Labor Government's engagement with the education sector, including with the IEU about teacher shortages, early childhood, and social justice and equity issues.

The IEU has already met with Education Minister Jason Clare (see p 2) and with Early Childhood Education Minister Anne Aly (see p 6).

Through the ACTU and other input, the IEU has also contributed its perspective to the Federal Government's Jobs and Skills Summit to be held on 1-2 September, noting concerns such as job security, pay equity for early childhood teachers and for support staff, and improvements to the industrial relations system.

The Term 4 IEU Principals' Sub Branch meeting will be held at the IEU's Parramatta office and via Zoom on Saturday 5 November. The union also looks forward to opportunities to meet with principals at diocesan or sector levels.

Pam Smith Assistant Secretary/
Principals' Organiser

NGS Super divests from oil and gas

NGS Super is divesting from oil and gas exploration and production companies including Woodside Energy and Santos.

This follows the previous announcement of an interim target of a 35 percent reduction of carbon emissions by 2025 within the Diversified MySuper portfolio.

The fund has restrictions on holding companies that generate more than 30 percent of revenue from distribution, power generation, or extraction of thermal coal, and has now expanded those restrictions to include companies who are in the oil and gas production and exploration sector.

This exclusion has been applied in all investment options offered by NGS Super except for the Indexed Growth investment option.

NGS's research has shown that this divestment will reduce risk and free up

capital to invest across industries that are aimed at solving climate change, such as green hydrogen, renewable energies, agriculture solutions and automation.

NGS Super Chief Investment Officer Ben Squires said: "To solve climate change, we need to rapidly transition to energy sources that don't emit carbon and methane into the atmosphere.

"At NGS Super we're making bold moves to protect our members' long-term investment returns and their future," Squires said.

"We're not a 'mega-fund', but with over \$13 billion in funds under management, we can have a positive impact for our members and our planet. We're walking the talk when it comes to building a brighter and more sustainable future for our members.

"Companies whose revenue relies on further oil and gas exploration and

production are at risk of becoming stranded assets as the world decarbonises, especially if they are solely focused on upstream oil and gas production. By divesting these companies, we expect to generate higher returns from allocating capital elsewhere.

"It would be irresponsible to put our members' financial interests at risk without a portfolio well-positioned for the future. We are striving to replace those companies that have high carbon intensive businesses that are either failing to rapidly decarbonise or unlikely to be able to, with companies that have a clear transition plan to decarbonise.

"Making these assessments takes time and effort, so we are bolstering our internal resources to address this challenge and we are optimistic that our members will be well compensated by staying ahead of the curve.

"We view this [divestment] as manageable because the sector is not significant in Australian and international equity benchmarks. We'll continue to measure each year to make sure it's still manageable, and our decisions will always be based on our members' best financial interest.

"This is a moment in time where drastic action must be taken to contribute to change. By using the collective capital of committed NGS Super members, we will support companies building sustainable, lower carbon businesses, while aiming to improve on current average long-term investment returns for members," Squires said.

ENVIRONMENT GRANTS

IEU members are invited to apply on behalf of their schools, colleges or early childhood centres for one of six grants of \$3000 each, sponsored by Teachers Mutual Bank and the union, to help with environmental projects. TMB and IEU have a proud history of funding education projects that bring sustainability initiatives to life.

Typical projects include habitat conservation; biodiversity and tree-planting; outdoor learning areas; vegetable gardens; water and energy saving; waste, recycling and composting; and Aboriginal and Torres Strait Islander environmental projects.

Eligibility criteria include the project's viability, a link to a broader environmental education strategy, and effective project management.

Applications open: Monday 18 July 2022

Applications close: Friday 23 September 2022

We ask successful applicants to provide a brief video presentation and photos at completion of the project so we can see its progress and benefits.

Winners will be announced in early October 2022, with a formal presentation proposed for the AGM.

For more information on the application process, please contact environment@ieu.asn.au

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We put you first

IEU Independent
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Union of Australia
NSW/ACT Branch





Nurses' union leader ends 20-year shift

The General Secretary of the NSW Nurses and Midwives' Association, Brett Holmes, was honoured at a special celebration on 12 August to mark the end of his 20 years of leadership and 32 years with the union. "It's been humbling and rewarding," he said.

Holmes, pictured above right with IEU Secretary Mark Northam, said he had always been driven by working hard each day in the interests of members.

A former midwife, Holmes spoke at the IEU Council on 19 March, following a huge nurses' strike in February. "I send great solidarity to all IEU members as you face another battle around improved wages and conditions," he said.

"We want to see a better healthcare system. We want to see an education system that delivers for our communities. Teachers and nurses deserve to be properly recognised and rewarded."

Membership of the NSW Nurses and Midwives' Association grew from 48,000 to almost 75,000 during the term of Holmes's leadership.

"Brett has done the Nurses and Midwives proud," Northam said. "The IEU wishes him every success and happiness in whatever he does next."

APHEDA people

Union Aid Abroad – APHEDA is the global justice organisation of the Australian union movement. The IEU has a long history of supporting APHEDA and its important work. Recently APHEDA featured IEU Secretary Mark Northam in the APHEDA People section on its website. Northam has been an APHEDA member for 20 years. Here is an excerpt.

What does APHEDA mean to you?

I feel an obligation to not only work within my union, but more broadly across Australia. I respect the work APHEDA does, and it seems such a small thing to give a monthly contribution to keep the organisation's projects going.

In terms of recent discussion about our role in Asia, it's even more important that unions in Australia collectively reach out to other unions that are doing it tougher than us so we can assist them collectively for the benefit of all workers.

What part of APHEDA's work do you feel most connected to or proud of?

Historically, it would be the work in Timor Leste. After independence, our union sent some delegations there. We assisted with schools, and some of our staff members worked there for a period. This sparked my interest because we had a focus on education and getting some assistance into the schools.

The other one that resonates with me right now is the project in Vietnam supporting more women being elected to parliament. I've been to Vietnam a couple of times and, when I was a classroom teacher, I put together some teaching resources for schools over there to use.

So, I've got an affinity with the place, I think that's the epitome of a useful program that union members in Australia can understand.

What does it mean to you to be union?

When I was an organiser, it was about making sure that those individual matters that were so important to our members

were attended to. Growing out of that, importantly, being able to take industrial action on a large scale.

One thing that is critical to successful unionism is getting mass collective action every few years to drive home and get particular and long-lasting improvements.

The other dimension is improving policy directives. One that is close to my heart is social housing. Those public policy settings come off the back of the work of all unions. The provision of social housing is such a critical thing right now.

Why is building internationalism among unionists so important?

Unions are a force for social good. They make things better for everyone by providing long service leave, sick pay and safe working conditions. They're all things that make people's experience of going to work better.

I think unions would say that democracy is a very good thing. If we can work through APHEDA and support the development of trade unions in other countries, then that's a positive step.

More information: apheda.org.au



Learning to read: The essential role of orthographic mapping A Day with Linnea Ehri and Friends

What is the scientific evidence about teaching children to learn to recognise words? *Learning Difficulties Australia* is hosting two full-day conferences with Professor Linnea Ehri, one of the world's most influential reading scientists, as keynote speaker.

Melbourne | SUNDAY, OCTOBER 23

Learning to recognise words: Research into practice


Also featuring Dr Jennifer Buckingham, Dr Nathaniel Swain, Emina McLean, Jocelyn Seamer

Sydney | TUESDAY, OCTOBER 25

Learning to recognise words: Cutting-edge research

Also featuring Macquarie University Centre for Reading, including Professor Anne Castles and fellow researchers Dr Danielle Colenbrander, Dr Signy Wegener and Lyndall Murray

Both conference events will include a Q&A panel and provide opportunities for interaction and sharing of ideas.

 **EARLY BIRD PRICE** (*until the end of August)
\$180 – LDA member, \$230 – non member

 **REGULAR PRICE**
\$200 – LDA member, \$250 – non member



For more info or to book
bit.ly/LDALinnea2022



Not an LDA member? Join now!
bit.ly/LDAmember

PUTTING P TO PERFORMANCE

Teacher performance pay is a ‘zombie policy’ that refuses to die. IEU member and Education Consultant Michael Elphick and Organiser Pat Devery explain why this failed idea must be killed off – yet again.

It seems that every time a conservative government is asked to address unsustainable workloads, staff shortages and school staff pay, they jump straight to performance pay for teachers, as announced by NSW Premier Dominic Perrottet via the *Sydney Morning Herald* in June.

Performance pay assumes that teachers and support staff will only perform well if they are offered a financial incentive. It also implies that poor-performing teachers are to blame for the many issues schools face, including alleged declines in education outcomes. The politicians tell us rejecting performance pay reveals a profession resistant to sensible reforms.

Yet as far back as 2012, a Program for International Student Assessment (PISA) report found that the “overall picture reveals no relationship between average student performance in a country and the use of performance-based pay schemes” (PISA in Focus, 2012/05 p2).

Motivating factors

Social scientist Frederick Herzberg considered 14 factors as essential to human motivation. His work, building on Maslow’s Hierarchy of Needs, concluded that the higher order factors – achievement, recognition, responsibility, opportunities for growth – were all elements of a person’s sense of professional worth.

Salary and working conditions were important, Herzberg said, but only in creating the environment for the other factors to operate effectively. He considered financial remuneration to be a workplace “hygiene factor”, a powerful demotivator when insufficient but failing to increase motivation once considered adequate.

This confirms the PISA finding that performance pay does not move the dial on student performance in high-income countries.

What the proponents of performance pay fail to grasp is that the falling pay and unsustainable workloads of teachers in schools and early childhood centres means the basic requirements for professional worth are not being met. As a result, they are operating as powerful demotivating factors in attracting and retaining teachers. Something needs to change.

Successful schooling is a collaborative and cooperative effort: teachers mentor each other and share resources; students move between classes; some teachers take more difficult students to lighten the load elsewhere; some teachers accept higher class numbers to allow for smaller cohorts in specialist learning areas.

Teachers and support staff all contribute to the success of the whole in countless ways. A reward system that ignores this is antithetical to the very culture necessary for sustainable school improvement.

Lacking detail

Besides ignoring the extensive body of knowledge on human motivation in the workplace amassed since the 1960s, supporters of performance pay consistently fail to provide any detail as to how it might work in practice.

Any fair and just performance pay system would need to define ‘high performance’ along with the metrics to measure best practice both within and across schools. Will we use data from public testing, HSC and NAPLAN? Is teaching to be reduced to this kind of measure? What do we use in the interim years, with the cohorts not facing these benchmarks?

By delivering a public good such as schooling through a mix of public and private providers, we have introduced competition between schools for students of talent and ability. The shortest path to academic success for a school has become pitching for the kind of student who would do well wherever they are enrolled.

Performance pay threatens to bring this competitive practice inside a school itself. Why take on the more challenging students and run the risk of poor results and therefore falling enrolments? For a system that already requires an enormous amount of teacher goodwill to remain viable, performance pay presents a clear and present danger.

Who gets the prize?

Since 2010, more than 30,000 Year 12 students across Catholic systemic and independent schools have participated in an annual exit survey conducted by Michael Elphick and Associates. Students are asked if an external

“Performance pay would simply pit teachers against one another for a small pool of higher paid roles while doing nothing to address inadequate salaries across the board.”

IEUA NSW/ACT Branch Secretary
Mark Northam

PAID E PAY

tutor had been engaged in their preparation for the HSC. Across all schools the use of an external tutor averages 39 percent, with the highest use of a tutor in an individual school being 69 percent. In such an environment it could be asked: 'Who owns the Band 6?'

Even if we can establish there has been a 'value add' in a particular class, who is to say it arose from the activity of a single year or subject teacher? How would we apportion the reward? Doesn't a Year 12 history class benefit from the great work of the English teachers who also help students write a strong essay? Aren't literacy skills integral to success in maths and physics? A large body of research confirms that music and language study enhance literacy and numeracy skills.

What of the primary school teachers who contributed to an HSC student's learning in their earlier years? Are they rewarded or does the prize only go to the last runner in the relay?

Worth of wellbeing

Perhaps the most compelling argument against performance pay sits at a basic human level. How would we value contributions to wellbeing?

Upon hearing Mr Perrottet's performance pay proposal, a school principal, who is an IEU member, said: "I recently had a former student thank me for saving their life through the support we provided them during their time at school while they were experiencing severe mental health issues. Should I and my staff put in for back pay?"

There may be professions in which performance pay is appropriate and improves workplace performance. Education is not one of them.

Further reading

Performance pay, revamped school hours: Premier flags education reforms, *Sydney Morning Herald*, 19 June 2022
PISA in Focus, 2012/05, p 2: oecd.org/pisa/pisaproducts/pisainfocus/50328990.pdf

Herzberg's two-factor theory of motivation: simplypsychology.org/herzbergs-two-factor-theory.html

WHAT YOU SAID

On 19 June, the IEU shared an article from the *Sydney Morning Herald* on our Facebook page entitled "Performance pay, revamped school hours: Premier flags education reforms". We asked what you thought, and you had plenty to say. Here's a selection.

“ Former IEUA Federal Secretary Chris Watt: Two questions: *Where is the successful implementation and outcome evidence of this anywhere in the world? Where is the evidence of any consultation with any stakeholders – teachers, support staff, parents, universities, employers – as distinct from education 'experts' (commentators)?*

So, a teacher in a selective school gets better academic results, gets a pay rise. A teacher working really hard in a disadvantaged school, teaching kids with learning disabilities, raises them up but results don't look good on paper, gets nothing. How is that equitable?

This will be interesting – teachers are leaving in droves already – this is only going to make it worse and harder to keep staff.

Excellent, let's go performance pay – not. Who will decide who is doing well- jobs and pay for friends. How about we fix the current problems, not enough staff, poor training levels, too much paperwork and don't even get started on wages. This is just smoke and mirrors, folks.

Can't believe how disconnected from reality this government is. Let's try performance pay for politicians.

They're not going to do anything except make us jump through more hoops.

Will it be based on final scores, longitudinal results or improvement? Who's overseeing this? NESA? How will we staff lower-performing schools (the ones with low socio-economic status and other contributing factors)?

We're short on teachers so we denigrate the profession. That will help!

I AM performing. I've been performing well for a long time. My students and my school know it. So, where's my performance back pay?

Let's do performance pay when politicians pay for budget blowouts out of their combined retirement funds.

How about politician performance pay?

Out of touch and has no idea. Good luck with that, Premier. A great initiative to get rid of the remaining teachers.

Watch the shortage get worse if this gets over the line.

Performance pay ... hmmm, judging that is easy: the smart teachers teach the smart kids and get better pay. Oops, did I hear a rumour that it is more challenging to teach kids with complex needs? And some say high school content is more difficult than kindy, so pay high school teachers more. Oh, oops, who are those rebels saying kindy is the foundation of the whole enterprise and to put your best teachers there? And, of course, early education is 'just child minding' so they deserve the least. Oh, oops, that's not true either? Research shows it is most important. Why let facts get in the way? Maybe someone ought to ask teachers what they reckon. Performance pay would be a nightmare.

Who will determine performance and how will it be done? Will it be like the corporate world where you set goals, score yourself, score your manager and team, then an overall aggregate. Will this then determine your bonus? Who in turn will fund the performance pay?

Performance pay wedges teachers against teachers.

How about we start paying politicians according to performance? They can trial the scheme.

I'm so disgusted by the wilful ignorance displayed by those in charge. A full-time teacher is expected to do the work of three people. Let's do the maths. In Finland a teacher does 15 hours face-to-face teaching a week with the rest of the time to do prep, marking, admin and the rest. We can be face to face for 22 hours! So, when does one have time to do the rest? It's shocking.

Sounds like a nice big stick to beat teachers with to me!

”



Professional development update

Pre-2004 teachers and finalisation of the first maintenance cycle



As members are aware, the pre-2004 cohort of teachers were deemed Proficient and commenced their first maintenance cycle on 1 January 2018.

Teachers working full time from that date were initially required to finalise their maintenance period by 31 December 2022, while those working part time have a due date of 31 December 2024.

However, it was immediately apparent that, without any intervention, there would be a logjam of about 60,000 teachers trying to finalise their maintenance of accreditation between October and 31 December this year.

Submission period extended

As we have previously advised, in consultation with the IEU and other stakeholders, NESAs has expanded the submission window to address this issue. The submission window, for pre-2004 teachers only, opened in April 2022 and extends until 31 December 2023.

NESA would prefer that teachers consider submitting earlier than the final due date, to avoid the same logjam at the end of 2023. However, it is a personal decision for teachers and will remain as such.

NESA has recently written to pre-2004 teachers who have completed their 100 hours of PD, encouraging them to submit this year (earlier than the final deadline). This does not change a teacher's right to submit in 2023 should they wish.

In making the decision about when to submit, members might like to consider the ramifications of the maintenance cycle and the impact of the requirement to complete 100 hours of professional development over the five-year period.

The maintenance cycle will restart whenever a teacher finalises the current maintenance cycle, regardless of the final due date of 31 December 2023. This is a one-off change to the due date, and it only applies to pre-2004 teachers. For example, a pre-2004 teacher who submits in August

2022, and continues to work full time, will be due again in August 2027.

Members may wish to consider the timing of their submission in terms of how many cycles of maintenance they want to engage with before, for example, retiring.

There are also significant factors related to the professional development hours:

- a pre-2004 teacher who, for whatever reason, has not achieved the 100 hours of required professional development, can take advantage of the extended deadline to make sure they not only complete the PD but log it and evaluate it, as currently required.

- PD hours cannot be carried over from one maintenance cycle into the next. NESAs's data indicates that most pre-2004 teachers have a considerable surplus of PD hours beyond the 100 hours required. If a teacher intended to commence a course that would provide a significant number of accredited or elective PD hours, say in January next year, they may

decide to finalise the current maintenance cycle this year in order to be able to count the course hours in the next maintenance cycle.

NESA has advised that the eTAMS due date for pre-2004 teachers will continue to show 31 December 2022 until a teacher finalises their current maintenance cycle, even if that is not until the end of next year.

The union raised concerns that this may cause some confusion, since for these teachers it will appear that they are overdue.

However, NESAs has assured the IEU it is aware of the pre-2004 cohort final due date, regardless of what is stated on a teacher's eTAMS account.

Veronica Yewdall Professional Officer

Present tense: Slow recovery

The international student sector has had a dreadful few years, with the falling enrolments of 2019 crashing completely over the two years of the pandemic and its border closures. The worst of the crisis is now over, but recovery, while steady, is slow.

There are some green shoots, however, with student visa numbers up on 2021, admittedly a very low benchmark. The latest English Australia Market Report (with figures from May) reports that ELICOS-only commencements are up nearly 20 percent on the same time last year, with big increases in the number of students from Thailand and Brazil.

On the downside, overall enrolments are down some 14 per cent on May 2021, headed by drops on student numbers from China and Colombia. The numbers from China are particularly concerning, given China's considerable importance in supplying international students to Australian colleges.

Another concern is the number of students who are enrolled, but who remain overseas. *The Age* newspaper (Melbourne) reported in July that of the nearly 415,000 student visa holders, more than a quarter – nearly 110,000 – are still overseas. Once again, Chinese students make up the largest group of this cohort, with about 55,000 Chinese students enrolled in Australia but continuing to study remotely.

Despite these concerns, it's apparent that the industry is slowly emerging from the depths of the pandemic, but it's equally clear the recovery will be a slow one.

Agreements round-up

One key task of your union is to seek better wages and conditions for all employees. Most workers in the private college sector are covered by Modern Award minimum wages, and these employees have already benefited from a bigger than usual increase, with the minimum wage increasing by 4.6% in July.

At workplaces with good union membership, your union is also better placed to push for improvements through the enterprise bargaining system, and here, too, the IEU can boast of a couple of wins in recent months.

Teachers at UTS College (formerly Insearch) won pay rises of 2.5% per annum, while employees at WSU The College are about to vote on a new agreement that will provide for increases of 4% in 2022, 3% in 2023 and 3.25% in 2024, along with other improvements.

The *Fair Work Act* includes provisions for so-called 'good faith bargaining', under which employees at a workplace (or group of employees, such as teachers) can force their employer to bargaining table, where it can be demonstrated a majority of employees want that to happen. Given that employees on enterprise agreements typically earn higher wages and enjoy better conditions than those on the award, such an approach is well worth it. To find out how that could work at your workplace, contact your union or join here: ieu.asn.au/join-page

News from Canberra

The Albanese Labor Government is now almost three months into its first term, and has made a steady start. While hopes for change are high, government can generally be a slow-moving beast. Even so there have been some worthwhile developments from the new government during winter.

One welcome change has been the incorporation of paid Family and Domestic Violence Leave into the National Employment Standards (see page 5). This means that all employees are now entitled to access paid leave of up to 10 days to deal with issues stemming from domestic violence. While the IEU hopes none of our members will need this leave, the sad truth is that statistics on family and domestic violence tell us that many will, and this reform will at least ease the financial and time pressures that might apply to people in this situation.

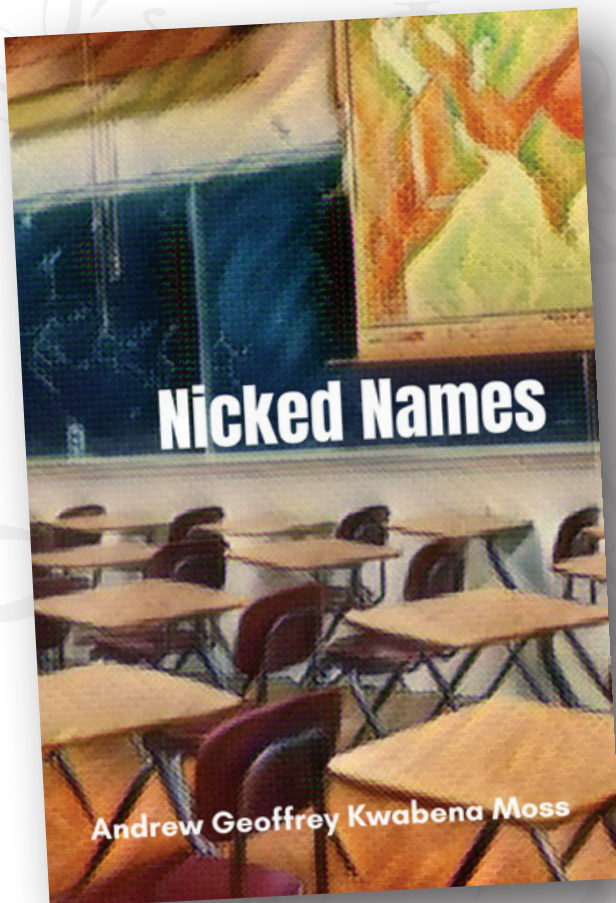
The new government also plans reform in several other areas of industrial relations, such as greater protection for so-called 'gig' workers (for example, Uber drivers and delivery workers), the abolition of the punitive Australian Building and Construction Commission, and greater protections for casual and fixed-term contractors. Legislation on these matters is expected later in the year.

Kendall Warren Organiser

Member authors

Meet two of your colleagues who are complementing their teaching careers by exploring their creativity through writing. IEU members Andrew Geoffrey Kwabena Moss and Ned Manning talk about their new books.

Union Rep reclaims his Nicked Names



IEU Rep Andrew Geoffrey Kwabena Moss talks about writing his book, *Nicked Names*.

"I am a Goulburn-based, Anglo-Ghanaian author, teacher and IEU Rep. In my debut novella *Nicked Names*, I seek to reclaim the racist nicknames of my youth and inspire the next generation.

In *Nicked Names*, high school student Norman 'Zebra' Smith, half British and half Ghanaian, lives at the crossroads of race and identification.

In response to racial slurs from other students, Norman embraces hybridity and forms a Rainbow Alliance with other ethnic minority students against black and white judgements. Inspired to act by a colourful combination of hip hop, his teacher Mr Neal and the US civil rights movement, Norman and his allies use the unlikely arena of a high school auditorium to expose the racist bully Goodwin and his henchmen.

Choosing to own their 'nicked names', Norman and his friends take centre stage, silencing their opponents and proving the power of word to unite us all.

The idea first germinated when I enrolled in a Writing for Children and Young Adults course with Adelaide Arts College back in 2012.

Addressing themes of racism, bullying and complex identities, my work explores and challenges liminal landscapes and the social constructs of race. I have a passion for investigating hidden histories and amplifying under-represented voices.

My poetry has been widely published in Australia, the UK, US, Caribbean and India. *Childish Recollections*, my debut poetry collection, is published by The Black Spring Press Group in London. I perform poetry at That Poetry Thing at Smith's Alternative in Canberra.

The first poem I wrote was an ode to the Year 2/3 class I had for my first teaching practicum. They were not the receptive audience I had hoped for, but they provided instant feedback on how important performance can be in delivering poetry.

After a first degree in History/Politics, I almost enrolled in Secondary Teaching Training but decided some 'life experience' was necessary before floundering in the classroom! Pursuing my dual love of language and culture, I completed a TESOL course and taught English to K-Adults in Japan for two and a half years. The challenge of teaching primary age students and my interest in students' reading development led me to study a Primary PGCE in the UK.

I taught in a multicultural London school for eight years, and it was there that I was introduced to the Australian diaspora, making firm friends with several Antipodeans. In 2008, having married a Goulburn girl, we decided to formalise the exchange program and move to Australia.

I am now the proud father of three Anglo-Ghanaian-Australian children: Oscar, Charlie and Ruby. I have taught in primary and middle schools since then in Goulburn and Canberra.

I enjoy my role as an IEU Rep, supporting my colleagues; amplifying their voices; acting as a link between the union office and teachers at the chalkface and keeping members informed of their rights in what can be a demanding job.

I am pleased that the IEU is committed to learning more and taking action over racial inequality, which affects us all, and supports the Racism – It Stops With Me campaign."

Nicked Names (suitable for Ages 12+), published by RoseyRavelston Books is available at RoseyRavelston Books, Amazon, Book Depository and Barnes & Noble. For your chance to win a free copy, see p20.

A foot in many camps

IEU member Ned Manning describes his life combining writing, acting and teaching.

"When I returned to teaching after a 15-year 'lay off' pursuing my acting and writing career, I determined that I would try and combine all three professions.

I didn't see any reason why being a teacher precluded me from writing and acting. I have always believed that we are better teachers if we maintain our links with our core professions. Some schools employed farmers to help students. It makes sense because a teaching professional can teach from practical, not theoretical, experience.

Music teachers are a case in point. I don't know of any music teachers who have stopped playing music. At every school I've been near, music teachers have combined their love of playing with their love of teaching. And that love is palpable as was evidenced at International Grammar School's recent production of *Charlie and the Chocolate Factory*. Watching the teachers conducting, playing, and driving the show was inspirational for both students and staff alike.

When I began working on *Painting the Light*, I wasn't teaching. I had recently left the profession to write my teaching memoir, *Playground Duty*. I intended to reboot my acting and playwriting careers. (I did, at least, get to add *Neighbours* to my acting credits!).

It wasn't long before I was drawn back into the classroom. Part of this was, to be honest, economic necessity. The other part, however, was purely about missing teaching. Once I started at Melbourne Grammar School, I rediscovered my love for the profession.

I wasn't going to give up on writing my book though. I'd managed to keep writing plays and continue acting while teaching. It never occurred to me that I wouldn't finish my book.

So, I began juggling teaching and writing. That meant a lot of early mornings, a lot of weekends when I was ferreted away at my desk and lot of holidays where I worked as hard as I had in term time.

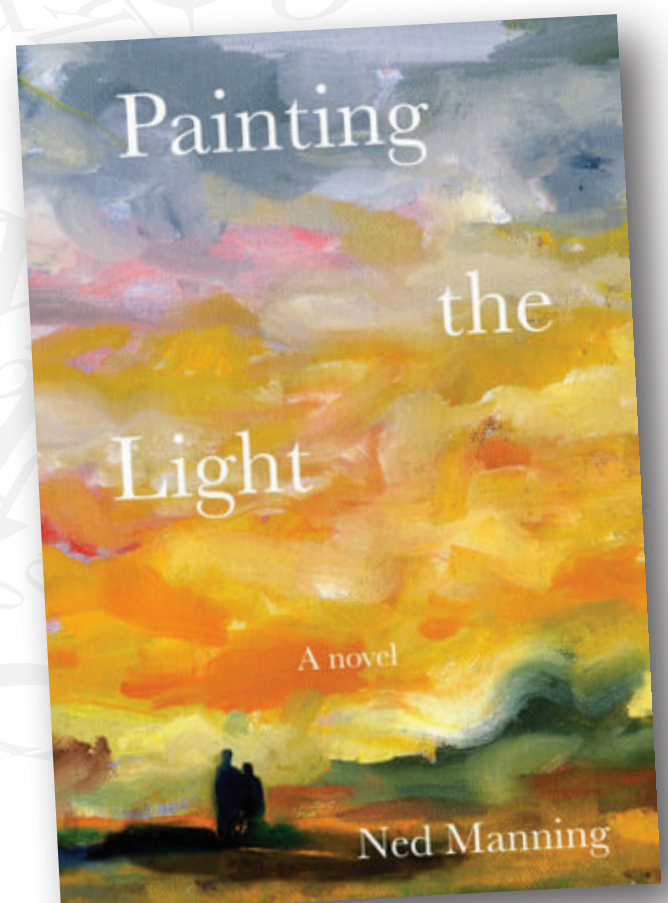
The thing is this work, writing a novel, informed my teaching. I teach Drama and Film Studies. I am talking about story telling.

Painting the Light is part romance, part history, part politics. It weaves a story that begins in Paris in 1936 and ends in Coonabarabran in the early 1950s.

Not everything we learn is related to the subjects we teach. We learn many other life lessons. We learn about persistence and patience. We learn to embrace advice.

Painting the Light would not be the book it is if I hadn't listened to the editors who worked on it with me. That is also what I have learnt from teaching. Sometimes my students challenge me and sometimes they can be right on the money."

Painting the Light is published by Broadcast Books. Available online, in bookshops and from nedmanning.com. For your chance to win a signed copy, see p20.



Compiled by **Sue Osborne** Journalist

Student putting a human face on the war in Ukraine



Ukrainian refugee Denys (left) with new neighbour and schoolfriend Kalan



Acting Principal of Xavier College Llandilo Greg Malone talks to the media at the refugee meet-up at the College

“The community has really come together over this, and it’s all been student driven.”



Denys (left), Mark (centre) and Greg (right) at the refugee meet-up



Year 12 student Mark (left) and Ukrainian refugee Denys

The reality of world events was brought home to students at Xavier Catholic College Llandilo when they welcomed refugee Denys Oborskyi to their school.

Ukrainian refugee Denys, his younger brother Kiral and his mother fled the war in Ukraine in February and made their way to their cousin Ivan’s house in Llandilo in western Sydney.

Through parish connections, Kiral was enrolled at Corpus Christi Primary School and Denys started at Xavier Catholic College soon after.

Initially using Google Translate to navigate his lessons, Denys is now settling into school well. “My favourite subjects are Technology and PDHPE,” he said.

“The school looks different to my school in Ukraine, which is a big building with three floors, but I like studying in Australia. I’ve started playing basketball because my cousin Ivan plays it.”

Denys’s new neighbour, Kalan Markson, just happens to be in the same year as Denys at Xavier, and they’ve become

firm friends. And Year 12 student Mark Babadzhanian, who was born in Russia, helped Denys with translation when he started attending Xavier. Denys’s English is rapidly improving, and he is now navigating school quite well.

“I can’t speak highly enough of this young man, he’s quite remarkable,” Acting Principal Greg Malone said.

Denys has written a poem about his experiences and Kalan has created an artwork illustrating his feelings about Indigenous, Ukrainian and Anglo-Saxon cultures in the melting pot at his school.

“Denys’s presence is influencing the students’ learning – they need to know how things fit in the world,” Greg said.

Mark recently organised a weekend meet-up for Ukrainian refugees from all over NSW at the school.

Greg said the connections formed on that day were crucial for refugees. “I spoke to one woman who said Australia is ‘very nice but very lonely’.

“The community has really come together over this, and it’s all been student-driven.

“Mark organised a donation drive and we collected far more than we need for the local community.

“We’re sending brand new clothing and tins of food to a refugee centre to distribute. Rotary Club of Nepean donated \$5000 and stayed for the whole afternoon of the refugee meet-up.”

Greg said the teaching staff had adapted quickly to meet Denys’s needs. He has a teacher who accompanies him to most classes, and the College’s Head of Diversity is providing one-on-one English lessons.

“What we don’t hear enough about is how teachers respond to whatever need there is,” Greg said. “If Denys’s hand goes up in the classroom, a teacher is there to help.”

Denys is unsure what the future holds. “Perhaps we will go back to Ukraine when the war ends,” he said.

His father is still in Kyiv living with Denys’s grandparents.

Sue Osborne Journalist

Justice for refugees

About 1500 people marched in Sydney on 24 July to call for justice for refugees. While the Nadesalingam family has made a happy return to the Biloela community after years of uncertainty, showing just how welcoming Australia can be, thousands of asylum seekers are still languishing in detention centres or stuck on temporary visas.

It’s 10 years since refugees were sent for “offshore processing” on Manus and Nauru and some are still there. There are also about 1200 refugees who were brought to Australia for urgent medical attention under the short-lived Medevac policy who need permanent visas. Their physical and mental health is suffering and access to medical care is limited.

Contingents from the Rohingya community, Bangladesh, Sri Lanka, Afghanistan, Iran and Iraq made up the substantial crowd, which drew the attention of Sunday shoppers. Their ask was simple: “We just need a safe place to call home.”

Many asylum seekers are separated from family; they are not allowed to work and are missing out on education. A refugee from Iran said he hadn’t seen his wife and daughter for more than eight years. His heartbreak and despair were evident in his face.

“We’re here today because we need fundamental change,” Refugee Action Coalition Coordinator Ian Rintoul

(pictured top row, centre) said to the rally.

“Our first demand is for permanent visas for all to end offshore detention. We also need an immediate increase to the Afghan intake and for the Albanese government to rectify the Morrison government’s ban on resettlement of refugees from Indonesia.” (Taking refugees from Indonesia discourages perilous boat journeys.)

Newly elected Greens Senator David Shoebridge (pictured top row, far right) also addressed the rally: “No more boat turnbacks, no more offshore detention – let’s make this country decent with a new government,” he said.

“Let’s make sure refugee children and others who want to go to university can go like the rest of us, and can get work, and have a secure pathway to citizenship, and to be a full part of our country.

“Looking out on this crowd gives me enormous hope for where we can take this country. The task is to make this country decent again, to live up to the promise we made when we entered into international agreements to be a place of refuge.

“It’s time to end all temporary protection visas, to end all offshore processing, to not turn around another boat, and for this country to open its arms to the world’s refugees so we can be a decent and fair place. That’s the challenge.”

Monica Crouch Journalist



Saina Tomi: Former teacher fights for workers’ rights in Samoa



Samoa First Union Senior Organiser Saina Tomi

Saina Tomi is a former non-government school teacher who is now a senior organiser at Samoa First Union (SFU), Samoa’s only private sector union. She has recently been in Australia talking to unionists about her work organising members in Samoa and those in Australia as part of the seasonal workers program.

At an event in Sydney, Saina tells her audience that prior to the establishment of SFU in 2015, there were many cases of unfair dismissal in Samoa and workers were not aware of their rights. At the time, Saina was a legal secretary at a law firm that took on pro bono cases for workers. Her firm was involved in the founding of SFU alongside Samoan members of First Union

NZ and with support from the National Union of Workers (now United Workers Union) and Union Aid Abroad – APHEDA.

Saina never imagined she would become a founding member of SFU. She was “just there to assist”, she says. Yet Saina is not one to sit on the sidelines. Before she became involved in union organising, she represented Samoa in both volleyball and netball and was one of the first to get women’s rugby off the ground in Samoa.

She participated in union training and, once SFU was formally established, Saina was appointed to look after the union. She has never looked back.

“During that first year, I was learning each day,” Saina said. “I experienced something like a calling from God. I was helping workers from Samoa – it drew my heart to this work. At the time the minimum wage was \$2.30 tala an hour (\$AU1.20). It was so low paid that all that could be bought for that amount of money was a bread roll (with no butter) or two bottles of water. Comparatively, a bottle of Coca-Cola was \$2.50 tala, despite Coke being manufactured in Samoa.”

One of Saina’s first campaigns was the ‘Fight for Three’, a campaign to lift the minimum wage to \$3 tala an hour (\$AU1.60). In 2020, the minimum wage was finally lifted.

In Samoa, public sector workers receive a minimum of \$4 tala an hour, so this increase to the minimum wage was an important step in closing the wage gap between the public and private sectors. The goal is to secure a living wage of at least \$5 tala an hour.

In Samoa, non-government school teachers earn \$3.5 tala an hour (\$AU1.80) while teachers at public schools start at \$5 tala an hour.

In recent years, more and more Samoans have been signing up to become seasonal workers in Australia or New Zealand. Initially it was unemployed workers who signed up. But now many skilled workers – including teachers in both Samoa’s private and public sectors – are leaving their jobs to take up places in these better-paid schemes, spelling potential disaster for Samoa’s education system and its economic development.



From left: Saina Tomi (Samoa First Union) with her daughter Tili; Rev. Moni (Uniting Church); Steph Cunio (United Workers Union); and Kate Lee (APHEDA)

An important aspect of Saina’s work is supporting workers through the seasonal worker process – from induction to helping them with applications and assisting them through the challenges of wage theft, exploitation and unsafe working conditions. SFU has been involved in the development of a National Seasonal Workers Policy to address these issues.

While SFU has a lot to celebrate, there is still a lot to do. Saina’s dream is to oversee the first collective bargaining agreement between the union and a private company. She is optimistic this will happen later this year or next year.

Samoa First Union is a project funded by members of Union Aid Abroad – APHEDA. It does not attract any funding from the Australian federal government’s international aid budget.

Katie Camarena Journalist

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SUB BRANCH REPORTS

Sub Branch meetings are an opportunity for Chapter Reps and IEU members from each region to receive updates from union organisers. They're also a way for Reps and members to provide feedback to the union about what is happening on the ground in workplaces.

There are 19 geographical sub branches across NSW and the ACT, plus our Principals' Sub Branch. Sub branches meet four times a year, usually in the first three or four weeks of each term. Each sub branch sends four or five delegates to quarterly union Council meetings.

Council is the union's decision-making body, bringing together more than 100 members from throughout NSW and the ACT.

All Chapter Reps, and any IEU members who'd like to increase their union activism are warmly invited to attend their sub branch meeting. Contact your Rep or your organiser if you'd like more information.

Cumberland

The Cumberland Sub Branch includes schools, colleges and early childhood centres in Parramatta, Mt Druitt, Castle Hill, Marsden Park, Blacktown and nearby suburbs.

The third Cumberland Sub Branch meeting, as expected, was dominated by the issues of workloads and staff shortages.

The eclectic mix of representatives in attendance showed that irrespective of sector, staff shortages (many unrelated to COVID or other illnesses) are felt acutely.

Reps outlined the ways in which staff collaborated within their schools to manage what are clearly unsustainable and, at times, unsafe workplaces.

The knock-on effects of the shortages are

affecting schools in many ways: increased workloads for teachers as they cover classes for absent teachers; and covering other work-related tasks such as marking, reporting and ensuring programs are delivered.

Early career teachers are also suffering. They too are picking up the extra workload associated with the shortages, and they are missing out on crucial mentoring and guidance essential for their career. Many are not receiving time and support to meet accreditation requirements by the end of their first two years.

Unsafe practices are also emerging as classes are combined or several classes have only one teacher and one member of support staff to supervise them.

Support staff are struggling with increased demands on their tasks and are often being asked to undertake supervision activities outside of their areas of work.

The Sub Branch discussed ways in which unsafe practices should be raised with the principal in the first instance and escalated with union assistance if and when required.

The key takeaway was to collectivise to address these workload intensification issues as they arise and to collaborate on ways they can be mitigated.

Lubna Haddad Organiser

North West

The North West Sub Branch includes schools, colleges and early childhood centres in the New England region, including Tamworth, Armidale, Gunnedah, Tenterfield, Inverell, Moree and Narrabri.

Knowing that the teacher shortage crisis will not be solved any time soon, delegates put their heads together to consider what might be done to address workload intensification and teacher burnout in the short term.

Members suggested the IEU lobby the NSW Government for a more realistic timeline for the new national curriculum to be implemented. The two-year timeline will impact workloads and student learning. Professor Geoff Masters, head of the Australian Council for Educational Research, initially recommended a 10-to-15-year timeline. Members want a quality curriculum rather than a rushed one.

Other suggestions included a moratorium on professional development. Systems are scheduling in pupil-free days for PD, but this does not help with planning, preparation, marking or reporting. Anecdotally, it seems that members are completing far more than the 100 hours of PD required for the maintenance of accreditation.

Despite the highly publicised campaign to address workloads it seems some systemic consultants are insisting teachers go above and beyond NESA's documentation requirements. The IEU is happy to follow this up with the employer with specific details.

Sub Branch passed the following motion:

Sub Branch requests that the union demand clarity from NESA as to what is compliance in relation to school curriculum documentation requirements. Catholic Schools Office personnel are adding layers to NESA documentation requirements which are dramatically increasing teacher workload. CSOs are adding to workload stress through routine school sector audits over and above NESA requirements. Sub Branch asks the union to address these workload issues.

David Towson Organiser

Mid North Coast

The Mid North Coast Sub Branch takes in schools, colleges and early childhood centres in Coffs Harbour, Kempsey, Port Macquarie, Bellingen, Nambucca Heads and surrounds.

The dominant topic of member inquiries recently has been around long service leave (LSL). Members have raised questions about how pupil vacation periods are dealt with for LSL being taken for a full term. The NSW and ACT Catholic Systemic Schools Enterprise Agreement 2020, clause 38.6 (f) says: "Long Service Leave will be exclusive of pupil vacation periods adjacent to or within the period of leave."

A similar provision applies for teachers in independent schools for full term blocks. It may not be the same for short blocks of LSL that go across school holiday periods.

Other questions have been about the notice period (usually two terms to be assured of approval) and LSL on half pay (this is not usually an entitlement but is at the discretion of the employer, so early application is helpful).

Members in Catholic systemic schools who are changing employment to another diocese should be aware that strict and short timelines apply for the transfer of LSL. When leaving a diocese you should be given documents for application to transfer, and the timelines you need to meet.

It is always advisable that members contact the union to find out what applies in their circumstances, especially if working in early childhood, ELICOS or in other workplaces.

Sandra White Organiser

IEUA NSW/ACT Branch Environment Conference 2022

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Riverina

The Riverina Sub Branch includes Wagga Wagga, Griffith, West Wyalong, Leeton, Hay, Thurgoona and Albury.

As with all sub branches, the last few months have been very busy. The first stop-work action on 27 May saw many schools in the Wagga Wagga Diocese cease normal operations with about 80 members attending a rally and march in Wagga Wagga.

This was followed with another stop-work action on 30 June when we united with public school teachers. Despite the chilly conditions, hundreds of teachers marched and attended separate rallies in Albury and Griffith. The solidarity shown by members at these events demonstrates the strength of their convictions, and the need for action to improve the salaries and working conditions of teachers and support staff.

This need for action was obvious at the most recent meeting of the Riverina Sub Branch. Representatives from both the Catholic and independent school systems across the Riverina region reported, among other things, that unreasonable demands are being placed on staff to conduct duties outside of regular work hours, as well as teachers having to purchase class supplies out of their own pockets. All this in an economic environment in which the real salaries of teachers are declining.

Members at Trinity Anglican College Thurgoona are in the midst of negotiations for a new single enterprise agreement for teachers and general employees (see page 7). Bargaining has been arduous, beginning in July 2021 with an agreement being put to the vote on August 8. The proposed agreement contains significant diminution of conditions and a vague framework for salaries and salary progression. Members have voted 'no' and the IEU will return to the bargaining table on their behalf.

Many Riverina early childhood enterprise agreements are currently being renegotiated, with the intention of maintaining pay parity with government sector teachers. These include Corowa Preschool, Kapooka Preschool, West Albury Preschool, Ross Circuit Preschool and Thurgoona Preschool. Members have constructed and presented their log of claims to the various committees and bargaining continues.

And congratulations to the following members who were elected as IEU Council Delegates for the Riverina Sub Branch:

Mercedes Goss, St Patrick's Primary
Vanessa Geddes (Creece), Xavier Catholic College
Esther Dumbleton, Marian Catholic College
Sharon Jennings, Aspect Riverina
Narelle Ryll, Aspect Riverina
Kel Woodhouse, Kildare Catholic College

Kel Woodhouse Branch President

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Central West

The Central West Sub Branch includes Dubbo, Bathurst, Orange and Lithgow, as well as Cowra, Mudgee, Parkes, Forbes, Grenfell and Wilcannia.

The Term 3 Central West Sub Branch Meeting was held in Dubbo, with support staff and teachers from early childhood centres, Catholic systemic schools and Independent schools all represented.

Karen Andriske gave the Acknowledgement of Country; Branch President Louise Hughes welcomed everyone including IEUA NSW/ACT Branch President Chris Wilkinson, who joined via Zoom, and Deputy Secretary Carol Matthews (in person).

Congratulations were extended to the newly elected Council delegates: Louise Hughes, St John's College Dubbo
Cassie Barnes, St Raphael's Central School Cowra
Nicole Downey, St Mary's Primary School Orange
Karen Andriske, St John's College Dubbo
Peter Nunn, St Lawrence's Primary School Forbes
Geoff Hayward, Scots All Saints Bathurst

Reps across all sectors expressed concern about ever-increasing workloads and welcomed the union's survey about teacher shortages and their impact.

The meeting endorsed a motion to Executive and Council in support of a "Yes" vote in the upcoming referendum for Aboriginal and Torres Strait islanders to have a Voice to Parliament enshrined in the Constitution.

It was reported that Catholic Education Diocese of Bathurst (CEDB) had failed to adopt the amended Nationally Consistent Collection of Data (NCCD) reporting requirements. Members are being asked to disregard the Fact Sheet developed by the IEU and the Department of Education, Skills and Employment (DESE) and continue with the onerous methods provided by CEDB consultants.

Members from Catholic systemic schools were disappointed and irritated by the lack of progress in the centralised enterprise agreement negotiations and the local negotiations for the Work Practices Agreement. The employers have stalled, having not agreed to meet with the union since mid-June; the union has provided a Draft WPA but CEDB has so far not responded.

Discussion followed on the current WPA and procedures for ensuring compliance with extras and class sizes.

A motion was endorsed for the union to negotiate with NESAs for the suspension of PD requirements for 12 months, given the teacher shortages and ensuing increased workloads.

The meeting decided to encourage the wearing of campaign t-shirts on Thursdays ("T-shirt Thursday") until the EA is finalised. It was also suggested that other sub branches might like to choose different days to ensure every day of the week was covered.

Members expressed their thanks to IEU officers and staff for their tireless efforts in the Catholic systemic campaign.

Jackie Groom Organiser

South Coast

The South Coast Sub Branch takes in schools, colleges and early childhood centres in and around the Macarthur region, the Southern Highlands, Wollongong, Shoalhaven and Batemans Bay.

The Term 3 meeting was held at the Campbelltown Catholic Club with live and Zoom attendees.

It was encouraging to see seven attendees from Macarthur region schools present.

Members in Catholic systemic and other independent schools raised identical issues around the chronic teacher shortage, lack of casual staff replacements, compromised release time, extras loadings and feeling burnout.

Motions were passed unanimously calling on employers to provide teachers with clarity about their future and allow them to focus on providing quality education.

The motion also recognised and thanked IEU employees for their dedicated work in supporting Catholic systemic members during the current industrial action.

The next meeting is at 5pm, Wednesday 2 November at the City Diggers Club in Wollongong.

Valerie Jones Organiser

Our students deserve better than this



What is the main topic of conversation in most staff rooms now? Yes, you guessed – teacher shortages. Why has this become such a problem one would ask?

You don't have to look too far to work it out. Salaries, workload and the status of teachers. There are easy solutions, but it seems no one in power wants to fix the glaring problems.

Students completing the HSC do not see teaching as an attractive profession when they can seek careers in the corporate world that provide more lucrative lifestyle and better working conditions.

Once teachers reach the top of the pay scale (after about 10 years), that is where they stay for the rest of their teaching career. Deputy principals and principals are the only ones who can advance their career and salary. However, most people who go into teaching love teaching and want to remain in the classroom.

Teachers deserve and need to be paid a decent wage that reflects the amazing work they do. Work intensification and conditions are not getting any better as more demands are placed on teachers and support staff. Time – or the lack of it – is a major concern. This is affecting the mental health and wellbeing of teachers and support staff.

COVID-19 has not helped over the past few years and is still a problem. Teachers are being asked to take numerous covers for teachers who are absent, robbing them of valuable planning and preparation time.

Students learning is being interrupted when classes are combined, conducted in the playground or in corridors where one teacher is asked to supervise – not teach – far too many students. This situation also raises issues of duty of care for both teachers and students. Our students deserve better, they should be receiving quality lessons from quality teachers.

This problem is not specific to the city schools but also very much a problem in the regional and country schools.

There is a real shortage of casual teachers and governments and employers have an opportunity to fix these problems.

To all teachers and support staff working under these conditions day after day, well done, and keep smiling. You are the heroes because you care about and value the students in your care. We must all continue the 'Hear our Voice' campaign, visit local and federal members, write letters and let everyone know we will continue our fight for what is right for both teachers, support staff and students.

I look forward to continuing the campaign and supporting you all.

Wear your yellow shirt with pride



Catholic systemic staff, you can be justifiably proud for leaving your workplace, marching on the street, wearing your yellow shirt, waving your creative signs, walking with our government school colleagues, and raising your voice.

Work continues on our claim for better pay, addressing staff shortages, reducing workloads, extra time release, and improving conditions for support staff.

Staff shortages exponentially increase workloads. Parents support us because they do not want their children being ‘baby sat’ because casual coverage is not possible.

Change is coming!
It’s within our grasp!
Wear your yellow with pride at work – talk to your colleagues, pick a day, and do it weekly. We can keep up the pressure. Ask questions of your employers about when the claim will be settled. Encourage non-members to join. We are stronger and louder together. Hear our voice!

Internship provides insight into union values

The IEU welcomed law and politics student Dustin Dao for a three-week internship as part of the Union Winter Program. He shares his experience.

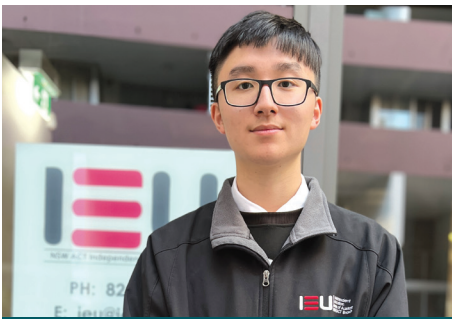
My journey at the IEU was a challenging and rewarding one that has marked a historic moment in my life. The program has broadened my perspective about the union movement in so many ways.

I was fortunate enough to receive mentorship from IEU staff members who provided me with extensive insight into areas such as industrial relations, union organising and media and communications to increase member and community engagement.

Most importantly, I understood the intersection between all these departments, which contributes to the success of the IEU.

As a first-year university student pursuing law and politics at the University of Sydney, the Union Winter Program allowed me to gain practical experience within a bustling workplace environment.

My placement enabled me to apply my newfound knowledge in law, campaigns, politics and more in various tasks. For example, I assisted the IEU industrial officers with a workers compensation review and developed an understanding in areas such as employment law (unfair dismissals) and learnt the significance of previous cases like equal remuneration.



“Previously, I only ever viewed myself as a corporate lawyer or consultant for a large company. However, I now understand the vital role unions play in advocating for better conditions and working rights.”

Some other highlights at the IEU included visiting worksites, attending officer meetings, assisting membership at Parramatta and writing this contribution for *Newsmonth*.

I am grateful to have had the experience of partaking in the Union Winter Program.

I finish these three weeks knowing I have developed lasting friendships and opened new doors for my future.

Previously, I only ever viewed myself as a corporate lawyer or consultant for a large company. However, I now understand the vital role unions play in advocating for better conditions and working rights reflected in the IEU’s commitment to their members.

The Union Winter Program and IEU workplace environment have made me seriously contemplate pursuing a career in the union movement. The work here is diverse, and the people are amazing.

I would like to thank IEU Secretary Mark Northam, Deputy Secretary Carol Matthews, and Assistant Secretaries Pam Smith and Liam Griffiths for taking me on as an intern, as well as those who devoted time to have training sessions with me. I would also like to thank Organiser Sue McKay for looking after me and helping me transition into the IEU.

Throughout my experience at the IEU, I realised the extensive responsibilities this organisation has taken to improve the lives of its members.

Dustin Dao Intern

The bank founded by teachers, for teachers

Find out more



Membership. Lending criteria and conditions apply.



Stormy weather

Superannuation funds have posted negative returns as at 30 June 2022 after a long run of positive returns since the global financial crisis in 2008.

The two principal asset classes that contributed to the negative return were shares and bonds. Both asset classes suffered sharp declines during the past financial year. All in all, it is only the fifth year of negative returns since the introduction of compulsory super in 1992 – 30 years ago. This comes after an average positive return of 18 percent for growth funds for the financial year 2020-2021.

So, although diversified super funds have returned to the red they have significantly outperformed both the share and bond markets.

One of the reasons super funds can outperform share markets in times of a downturn is that they are able to diversify their investments so that part of their asset allocation does not have a direct correlation with these markets.

Chant West researcher Mano Mohankumar said: “The story for the year was that diversification beyond traditional asset classes was the driver of performance.” Super funds can invest in long-term investments such as private equity, infrastructure and property, which can provide a buffer against sharp sharemarket declines.

Super funds are also able to invest in markets that are not open to individuals and they do this under the advice of investment professionals. Again, this increases diversification, so all members’ eggs are not in one basket.

And if you wonder whether superannuation is a good investment, consider that the median return for growth funds over the past 10 years was 8.1 percent. The inflation rate (worked out on a monthly basis) over the same period, according to independent economist Saul Eslake, was 2.3 percent. So, the actual return for members post-inflation was 5.8 percent, which is well above the target set by funds of 3.5 percent.

Over the long-term, super has been doing its job of providing better retirements by adding to members’ financial security.

Rising inflation, global supply-chain shortages, COVID, rising interest rates, Russia’s illegal invasion of Ukraine and energy shortages have all contributed to the uncertainty of investment markets. Storm clouds have truly gathered and are still with us.

NGS Super’s Diversified (My Super) investment option returned 3.55 percent for the financial year ending 30 June 2022. The five-year and 10-year average returns for the same option to the same date were 5.92 percent and 7.82 percent respectively. The worst-performing investment for past financial year was International Shares which returned minus 17.43 percent. The equivalent returns for the Income Stream (Pension) Diversified option were minus 3.94 percent last year with an average of 6.16 percent (five years) and 8.51 percent (10 years).

Superannuation is a long-term investment and financial downturns are to be expected. Members should be aware of their risk tolerance and adjust their investments accordingly when setting long-term goals.

Advisers like to remind members that switching to a less risky option such as Cash during a market decline can have the effect of consolidating the loss as history has shown that markets usually improve after market slumps. And those invested in Cash may miss the market gains. Even the experts cannot time the markets.

And now for some good news – a 10.5% percent employer superannuation guarantee contribution rate now applies which will eventually rise to 12 percent in 2025. That should help! And the horrible \$450 cap, which allowed employers not to pay super to part-time workers earning less than that amount, has been removed.

So, steady as she goes and, as the American folk song says, ‘Keep your eye on the prize, hold on!’

Bernard O’Connor
(former NGS Super Company Secretary)



(Important information: the information in this article is general information only and does not take into account your objectives, financial situation or needs. Before making a financial decision, please assess the appropriateness of the information to your individual circumstances, read the Product Disclosure Statement for any product you may be thinking of acquiring and consider seeking professional advice. Past performance is not a reliable indicator of future performance. Any opinions are those of the author and do not necessarily reflect the view of NGS Super.)

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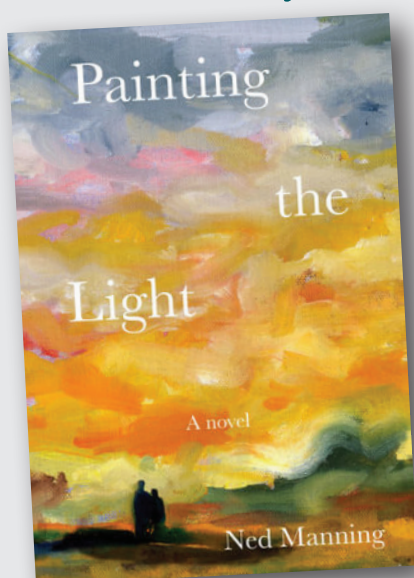
with Professional Development and Reps Training

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Our locations

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Parramatta Level 2, 18-20 Ross Street, Parramatta NSW 2150 8202 8900
Newcastle 8-14 Telford Street, Newcastle East NSW 2302 4926 9400
Unit 4, Lismore Professional Centre 103-105 Molesworth Street, Lismore NSW 2480
(office temporarily closed due to floods, call the IEU on 8202 8900)
ACT Units 11 & 12, 3-5 Phipps Close, Deakin ACT 2600 6120 1500

Giveaways



Painting the Light

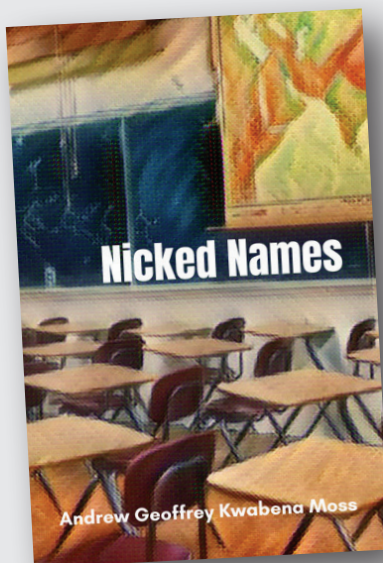
(signed by the author)

Author: Ned Manning (IEU member)

Publisher: Broadcast

Painting the Light is a historical Australian novel and a touching and realistic love story set before, during and after WW2. It traces the journey of two young Australians whose experience of the war leads them to rejecting their conservative upbringing and embracing the aims of a fair deal for everyone.

Nell Hope's dreams of becoming an artist are dashed when Hitler invades Poland. Her grazier father orders her home from Paris, and so she swaps her paint brush for riding boots.



Nicked Names

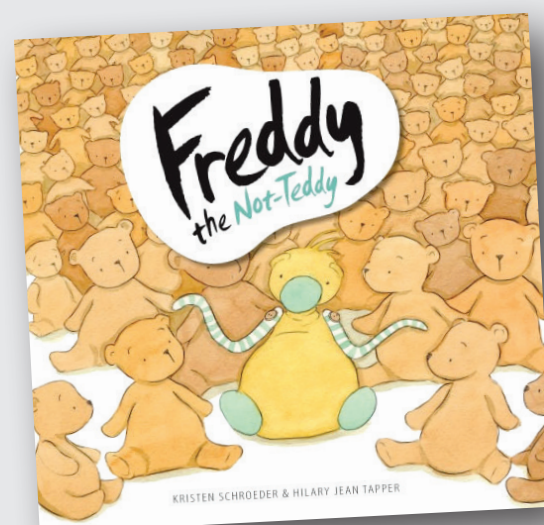
Author: Andrew Geoffrey Kwabena Moss (IEU member)

Publisher: Rosey Ravelston

High school student Norman 'Zebra' Smith, half British and half Ghanaian, lives at the crossroads of race and identification. In response to racial slurs from other students, Norman embraces hybridity and forms a Rainbow Alliance with other ethnic minority students against black and white judgements.

Inspired to act by a colourful combination of Hip Hop, Shakespeare, his teacher Mr Neal and the US Civil Rights movement, Norman and his allies use the unlikely arena of a high school auditorium to expose the racist bully Goodwin and his henchmen.

Choosing to own their 'nicked names', Norman and his friends take centre stage, silencing their opponents and proving the power of words to unite us all.



Freddy the Not-Teddy

Author: Kristin Schroeder

Illustrator: Hilary Jean Tapper

Publisher: EK Books

Freddy is certainly not a teddy, but that won't stop him from being the star of the teddy bears' picnic in this inspiring story about inclusion, friendship and staying true to yourself.

Find out what happens when Jonah stands up for himself and for his beloved Freddy in a heart-warming story that will resonate with any child who has ever felt like they're a little different. A celebration of inclusivity and being kind to others, *Freddy the Not-Teddy* will inspire young readers to express themselves just as they are!



Email entries to giveaways@ieu.asn.au with the title of the book you would like to receive in the subject line. Write your name, membership number and postal address in the body of your email. All entries must be received by 6 October 2022.

2022 NGS Super Scholarship Awards closing soon!

NGS Super is offering members the opportunity to win one of 6 scholarships valued at \$5,000 each.

Entries close on **31 August 2022**, so get your application in now!

Visit ngssuper.com.au/scholarships to find out more and apply online.

ngs
Super



ngssuper.com.au/scholarships



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