

# newsmonth

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The newspaper of the Independent Education Union of Australia NSW/ACT Branch (vol 36 #8) December 2016

## HAPPY HOLIDAYS



## MINISTER, SHOW US THE MONEY

In a recent media release NSW Minister for Early Childhood Education, Leslie Williams bragged "High quality early childhood learning assured with 7,000 teachers accredited". She went on to say that "accreditation by the BOSTES recognises the professionalism of NSW early childhood teachers and the vital role they play in developing young minds" and that "when we invest in early childhood education, we invest in the future".

Such hubris however fails to acknowledge that these early childhood teachers are paid up to \$30,000 per annum less than their professional equals teaching in schools largely because the NSW Government starves the early childhood sector of adequate funding. So, equal professional status, high quality teachers and vital work but seriously inadequate investment.

NSW has the lowest per child outlay of any of the states, \$202 per child, compared to \$357 in Victoria, \$598 in Tasmania and \$644 in South Australia. Consequently,

childcare and preschool fees in this state are the highest in the country.

While claiming that investment in early education is an investment in the future, the NSW Government simply does not put its money where its mouth is. The Auditor General's report shows that the government underspent its own early childhood budget by \$350 million between 2011 and 2015. Rather than invest they hoard.

Properly targeted, this money could provide both for increased teacher salaries and reduced fees for parents. More affordable preschools would increase the participation rate of children in the year before school towards the national goal of 95%, well above the current level of 77%. The greater the investment, the greater the return.

Early childhood teachers are heartily sick of hearing government excuses. The state government blames the federal government for funding delays and uncertainty and when questioned about low salaries for early

childhood teachers provide the Pontius Pilate response, "Wages and salaries are matters for the Fair Work Commission, governments don't set salaries".

This is blatantly untrue. Where an entity controls a significant proportion of the income of another entity it clearly exercises a high degree of control on the limits of expenditure. For decades, the government has starved preschools of funds limiting their capacity to pay fair salary increases and the gap between pay rates for school teachers and preschool teachers has continued to widen.

By curtailing the income of centres the government manipulates their capacity to spend. It is a nonsense for the minister to pretend otherwise. There is very little difference between the actions of the government and that of companies like Coles or Woolworths, which contract with trolley collection companies at rates so low workers are underpaid.

John Quessy IEU Secretary

## Join the campaign

The current enterprise agreement (EA) for teachers and support staff in NSW and ACT Catholic systemic schools has a nominal expiry date at the end of 2016.

The Union has claimed a minimum 2.5% pay rise for NSW teachers and NSW and ACT general employees on 1 January 2017. We are seeking 3% for teachers in the ACT, in line with the 1.5% in April and 1.5% in October that teachers in ACT government schools will receive.

A key focus of our claim is the protection and improvement of working

conditions, which are central to the working lives of our members.

Members will recall that in the last bargaining round (2014-2015) the dioceses tried to remove existing protections of working conditions, whether contained in an enterprise agreement or diocesan workload agreements. Members strongly opposed these changes and as a result of a protracted industrial campaign we were able to maintain and improve existing conditions.

The Union will not settle our 2017 pay claim unless we have substantial progress in working conditions.

### Conditions claim

Members have endorsed a comprehensive conditions and workload claim for teachers and added some additional comments. In particular, members have referred to secondary practical class sizes, the conditions of VET teachers and strong support for the teacher/librarian role. In some dioceses

elements of the claim are already established in work practice agreements, in other dioceses there is further to go in order to achieve these basic protections.

Support staff have raised the creation of a new Level 6 role in regional schools below 400 students (currently a Level 5 position outside the metropolitan area).

Carol Matthews Assistant Secretary

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# Join the campaign

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## Carol Matthews

Assistant Secretary



The original claim endorsed by the Union's AGM in October has been circulated to all schools and is available on the Union's website.

### Bargaining

Notices of Employee Representational Rights were circulated by dioceses on 21 November. Our first bargaining meeting with the Catholic Commission for Employment Relations (CCER) on behalf of the dioceses was on 24 November 2016.

**"A key focus of our 2016 claim is the protection and improvement of working conditions, which are central to the working lives of our members."**

The Union had sought meetings with diocesan directors, given their closer knowledge of staffing and work practice conditions applying in schools, to discuss our working conditions claim. Following a direction from CCER, directors cancelled the scheduled meetings but the Union is hopeful that the meetings can be rescheduled shortly.

The Union will be keeping members regularly updated on the progress of bargaining.

Media reports suggest that bargaining is well underway in government schools between the NSW Teachers Federation and the NSW Department of Education and Communities. The Union will be seeking to make substantial progress before the end of the year and at the start of 2017 to ensure our members do not lag behind.

### Chapter support

If your Chapter has not already met and voted on the Union's claim, please do so as soon as possible. Detailed information about the claim has been sent to members in every school. Call your Union organiser if you have any queries.



## Catholic systemic principals near settlement

## Gloria Taylor

Deputy Secretary



**Following 12 months of negotiations, the outlook is promising for a new Multi Enterprise Agreement (MEA) for principals in NSW and ACT Catholic diocesan schools.**

The proposed agreement covers all dioceses with the exception of Sydney. As members would be aware, the Archdiocese of Sydney negotiated an agreement for Sydney principals late in 2015 for 2016. While principal members in Sydney sought to be part of the wider agreement, the Archdiocese has set down dates to commence bargaining to continue a stand alone agreement.

The proposed NSW/ACT MEA proposes a two year timeframe commencing on 1 January 2017. It introduces a new classification structure providing equal pay for primary and secondary principals based on school enrolment bands.

### Pay rises

The Union welcomes the pay rises for principals in primary schools while noting the proposed pay increases for secondary schools will generally ensure principals get at least a 2.5% pay rise in 2017 and 2018. The proposed scale has a Foundation and Accomplished rate at each enrolment band and all existing principals will be deemed as Accomplished.

This latest proposal from the Catholic Commission for Employment Relations (CCER) is an improvement on an earlier model that was largely disadvantageous to secondary principals.

However, there are principals in the current proposal that still would not receive a 2.5% pay rise. Principals in NSW secondary schools of between 301-450 students and principals of ACT secondary schools below 1500 would not receive any increase in 2017 and principals of ACT primary schools above 800 would receive just under 2.5%.

The IEU has sought as a minimum that every principal should receive a 2.5% increase in both 2017 and 2018 and the Union will continue to press for this outcome.

### Performance reviews

The criterion proposed by the CCER (other than for existing principals) to access the Accomplished level is a satisfactory

performance review at the end of three years at Foundation level. The Union has sought that some guidelines be inserted into the MEA concerning consultation with principals and the Union about performance review processes, the timing of the process and the definition of a 'satisfactory' performance review. Again the Union will continue to pursue this outcome.

The Union also continues to seek greater protection for principals than proposed by the CCER if enrolments drop. We have proposed salary maintenance at least until the end of the following school year.

### Additional loading

The proposed MEA includes additional loading of up to 10% where an employer has difficulties in recruiting a principal to a school because of the remote location or the particular needs of the school – this includes boarding schools. The Union is seeking a high level of transparency around such arrangements. Where there is a view that a school should attract the additional loading, such an arrangement should be made known to all applicants for the position.

The IEU is aware that some principals currently have contractual arrangements providing salaries or conditions above the enrolment bands. The Union strongly encourages principals to discuss these arrangements with the Union prior to the establishment of the new MEA to confirm the rate of pay that will apply under the MEA, in light of the contractual arrangements.

### Profession leader

Following the concerns raised by the Union on behalf of principal members about the proposed Profession Leader classification, the CCER has removed this structure from the current draft.

### Other changes

The proposed agreement includes new clauses or updated language on a range of issues to ensure consistency with the Catholic systemic schools enterprise agreement. These include the new provisions for personal/carer's leave.

The IEU has been regularly consulting with principals through the branch structure, meetings and teleconferences. If you wish to discuss any aspects of the proposed MEA, please feel free to contact IEU Principals' Organiser Pam Smith: [pam@ieu.asn.au](mailto:pam@ieu.asn.au).



# Teachers' voices silenced



## John Quessy

Secretary



**When the amendments to various education legislations in NSW take effect (January 2017) the State Government will have achieved one of its principle objects – to minimise the capacity of practicing teachers to be consulted and have any real voice in influencing education and teaching policy in the state.**

There is no place guaranteed by legislation on the new board replacing BOSTES (the Education Standards

Authority) for a practicing teacher. The Minister might appoint one but might not. The board of 12-14 will all be ministerial appointments, picked by whoever is education minister come January.

The Quality Teaching Committee (formally the Quality Teaching Council) has been reduced from 11 elected teachers to five. The Catholic and independent school sector can expect no more than a single position. Some 37% of the teaching force will be represented by 20% of the positions. With luck the early childhood sector might maintain representation. However it seems elected teachers will be a minority on the committee.

Primary and secondary classroom teachers, principals and others in leadership positions from metropolitan and regional NSW at all career stages across our extremely diverse sector will be restricted to a single voice.

The existing 11 elected QTC teachers will have their term cut short by more than half and a new election, likely paid for from the same accreditation fees which paid for the last election, will be held sometime in 2017. This poll will take place a few months before the pre 2004 teachers are accredited (January 2018) and will most likely disenfranchise some 50% of the teaching force.

While all accredited teachers in our sector will get to vote in any election, not all will be eligible to stand for election. To represent your colleagues, the government has maintained a property qualification: candidates must own an ongoing teaching position. Casuals will not be eligible.

Such is the condition of democracy in NSW.

## Stairway to Heaven

### Mark Northam

Assistant Secretary



**The NSW Government recently hosted an Education Symposium with the keynote speaker being Pasi Sahlberg, the former Director General of Education in Finland.**

Sahlberg (to the opening riffs of Stairway to Heaven) painted a snapshot of NSW in an international context.

The frame was somewhat different to what might readily come to mind. The global themes were:

- Wellbeing, health and happiness
- Equity and inclusion
- Big data shows correlations, and
- Small data

Sahlberg postulated that wellbeing, health and happiness are key factors in sustaining a system of schools. Australian measurement of student 'happiness' is fractionally ahead of the OECD average.

Importantly, the twin notions of equity and inclusion were the key determinants of whether a system of schools could transition to a higher level. Funding based on need is the core ingredient in achieving such a transition.

Critically, Sahlberg pointed out that big data (think Programme for International Student Assessment [PISA] and NAPLAN) shows correlations. It does not provide a comprehensive understanding of what

schools achieve within a particular context.

The zone of most interest was small data – described as being "tiny clues found in schools that can uncover important relationships about teaching and learning".

This can also be referred to as teacher professional judgement: that special process whereby an understanding of where a particular student is at is determined by the teacher. Collectively, schools can provide valid judgements.

Small data is generated by teachers in an ongoing fashion. It determines a sequence of lessons, it shapes programs and informs reporting. It does not require the generation of algorithms or analytics. It is the result of close interaction with students and an intense understanding of the learning process. Schools viewed through this prism are subjects to be known better.

In his final global theme Sahlberg spoke of digital natives and his view that "digital immersion changes the way children think and process information . . . it may be the problem is not the teaching methods in schools but rather the possible changes in children's brain functioning that impede learning".

The problem is the big data (PISA and NAPLAN). The statistics show a decline in the performance of Australian students. Sahlberg believes that the slippage may well be due to various devices and their impact on the learning process.

The complexity of such a perception cannot be underestimated, but the response of some 250

educators murmuring in unison at the symposium meant that Pasi Sahlberg's thinking resonated.

**"Small data is generated by teachers in an ongoing fashion. It determines a sequence of lessons, it shapes programs and informs reporting."**

## Position Vacant IEU Organiser Sydney

**The Union is currently seeking applications for a fulltime Organiser to be based in one of our Sydney offices (Ultimo or Parramatta). The successful applicant will ideally commence duties in Term 1 2017. Members from all sectors of non government education are invited to apply.**

### Duties

Duties will include school visits, industrial representation of members and the implementation of IEU campaigns. The capacity to engage with the Union's growing PD program is also desirable. Some weekends and evening work will be required. Overnight travel may also be necessary and a current driver's licence is essential.

### Conditions

The successful applicant will be appointed under contract by the Executive of the Union and accountable to the Secretary in the first instance.

Salary will be in accordance with the IEU Officers salary scale that has links to the Sydney CEO teachers' rates. Starting salary is usually one incremental step above that which a member would earn in 2017.

IEU Organisers retain their membership of the Union and are non voting members of the IEU Council.

### Appointment

Applications must be made in writing, setting out background, experience and other relevant material, including union involvement, that might support the application and forwarded to:

The Secretary  
IEUA NSW/ACT Branch  
GPO Box 116  
SYDNEY NSW 2001  
Email [helen@ieu.asn.au](mailto:helen@ieu.asn.au)



All applications must be received by close of business Friday 20 January, with interviews to be held in late January. For further information and a role description outline, please contact Helen Gregory on 8202 8900 or 1800 467 943 or [helen@ieu.asn.au](mailto:helen@ieu.asn.au)

# Death by paperwork, or just accreditation?

Recently several employers have decided that accreditation needs to be a bit harder. The question is why. Here are some reasons I have come across in my eight years working in accreditation:

- Employers delaying pay progression and using accreditation as an excuse
- Our school is better than the school down the road, therefore our accreditation process is harder
- An accreditation consultant has been engaged who needs to justify their expense
- Schools not trusting their teachers to make selections of their own evidence, and
- Schools not understanding the process and making it harder as a result.

Let's make this clear: accreditation is based on achievement of the Proficient teacher level of the Standards. I've said it before – a Standard is a standard, not a value of negotiable worth. What is acceptable for accreditation in one school, should be the same as what is expected in another school.

We are talking about the accreditation of beginning teachers, not 'world's best teacher'. Teachers will always grow and change practice; maintenance of accreditation at Proficient is for demonstrating that. The initial accreditation at Proficient is just a nod to the teacher that they're fine, that we all know they've just started, but that the teaching profession accepts them as an able practitioner. A teacher should be able to achieve Proficient within 160-180 days of practice (p4 BOSTES's Policy for Accreditation at Proficient Teacher).

TAA's accreditation policies should be consistent with BOSTES's requirements/policies. They shouldn't be adding extra layers and rules.

## What's required?

### Orientation

Within three months of starting at a school, a teacher must be oriented as to the employer's accreditation policy, procedures, and expectations. This includes all casual teachers.

### Evidence

The teacher then teaches. They collect evidence as they go. About six months in, the teacher should weed through their

evidence and begin matching the evidence to Standards. There are seven Standards, and 37 descriptors within those. The teacher needs to evidence at least one descriptor per Standard. The IEU usually recommends at least two, just for breadth. In the end, most teachers evidence between two to four descriptors per Standard, simply because one piece of evidence will address multiple descriptors at once. If a teacher is using the Standards correctly, they will see the correlation between descriptors. (<http://www.nswteachers.nsw.edu.au/current-teachers/how-to-get-proficient-teacher-accreditation/collect-samples-of-your-work/>)

### Observations

An observation will occur. It can be one, there might be two or three. Any more than that is excessive unless there is genuine, Standards based concern about teaching practice (after all, the teacher is still learning). An observation can be 10-15 minutes (the best ones are short and to the point) and should only focus on one or two descriptors. Any more descriptors in a single lesson is unrealistic. The teacher should get to choose or agree to the descriptors being observed. The supervisor might ask to see a descriptor as well – but not without some time for the teacher to prepare an appropriate lesson. You can ask any teacher to observe you, ideally PT accredited or above. The observation(s) is part of the teacher's evidence.

### Support

Ideally, a conversation between the supervisor and teacher should happen at this point. They have a professional discussion about the Standards and practice, and look at the evidence the teacher wants to present. During that dialogue, the supervisor should be able to clearly articulate if a piece of evidence is weak, and suggest alternatives from their knowledge of that teacher's practice. If a descriptor is misaligned, the supervisor should suggest alternative or additional descriptors. Yes – the supervisor should know the Standards better than the beginning teacher.

### Annotations

Then, once there is agreement over the range of evidence and descriptors to be met, the teacher goes away to write the annotations. Annotations are not essays.

(<http://www.nswteachers.nsw.edu.au/current-teachers/how-to-get-proficient-teacher-accreditation/annotation-samples/>)

### Submission

The teacher then submits the evidence and annotations to the supervisor, who writes the report on the teacher's practice and then forwards the report, evidence and annotations to the TAA. The report should be completed by someone who has had genuine and ongoing interaction with the teacher.

### Decision

The TAA makes the accreditation decision and registers it online at BOSTES and that is the date of accreditation at Proficient.

## What is not required

**Evidence for every single descriptor, or subclause.** To be frank, this indicates that the school or supervisor doesn't actually know the teacher, that they've not engaged in professional discussions with the teacher, and that to cover this, they require the beginning teacher to work harder and produce more evidence.

**Two or three years' worth of practice before applying for Proficient.** A teacher can achieve this in 160-180 days if supported well and teaching capably. Just because an agreement holds a teacher on a pay bracket for a couple of years, doesn't mean we should deny them accreditation when they're capable of it.

**Evidence from only one school.** Everyone knows that beginning teachers move schools a lot – evidence from another NSW school(s) can be used by the current school to accredit. Don't be elitist and demand all evidence comes from one school, one of the brilliant things about NSW is that the standard of teaching is the same throughout our state.

**Eight to 12 observations.** This is unrealistic in a busy school.

The other day I walked into a teacher's classroom to wait for a meeting. The teacher wasn't there yet, so I looked around. By just being in the room, I could see evidence of non verbal communication techniques, of inclusionary and responsive activities to diverse backgrounds, of a differentiated workstation for a student with mobility issues, of explicit lesson goals and term goals, of a negotiated discipline strategy, of ICT and other resources in use, of an orderly environment with workable routines,

of problem solving, critical and creative thinking by the students, and of a parent's involvement in a classroom activity. It took me less than two minutes to see these and immediately understand that the teacher had met at least 10 descriptors.

When the teacher arrived, following a five minute casual conversation, I could confirm her understanding and reasoning for the strategies she was employing, and intended effect on the students. To confirm this, I could have asked to see students' work and results. It wasn't hard to begin to truly understand her practice. If I had been her supervisor, I could have returned for a chat regularly and seen her demonstrating more descriptors.

### Teachers have reported:

- spending hours per week on accreditation administration
- little to no individual support
- complex and inconsistent advice (sometimes from the same source)
- different requirements for size, format, types and detail of evidence and annotation within the same school, and
- a complete disengagement and disenchantment with the very process meant to uplift the profession.

So my question to supervisors and employers who are making accreditation hard, is what on earth are you doing to the future of our profession?

Accreditation is meant to be a process that supports beginning teachers, not overwhelm them. Ease up on the requirements and allow beginning teachers to TEACH, not produce documents. Support them into the profession, don't bludgeon them with paperwork. Talk to your beginning teachers and revel in their enthusiasm for education.

If you are a supervisor or a teacher undergoing accreditation, the IEU offers even-headed and practical advice about how to achieve accreditation. If you feel something isn't right, or could be just done in an easier way, contact us for strategies that might save everyone on staff a whole lot of time and effort. Contact us: [accreditation@ieu.asn.au](mailto:accreditation@ieu.asn.au)

Amy Cotton Professional Officer







# Christian Schools Australia negotiations continue

Members will recall that the nominal expiry date of the current Multi Enterprise Agreement (MEA) for general staff was at the end of December 2013 (although the agreement remains in force).

Since 2013 members should have received administrative pay rises in 2014, 2015 and 2016 but there has been no new enterprise agreement. The negotiations stalled in mid 2015 when the parties sought to finalise the Teaching Staff Multi Enterprise Agreement.

Negotiations have now resumed and the IEU has met on a number of occasions with bargaining representatives of Christian Schools Australia (CSA). CSA has proposed a revised draft with a number of changes.

The Union has raised concerns about a number of these changes and CSA has agreed to look at those to ensure consistency across classifications of the qualifications required for particular levels.

In the Union's view, some of the changes may have suggested that tertiary qualifications or other specialist

skills were required for school support or more senior clerical positions, where such are not currently required.

There are also a number of areas where the Union is concerned conditions may not meet the 'better off overall test' necessary for the agreement to be approved by the Fair Work Commission (such as the span of ordinary hours).

The Union also raised the issue of paid maternity leave should the Turnbull Government's proposal regarding parental leave pay be adopted. Members would be aware that under this proposal an individual cannot access both employer and government paid parental leave and yet the MEA paternity leave is designed as a top up to the government scheme.

The Union hopes to shortly receive a revised proposal with a clear pay offer from CSA. The Union anticipates increases of between 2% and 2.5% on top of current rates being paid as recommended by CSA.

## Help us help you

To improve efficiency the IEU is reducing its spending on postage.

Those members who pay by payroll deduction should have received their 2017 renewal reminders by email by now, while others will still receive paper reminders.

It's crucial that you let us know if there are any changes to your membership, particularly to your email address or phone number, but also your name and school details.

Many of you might be changing schools over the New Year period, so don't forget to let us know your new details.

If you do not receive the email reminder and pay by payroll deduction, it might be worth checking whether your school is blocking mass emails or if your Union emails are going into junk.

Contact membership via [membership@ieu.asn.au](mailto:membership@ieu.asn.au) or call 02 8202 8900. It's always best to quote your membership number in any dealings with the membership department.

We appreciate your help with this, as the more efficiently we can deal with membership issues, the more resources can be directed to fighting for your rights and conditions and advocating for non government school members in the education community.

See page 11 for more details



## HSC markers – we need your feedback

The 2016 HSC marking process has been finalised. A review meeting will take place with the relevant unions and BOSTES shortly.

The IEU, the NSW Teachers Federation and the National Tertiary Education Union are joint signatories to the HSC Marking and Related Casual Employees Rates of Pay and Conditions Award.

The agreement is unique as it provides for itinerant marking, corporate marking and external marking.

The agreement extends to the recruitment and appointment of marking staff, the payment of superannuation and importantly the necessary time to nominate a union representative at the commencement of marking.

The award provides a vehicle of common understandings and levels of pay commensurate with the accumulated skills and knowledge required.

The Union requires your feedback to ensure the post HSC analysis informs the next agreement.

This can be done online at <http://www.ieu.asn.au/resources/hsc-markers-information/faqs/> or by contacting your IEU organiser.

## Something very wrong has just happened in Australia

Open letter written 22 November

Friend,

Something very wrong happened in Australia this morning. All union supporters need to know about it.

A little after 2am the Turnbull government passed the Registered Organisations Bill which is designed to hamper the work of unions. The bill sets up a whole new commission headed by whoever the Liberals appoint that can impose huge fines on volunteers and their unions.

Right now corporate power is out of control in Australia and across the world. Working people can't get decent pay rises, there is mass exploitation of workers at places like 7-Eleven and inequality is rapidly on the rise. Rather than tackle these issues, the Turnbull government is hell-bent on attacking union members – the very people who can help get wages growing and end exploitation.

The Turnbull government rammed through a registered organisations commission that will not create a single new job. This new, expensive, body also won't improve the pay of a single worker.

In fact, it will make it much harder for working people to stand up to corporations and win a fair share for the time and effort we give to our bosses every day.

Australians expect our government to be writing the laws that make our country more equal, not tying the hands of the organisations that do the heavy lifting to get there.

The Liberals' new commission is all about draining the resources union members would rather spend fighting worker exploitation, organising and campaigning for Medicare, schools and a better life for all.

Instead, they want our unions to be subjected to a restrictive regime of regulations and fines that could bankrupt ordinary union volunteers just for downing tools if their workplace is unsafe.

This law, and its bunkmate the ABCC is all about the Turnbull government's drive to attack the living standards of working people on behalf of the big businesses that back them.

They want to silence voices for fairness on the job and in the community.


We can't let the Turnbull Government notch up another attack on working people and pass that toxic ABCC law which will take away the rights of all workers whose jobs touch the construction industry. A second anti-union commission would do nothing to fight corruption, but it will ban EBAs that require minimum numbers of apprentices on site, and any caps on temporary migrant workers in construction. It will open the floodgates to a limitless number of casual labour-hire positions.

Now more than ever is the time to stand up and fight back. Here are three things you can do right now:

1. Join your union and ask your friends to
2. Like the Facebook page so you can help spread the word <https://www.facebook.com/AustralianUnions/?fref=ts>
3. Contribute however you can to the campaigns for fairness

In his great rush to diminish the rights of working people, Malcolm Turnbull seems to have forgotten something very important: We are the Australian union movement, we are not going away, and we will never stop being united in fighting for what is right.

David Oliver  
ACTU Secretary  
Australian Unions Team  
<http://www.australianunions.org.au/>  
Australian Unions • L6 365 Queen St, Melbourne, Victoria 3000, Australia

 Join the conversation  
[facebook.com/ieunswact](https://www.facebook.com/ieunswact)



# PRESENT TENSE More VET changes



"The changes were designed to ensure that taxpayer funds flowed only to the reputable colleges."



**Kendall Warren**

Organiser

**In mid November, the Federal Government announced a further crackdown on the troubled VET sector, with access to the student loan scheme now linked to new requirements that at least 50% of students complete their courses.**

Federal Education Minister Simon Birmingham argued that the changes were designed to ensure that taxpayer funds flowed only to the reputable colleges, and that the move, coupled with earlier changes to eligibility for HELP funding, would lead to a more streamlined and efficient VET sector, an industry that has been bedevilled by claims of rorting and unconscionable behaviour.

However, industry figures have slammed the changes, fearing it will unfairly affect up to 90,000 students, and pointing out that, while the average completion rate is around 39%, this is because many students don't attend VET colleges for a

qualification, as such, but rather to gain skills from two or three courses and then move into work.

Labor has signalled support for the changes, and if the Government can get them included in a busy legislative agenda over the closing two sitting weeks of the year, the new arrangements will start from 1 January.

## Agreements update

Negotiations are continuing with Navitas, both for Navitas English ACT (which operates AMEP and SEE programs in the territory), and Navitas English Services (which run courses for international students). Negotiations are also getting started at Embassy English (Study Group), Sydney English Language Centre (SELC) and Australian Pacific College.

Many matters at Navitas English ACT have now been settled, with agreement reached around preparation time, recognised teacher experience, off site classes and classifications for non teaching staff. However, the parties are still some way off agreeing to a salary offer. The view of both staff and their Union is that the ACT agreement should match the NSW rates, especially since the new government contract areas will include both Canberra

and southern NSW. NE have not accepted this position, and are offering to pay increases matching the Wages Price Index (currently around 2% per annum) for the life of the agreement. Teachers have rejected this offer.

At Navitas English Services, negotiations are less well advanced, with little agreed so far, and with the employer yet to provide a salary position. The Union has made clear that it is seeking decent general salary increases, additional increases for senior teachers, and a commitment to create an agreed number of permanent positions. This final point is particularly important in a workplace with an overwhelming preponderance of insecure employment.

## News from abroad

The main union dealing with private colleges in Japan is the General Union, and during 2016 they have been locking horns with several employers. Earlier this year, the union ran a campaign with teachers at the NOVA chain of schools, incensed that the travel allowance for teachers was a mere ¥1500 per day (a bit under A\$20), not much in expensive Japan. When the teachers pointed out that this was inadequate to eat properly, a NOVA manager replied that they could live on the

cup noodles provided in the hotels – giving rise the memorable campaign slogan, "Let Them Eat Noodles!" After much lobbying from the union, the allowance was increased to ¥2000 (around A\$24.50), still not much, but a step in the right direction.

Meanwhile, the union has also gone in against the Rainbow International School, and their endemic culture of requiring unpaid overtime. The college is a repeat offender in this regard, and so when one member approached the union with concerns that they were being required to work 33 Saturdays (without pay), the Union had had enough, and took the college to the Labour Standards Office (LSO). The LSO ordered the college to pay back the 181 hours of overtime, and Rainbow now has an official record, leaving them liable to prosecution from the LSO in the event of further transgressions.

## Season's greetings

This is of course the final Present Tense for 2016, and after the year that's been, I'm sure we all need a good break to prepare ourselves for the challenges of 2017. Your correspondent would like to wish each and every member all the best for the silly season, and we'll see you here again next year.



## Facebook comments

**New French laws make it illegal for employers to contact employees after work hours**

**Kerry:** After tucking in kids, teachers and parents from 8 till 5 and then run meetings which often went till 9 or after (school council.....) emailing at night was the only option. Can somebody please explain to me why people reading their emails at 9 in the morning get all fired up when they see that an email was sent at 2am. SO WHAT????!!!! Up to the individual when they read, up to the individual when they send.

**Shinaz:** I don't expect people to read my emails outside of work hours. And if I'm the recipient and don't want to read mine I won't. Not that difficult.

**Mark:** It should be about the expectation of reading them in work hours. We get an email everyday at about 6.30am outlining who is away, the replacements and variations to the daily routine, as an LOL (Head Teacher in the old language) I find it important to know if any of my staff are away, and who is replacing them as

sometimes it will dictate something that I need to do during the day. Added to that it's often required for staff who are sick to email work for the day in to either the LOL or the APand this has to be done outside of work hours, so making it 'illegal' isn't really practical. I think that the expectation is that staff keep up with what is happening ... and if that means not checking them until you arrive at 8.30am, that's fine, but if you want to check stuff before that, that's ok as well. Common sense should prevail!

**James:** Why? I love student emails at 10.30 on Sunday nights.

**Emma:** My Australian workplace actively discourages sending or responding to emails outside of the working day. It's wonderful, everyone should do it. It's not that hard.

**Debbie:** Easy, just don't open them or have work emails on your device(s). Leave work at work and enjoy home life at home.

**Marie-Therese:** The expectation that we are available to students 24/7 is my difficulty.

**Kim Williams on slipping standards in education**

**Bee:** When big honchos in offices who have never taught in a classroom get their heads out of education and let teachers do what they know and do best things will change. Other professionals like doctors etc don't have to deal with crap like teachers do.

**James:** All sites and grades I've seen have Australia ranked 14th in the world. A position they've maintained for some time. Not sure where why he claims Australia is slipping. We still rank higher than most western nations.

<http://www.independent.co.uk/.../global-school-rankings...>



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# Marking time



**"I witnessed some markers forced to sit under umbrellas so they wouldn't get pooped on by the pigeons roosting above."**

*Then and now . . . Michael Gill when he first started marking in the 80s and this year at Gosford marking centre.*

**Terrible coffee, media scandals, sewage floods, pigeon poo on your head, strikes – Michael Gill has seen it all in his 36 years of marking HSC English papers. Michael's English Coordinator at Cerdon College, Merrylands first encouraged him to give marking a go in 1981.**

"It was the best professional development you can ever undertake in terms of seeing how teachers from all around the state are teaching the material you teach," Michael said.

"The sharing of resources and getting to know other teachers from other schools and systems is tremendous," he said.

Michael first started marking at the Manufacturer's Pavilion at the old Sydney Showground.

## Stop works

Industrial action by markers soon followed in 1988

"I remember stop works and having to be seated at our desks ready to commence while negotiations were taking place for most of one Saturday.

"After that year English was decentralised. There was a feeling this happened because English were the first major group marking and as English markers were a radical bunch we were seen as the spearhead of the industrial action."

Michael said this was one of the first occasions that the ITA (as the IEU was called then) and the Teacher's Federation worked together. The two unions still cooperate on issues relating to marking.

The showground car parking was notoriously overcrowded and the end of marking would herald a mad dash for the car. Michael recalls a "memorable night" when he was first marker out of the gate.

"What seemed like a thousand English teachers in the one pavilion was an amazing sight."

Relationships between markers and supervisors of marking and board staff have evolved over the years. In the early days markers often felt they were treated like children, with one senior female supervisor of marking even going into the ladies' toilets to hurry markers out and make sure they weren't 'malingering'.

"The supervisors of marking were god like beings seen in the distance from where you would be seated. In eight years I spoke to one once."

Nowadays a more respectful and professional approach is adopted by supervisors and senior markers. That increased professionalism has translated into efficiency, with the average rate of marking in English double what it was in the early days.

## Bring your own

"When I started smokers sat at one end of the marking group. This was meant to separate the smokers and non smokers. No coffee and tea were supplied – people would bring a thermos.

A few years later when tea and coffee were supplied you weren't allowed to access coffee and tea during the actual marking. The coffee was the worst I have ever tasted.

"There was no security or photo IDs. After a state politician entered the pavilion one year and accessed papers a hue and cry ensued and IDs and security were introduced.

"Alcohol and wine casks occupied most of the marker fridge space on Saturdays for marker picnics. This led to a newspaper expose about supposed drunken markers not fit to mark and ultimately marking centres became alcohol free.

"In the old Manufacturers Pavilion dust and bird lice would fall from the rafters. Occasionally I witnessed some markers forced to sit under umbrellas so they wouldn't get pooped on by the pigeons roosting above.

## Plastic covers

"The Board providing plastic covers for the in and out boxes so the papers wouldn't be splattered by pigeon poop and dust but nothing for the markers.

"Once the pavilion flooded with sewerage. When we came in that afternoon the pavilion had been disinfected (that public toilet smell) and the floor was still wet.

"Those sitting in the worst puddles were given cardboard sheeting for under their feet so they could put their bags down somewhere dry.

"I remember a group of markers (I was one of them) sneaking into the back of a Sydney Cricket Ground grandstand one Saturday at lunch to watch the great Clive Lloyd bat for the West Indies. One marker didn't make it back for the afternoon marking session."

Since his memorable days at the pavilion Michael has marked at various centres. For the past 16 years he's been at Gosford, where he is the IEU Markers' Rep.

"The relationship between the Union reps and the supervisors of marking at Gosford has always been friendly and professional and this has helped create a happy and effective marking centre."

With the advent of online marking Michael is not sure about his future as a marker. While he understands the need for greater efficiency, he foresees a loss of professional development, networking and support once marking centres are no more.

"I fear something very special will be lost when large groups of English teachers from diverse systems and schools will no longer regularly get together and share meals, discussing what they are teaching and sharing resources."



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## Ten tips for new markers

1. Don't rush if you are running late. Your life is more important than arriving at the centre on time.
2. Any questions or issues about industrial matters – have a talk with your Union rep.
3. Leave your school marking standard at the door. You need to adjust to the standard of the marking centre based on the briefing provided and the guidance of your senior marker.
4. Be organised and plan your week on the Sunday – this can take the pressure off midweek when you are tired and have nothing ironed for tomorrow.
5. Do something special on the Sunday. There is more to life than marking and school.
6. Don't expect perfection from yourself. Most markers including very experienced ones are insecure at the start of the process and have doubts about their accuracy.
7. Once you have internalised the standard go with your first impression rather than agonise about the mark – your first impression is normally the most accurate.
8. When in doubt go up a mark. Marking should be a positive process. Each script represents someone's son or daughter.
9. Use the full marking range. Our purpose is to discriminate between candidates.
10. Use the opportunity to make friends, share resources and create informal networks and learn how other teachers are teaching the course. Marking is the best inservice you can experience.

# Consultative committees give teachers a voice

Included in the IEU's claim for Catholic systemic teachers for 2017 is a proposal that dioceses establish consultative committees in each school if desired by staff.

These committees would be part of the Union's strategy to combat problems relating to workload.

It is suggested the committees could review the workload of staff in a school and identify means to tackle it if excessive.

Such committees are already up and running in Victorian Catholic schools.

IEU Rep Mick Wright is perfectly positioned to make a judgement call on these committees, as he has been an IEU Rep in both NSW and Victoria.

Currently teaching at Saint Ignatius College, Drysdale in Geelong, he was formerly a teacher at St John's College, Woodlawn in NSW.

Mick returned to teaching in Victoria in 2008 and was appointed as staff representative on the consultative committee in 2010.

Mick said the committee works at his school, and it does not clash with the IEU's processes already in place.

The committee works because staff and the school leadership respect the committee process and believe in it as a body with integrity.

Making sure the committee has a fair share of IEU members represented helps, Mick said. The Victoria agreement specifies the committee has a staff representative, two IEU representatives, the principal and two principal nominations.

Mick's committee has two IEU members on board, plus Mick, who is on the committee as a staff representative not an IEU Rep, even though he is IEU Rep at the school.

**"I would recommend NSW to take up this model as it has been positive for us. It gives staff more ownership of decisions regarding their day to day work loads and morale has been enhanced."**

The principal and two reps from the leadership are also on the committee.

Mick said his school's committee reflects the intent included in the enterprise agreement when the committees were proposed: that staff job satisfaction is enhanced when staff are given a voice in relation to work loads.

Mick said staff have faith in the committee because it has become effective and gets results.

It does not clash with chapter meetings and IEU issues at the school – they are dealt with as they always were prior to committee. Mick said he would not take issues people come to him with in his capacity as IEU Rep to committee, rather the committee deals with school wide workload issues.

His committee generally meets once a term unless there is an urgent issue.

The principal is obliged to provide a written reason if he does not follow through on any decisions agreed to by the committee or if he uses his authority to carry a motion that does not a full majority – for instance in the event there is a 3 – 3 vote on a particular proposal.

The minutes of the meetings are published and often circulated to all staff.

Every three years the committee reviews the 'Positions of Leadership' structure and can recommend new allowances, time release or different positions.

"I would recommend NSW to take up this model as it has been positive for us. It gives staff more ownership of decisions regarding their day to day work loads and morale has been enhanced."

"It also increases the comradeship felt by the staff, as they get to have a greater voice on matters such as meetings, POL's and other workload issues."

Sue Osborne Journalist



## Accepting prac placements – AITSL module not compulsory

Members in recent weeks have been contacted regarding their willingness to accept Initial Teacher Education students for 2017 placements.

Of concern has been the distribution of additional requirements seemingly derived from the Australian Institute for Teaching and School Leadership (AITSL).

The requirements were the necessary completion of a two hour model of online training if a teacher elected to accept a student teacher. Great Teaching, Inspired Learning (a 2013 NSW Government report) noted that professional learning programs must be registered with BOSTES and desirably provide credit towards university credentials.

Whilst the course may be useful it is entirely inappropriate to mandate it.

No discussions have occurred with the IEU regarding this development.

This is somewhat surprising as the IEU is signatory to an agreement with all NSW

universities providing teacher education.

The agreement sets out payment details and understandings to ensure that the student placement process is professionally rewarding for all.

A way forward is for universities to seek a meeting with the Union to better manage understandings.

Members should reject work intensification imposed upon them. Some universities are being proactive in this regard. For example, the Union understands Newcastle University has rescinded its initial communication to schools regarding 2017 and that revised communication indicates the completion of an AITSL module is not compulsory.

Mark Northam Assistant Secretary



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### Payment details

Teacher Education Professional Experience Supervision Agreement 2015

The Parties agree to an all inclusive daily rate for Professional Experience (PE) supervision for each calendar year as follows. This rate does not apply to supervision of internships.

Daily Rates		
Supervision		Coordination
	\$	\$
2015	28.50	1.40
2016	29.25	1.45
2017	30.00	1.50

Where one teacher is responsible for the entire supervision of PE, that teacher will receive the full daily rate. Sharing of PE supervision payments is limited to a maximum of two teachers, and the daily rate shall be paid to those teachers at the proportion nominated by them.

Universities shall ensure that efficient procedures are in place for the recording of, and payment for, PE supervision.





# Too little too late

**“Despite the new funding, NSW still spends a pittance on early education.”**

Remember Barack Obama playing with a four year old Spiderman in the Oval Office? Seen the girl looking absolutely terrified as Donald Trump holds her hand? Children generally know how to read politicians so it was strange that the children Mike Baird gathered around him as he announced a \$115 million “funding increase” for early education in NSW didn’t seem to think he was a bad sort.

Early childhood teachers are perhaps less impressed with Baird’s offerings.

The Auditor General pointed out a few months ago that not only had the government underspent their own early education budget by \$350 million over four years but that they also had pocketed \$227 million in funds received from the Federal Government for early education.

And this is one of the reasons that preschool teachers are less than impressed, the increase Baird announced was nothing more than some, but not all, of the federal funding he had never passed on!

And it came with yet another new funding model. Showing the Premier’s fondness for social media this one even comes with its own hash tag: #startstrong. But it has all the same hallmarks as its predecessors:

- Announced to parents as meaning dramatically lower preschool fees
- Short term – it only runs for 18 months
- A more complex and more unworkable

funding model than the last. Preschool directors need a degree in statistics to be able to work out what funding they will actually receive in the coming year

- Incredibly bad communication from the Department of Education about the details. Contradictory guidelines released weeks after the announcement
- Complex changes to which children are eligible for a funded preschool education, and
- Announced late in the year – after most preschools had completed their enrolments for 2017.

The main issue for Union members is the question of ‘600 hours’. To attract further federal funding the NSW Government needs to increase the number of children in NSW receiving 600 hours of early education in the year before school. The Start Strong package therefore increases per child funding rates for children enrolled for 600 hours per year and tapers it to zero funds for children enrolled for one six hour day per week.

As most community based preschools in NSW currently operate on school hours, this means unless preschools increase their hours from six hours a day to 7.5 hours a day they will lose funding. For example those in the lowest socio economic areas of the state will lose over \$3000 per child on current funding for children enrolled for two days per week and \$5400 for children

enrolled one day per week. If they increase their operating hours to 7.5 hours per day they will receive an extra \$1200 for each child that is enrolled for two days.

Preschools definitely can’t afford funding cuts so most are exploring running for the extra hours.

## Industrial problem

And herein lies an industrial problem. Depending if they are on contract or the modern award teachers generally are employed for 7.6 hours per day. If teachers are with children for 7.5 hours a day, then where does the time to do set up and programming come from?

If teachers are required to work the extra hours then they will need to be paid for them. But the new funding comes with a catch – 70% of it has to be returned to families as reduced fees. So where is the additional money for additional teachers hours come from?

There is no doubt that some preschools are rejoicing at being able to offer families substantially reduced fees in 2017. Some preschools already run extended hours so the industrial implications are not as huge for them.

Many directors however are faced with a huge impost in understanding the new model and determining what changes to enrolments and operations need to be made to maximise funding

at the busiest time of the year and with little clear guidance from the department.

## Continual change

The impact of the stress of the continually changing funding models to preschool directors cannot be underestimated, \$30 million of the new funding is going to long day care (LDC) services to enable reduces fees for children receiving a preschool program via a LDC service.

In 2017, LDCs will receive \$1300 for each child in the year before school that attends two days per week. 90% of LDC funding has to be passed on to parents as reduced fees. The impact of the reduced LDC fees on enrolments at both LDCs and preschools has not been modelled by the government.

Despite the new funding, NSW still spends a pittance on early education. If Baird finds the money that other states have and stops overselling lame policy announcements with hashtags, he may just find himself being liked by those with slightly more cynicism at the sight of a politician in a preschool than the average four year old.

**Lisa Bryant** Early Childhood Consultant



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## Claiming for work related travel

**The enterprise agreements covering employees in non government schools all have arrangements in place for the reimbursement of expenses incurred for work related travel.**

You can claim for travel to off site training and accompanying students on out of school sports and activities.

These agreement provisions require the employer to pay for or reimburse reasonable expenses that are incurred where an employee in the course of their employment is required to travel to any place away

from their usual place of work. This includes where the travel is undertaken in your own car.

The agreements set the rates that apply for the use of an employee’s own car – which may vary slightly between agreements and employers, and also for short or long trips.

The enterprise agreements allow for reimbursements of the costs you actually incur including; air, bus, train, tram and taxi fares, meals if overnight, and car hire expenses. Receipts will need to be provided.

Members often report they are advised that they

should simply claim their work related travel expenses on their tax return.

This is a decision for the individual to make, not your principal. Under the agreements, you are entitled to be reimbursed by your employer. You should request and be provided with an expenses claim form and information on what expenses the employer deems reasonable and will cover prior to undertaking any work related travel.

Contact your IEU organiser should you have questions or concerns regarding your travel expenses.





# Recognition for dedicated teacher

A passionate early childhood teacher for 30 years, Parrish Khalili has been named Australian Scholarship Group (ASG) National Excellence in Teaching Award winner.

Parrish said it was an honour to be nominated for the award by her school community.

"As a young child, playing the role of the teacher was one of my favourite games. Fortunately, my passion for teaching grew as I grew older. Hence, choosing teaching as a profession was an easy decision," Parrish said.

Trained by a woman who was trained by Maria Montessori, Parrish loves using Montessori principles in her teaching at Cameragal Montessori Preschool in North Sydney.

"I take a nurturing approach, considering each child as an individual and catering for their individual needs.

"When a new child enters the classroom I observe him/her to get knowledge about the child and form a relationship with the child and the family.

"Based on that information, I diligently direct the child's energy in the right direction and cater for his or her developmental requirements.

"I always attempt to take a holistic approach to help children achieve their full potential.

"The child can become a positive role model as he/she develops leadership skills".

**"I take a nurturing approach, considering each child as an individual and catering for their individual needs."**

The IEU member believes in immersing children in the natural environment and also promotes learning through classroom routines. For example, a child learning to wash their hands after going to the toilet can also be taught science concepts such as body parts and water conservation, reading, (from bathroom signage), antonyms (hot and cold water) and mathematics.

The ASG awards give parents, grandparents, school boards and committees of management the opportunity to formally thank and recognise dedicated teachers.

Sue Osborne Journalist



## Training for early childhood teachers

The IEU welcomes early childhood teachers in NSW to join our QTC registered (BOSTES approved) PIP workshops, some of which will be held online in the evening to suit teachers from all sectors who require a later start.

Face to face PIPs will still be offered both in Sydney and beyond to fulfill our commitment to members in all areas of the state.

Our PIP program covers many aspects of professional life, from taking care of your voice to dealing

with difficult people to understanding BOSTES requirements and more.

We will also be running some new courses, so keep an eye out in our publications and visit [www.ieu.asn.au/](http://www.ieu.asn.au/) pd-meetings for the 2017 calendar of events when it is finalised.

For support regarding BOSTES accreditation for NSW teachers in early childhood, primary and secondary education, members can contact [accreditation@ieu.asn.au](mailto:accreditation@ieu.asn.au)



# YOUR IEU AT WORK IN 2016

In 2016 the IEU has recovered \$3.6 million on behalf of individual members



Independent Education Union of Australia NSW/ACT Branch

The Briscoe Building 485 - 501 Wattle Street, Ultimo NSW 2007 | P 02 8202 8900 | [www.ieu.asn.au](http://www.ieu.asn.au)





**"The members have been welcoming and friendly as it's a challenge for me going to schools where I don't know anybody."**

# No state rivalries at the IEU

Officers from the Victoria/Tasmania Branch of the IEU often assist the NSW/ACT Branch during large campaigns and industrial action, and the favour is often returned.

VICTAS Officer Mark Mitchell has taken the mutually beneficial relationship a step further by spending the whole of Term 4 working out of the IEU's Lismore office, replacing NSW Officer Steve Bergan while he is on leave.

Usually based in busy Melbourne, Mark said it was a nice change to enjoy the quicker commute to Lismore.

He's also got a son living in the area, so it's a chance for some extra family time.

Mark said learning the new industrial awards and accreditation system that applies in NSW has been a stimulating experience, while a steep learning curve.

"In Victoria we have four diocese compared to your 11. We have about 90 different awards covering independent schools, with no overarching agreement for independent schools. There's one agreement for Catholic schools, one for Lutherans and also one for Adventists schools."

Mark said while there are quite a few organisational differences in the way education works in the two states, the members' issues are mostly the same.

"The members have been welcoming and friendly as it's a challenge for me going to schools where I don't know anybody."

"But most of the issues regarding workload, general entitlements, disputes, performance concerns and correct classification for support staff are the same as I encounter in Victoria."

After 11 years with the Union Mark said it's been great to see how other people work and get ideas for ways of doing things. The IEU NSW/ACT staff have been very welcoming and helpful.

"I was here for the AGM and that was a great experience. There was so much information exchanged during that meeting."

Mark is looking forward to attending the North Coast and Central Coast Branch meetings before he returns to Victoria. In the meantime he is enjoying working with Carolyn and Cassie in the Lismore office.

Sue Osborne Journalist



## Patricia at vanguard of union movement

Lifelong IEU member Patricia Calabro played a founding role in the IEU in the 1970s and has remained engaged with the Union ever since.

Patricia joined the Preschool Teachers Association in 1968. This organisation was associated with the Assistant Masters and Mistresses Association (AMMA), which evolved into the IEU.

After a stint overseas Patricia became active in the Union from 1974. She was the first woman president between 1978 and 1981.

An early childhood teacher, she played a major role in the successful fight for pay parity with primary school teachers.

"There was a lot going on, it was a foundation time when the structures were put in place to turn the AMMA into a union rather than a professional association," Patricia said.

"We were fighting for pay parity for Catholic teachers with government school teachers.

"We were fighting for equality for women. Women teachers were earning 80% of the male wage, and it took five years to put that right.

"And we were fighting for early childhood teachers to have the same pay as primary school teachers."

Patricia was active in all of those campaigns, making speeches, going to court and industrial commissions, attending union meetings.

"I loved it. I came from a migrant family where the philosophy was to get involved. I believe you can only change things from within."

Patricia left teaching in 1986 but has kept in touch with the field and remains an avid reader of *Newsmonth*.

"It has been frustrating and disappointing to see the decline in early childhood teachers' wages. I think the rot set in soon after I left the profession.

"The emergence of commercial enterprises put downward pressure put on wages.

"The increased use of TAFE qualified rather than degree qualified staff to look after three year olds blurred the lines.

"Early childhood started to be seen as childcare rather than part of the education system and the wages started to diverge from the primary school standard."

Patricia said she still feels proud to be part of the Union today, and believes there is a strong base in schools.

"Allowing everyone who works in a school to join, not just teachers, was a good move."

Patricia said she is frustrated that people are now not joining unions in such great numbers.

"They are not aware of the struggles that went on before to get the benefits they enjoy.

"The fact that everyone can get those benefits, whether they have joined a union or not, is a problem."

## MOVING TO EMAIL RENEWALS AND IT'S YOUR CHANCE TO WIN

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Log on now for your chance to win!

Winners will be notified via email on Monday 19 December 2016.

Membership Team

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# A winning scholarship for overseas tour

**I am the Assistant Principal (Curriculum and Achievement) at Carroll College in Broulee, on the south coast of NSW. I also served on IEU Executive for many years. I have recently been awarded a NSW Premier's Teacher Scholarship to undertake a study tour of the USA, Canada and Australia in January 2017.**

The focus of my study tour is to investigate innovative ways to teach Science, Technology, Engineering and Maths (STEM), incorporating Project Based Learning (PBL). I will investigate how other systems and individual schools are implementing STEM teaching and learning and ways they empower students to learn. The skills that our students need to thrive in the 21st century include critical thinking, collaboration, creativity, communication and an ever increasing need to be able to code. STEM and PBL lend themselves perfectly to developing and enhancing these skills in our students.

Students working in a PBL framework are more likely to retain what they have learned because they are working on complex, real world problems that they see as relevant to their lives. They have multiple opportunities to apply their learning to new situations where the answers are not clear or obvious.

Students are confronted with unseen problems and obstacles along the way that require solutions before they can move forward. Working in teams to solve these problems, students develop their communication and collaboration skills. PBL requires students to cover fewer topics in greater depth with the goal of developing a deep understanding of subject matter that scientists, technology companies and business leaders require of our high school graduates.

I begin my study tour attending two education conferences, The International Science Education Conference in Hawaii and the International Congress for School Effectiveness and Improvement Conference in Ottawa, Canada. The presenters at both conferences will share their knowledge

and experiences about ways to improve student engagement and achievement using STEM and PBL.



**NSW Premier's Teacher Scholarship Sponsor: Samsung Technology Scholarship: Samsung Technology Rural and Remote Education Scholarship**

I have organised to visit Tech Valley High School in New York State, where I will experience a two day immersion program shadowing a STEM/PBL teacher. I then travel to McKinley Technology High School and Langley Elementary School in Washington DC. These schools have developed close STEM relationships with the National Geographic Society, the Smithsonian educators, the Newseum, NASA Goddard and several other programs.

In California, I will visit New Technology High School in Napa, California. This school has been teaching STEM and using PBL for 20 years now, and runs a special two day program for

visiting educators from all over the world to learn about their approach to teaching and learning.

On my return to Australia, I will visit the Queensland Academies – Science, Mathematics and Technology Campus and St Hilda's School. These schools have been successfully delivering STEM based programs for several years. I will then return to NSW and visit Canobolas Tech High in Orange. They have recently embarked on the STEM journey and I am particularly interested in learning about how they have overcome obstacles and ways of utilising technology in their STEM learning and PBL.

I encourage any teacher that has a passion for any aspect of education to have a look at, and apply for a NSW Premier's Teacher Scholarship. There are a multitude of categories under which you can apply. The staff at the Department of Education are extremely helpful in assisting you to put your application together and up to five hours of the time spent on preparing your application can be counted towards your accreditation hours. I would also like to thank Samsung Technology for their generous sponsorship.

**John O'Neill**

## Domestic violence leave – a workplace right

**One woman each week dies as a result of domestic violence | More than 400,000 women and men experience domestic violence each year  
65% of people who experience domestic violence are in the workforce (Broderick, 2011)**

**In the month of November, IEU members campaigned with other union members across Australia for paid family and domestic violence leave.**

Family and domestic violence is a widespread problem across Australia. It occurs in all parts of society, regardless of geographic location, socio economic status, age, cultural and ethnic background or religious belief. The evidence shows that one in six women and one in 20 men have experienced at least one incident of violence from a current or former partner since the age of 15. (Australian Bureau of Statistics. Personal Safety Survey. 2012)

### **Domestic violence is a workplace issue**

Many people, subjected to family and domestic violence, are in paid employment.

Family and domestic violence impacts on workplaces through increased absenteeism due to injury, sickness, stress, court attendances and other factors. It limits an employee's ability to perform effectively, which might result in performance management, terminations and resignations.

Yet the workplace is often the only place where employees can feel safe, gain support or find out about community services that can help.

Through a stable and secure job, employees who are experiencing domestic violence can support themselves and their families financially and plan an exit strategy from the violence at home.

### **What is family and domestic violence leave?**

Paid family and domestic violence leave and protections at work help victims of violence to maintain safe and secure employment.

Paid leave will allow an employee subjected to family and domestic violence to take an absence from

work to attend appointments with medical, legal or financial professionals or to make arrangements to relocate or ensure their children's protection, without suffering financial disadvantage.

This not only supports people subjected to current violence actions, but also facilitates safe escape from dangerous situations, thus helping to reduce or eliminate further violence.

### **Family and domestic violence leave provisions**

Unions and employers have negotiated over 500 workplace agreements which provide for paid family and domestic violence leave across a wide range of industries.

It is a fact that some IEU members have access to specified industrial provisions within their collective agreement which details the care and practical support, including paid leave, available to members experiencing family and domestic violence. In some cases, these collective agreements even include support to those employees who support a person who is experiencing domestic violence. Contact your Union office for advice regarding your collective agreement.

These collective agreement provisions have been successfully achieved through strong membership activism when negotiating working conditions.

However, the sad reality is that there remains a substantial number of staff in non government schools who do not have access to paid family and domestic violence leave and employer support. More needs to be done.

### **Unions against domestic violence**

The ACTU has filed a claim with the Fair Work Commission to have paid family and domestic violence leave included in all Modern Awards. If successful, this claim will:

- directly benefit more than 6 million workers
- provide for 10 days paid family and domestic violence leave for employees to attend court appearances; medical and legal appointments
- make safety and re-location arrangements, and
- allow employees to request a change in working arrangements, such as start and finishing times and other safety measures such as changing work email and phone numbers.

### **A much needed safety net**

While the majority of IEU members' working conditions are covered through enterprise agreements, many do not have access to paid family and domestic violence leave.

The modern awards set the 'basic safety nets' for employment conditions for all workers. Any enhancements to the modern award safety net must ultimately be reflected in enterprise agreements. Enterprise agreements must be able to meet the Better Off Overall Test against the relevant modern award.

Therefore, the successful inclusion of paid family and domestic violence leave into modern awards will provide the much needed safety net for all workers.

### **Fair Work Commission needs to agree**

The claim for family and domestic violence leave will go before the Fair Work Commission this month for consideration by all parties.

This is an historic opportunity for the Fair Work Commission to ensure that all Australians can access the support they need to escape family and domestic violence and rebuild their lives.

It is imperative that this application for family and domestic violence leave is supported.



# Injecting the teacher's perspective

The following letter was received by IEU Assistant Secretary Mark Northam from IEU BOSTES Rep Sallyann Burtenshaw, which highlights the important role teacher reps play at BOSTES.

Dear Mark

I just wanted to thank you again for giving me the opportunity to attend the BOSTES meetings. I have gained so much professionally from being part of the consultation process.

The last meeting really was just to confirm that BOSTES had taken on board suggestions that came from the meeting. From a Union perspective I can confirm that they acknowledged the need to cut down on outcomes to relieve teacher workload, reducing the overall number by two.

I also had some input in ensuring that references to Indigenous content had to be authentic and teachers were not expected to make links on every outcome as this not only increases workload but makes the links tokenistic rather than authentic.

The discussions at the meetings were rigorous but I feel that the representatives were able to have a positive impact on the development of syllabus. I feel that I was able to inject a teacher's perspective, which was important as CE sometimes had a differing view. On the whole there was more debate over terminology rather than content but we all left the meeting feeling positive that our voices had been heard.

I am looking forward to seeing how it progresses next year.

Thanks again.

Warm regards

Sallyann

## Advancing workplace equity and inclusion

While the recent 2016 Gender Equality Scorecard from the Australian Workplace Gender Equality Agency (WGEA) shows some encouraging signs, there is still a long way to go achieving fairer and more equitable workplaces.

Overall in Australia, the gender pay gap (total remuneration for full time employees) has fallen 1.6% to 23.1%.

All Catholic dioceses, other major education systems and independent schools with over 100 employees, are required to report annually to WGEA on a range of workplace equity indicators.

These reports include data on:

- the gender pay gap
- access to parental leave and flexible return to work policies and practices such as job share

- countering harassment and discrimination
- support for employees experiencing domestic or family violence, and
- professional development opportunities.

The annual WGE public reports contain valuable information on these areas of policy and practice and on employment statistics such as access to part time or job share after parental leave.

In most dioceses, IEU officers and members participate in diocesan Workplace Equity Committees which oversee compliance with WGEA requirements, support the development of diocesan policies (such as flexible work arrangements and anti harassment) and seek to enhance career development opportunities.

Support for staff with elder care responsibilities has been identified as an emerging issue in some

dioceses. Under the *Fair Work Act* and under enterprise agreements, employees with carer responsibilities have a 'right to request' a flexible work arrangement.

As most 2016 diocesan WGE reports show female employment levels of over 70%, these issues are of ongoing concern to IEU members and to the Union.

At a national level, the IEU is continuing to campaign to protect the Federal Government's Paid Parental Leave Scheme and also strongly supports efforts to ensure access to paid leave for employees affected by domestic or family violence.

Contact the IEU if you have any inquiries about workplace equity issues or would like to become involved in the Union's Women and Equity Committee.

**Pam Smith**

Convenor IEU Women and Equity Committee



# Teacher exchange - a double farewell



Farewell to our Year 2016 visiting exchange teachers. We hope that your experience has been a rewarding one and that you take home many memories from your exchange so that others benefit from your time here. Please try and become involved in your local exchange leagues. Those who attended exchange weekends, dinners and walks organised by the NSW ETL, would realise how hard the regional reps and central committee work for the good of the exchange program.

Farewell to our outgoing Year 2017 exchange teachers. You are off to some exciting (yet cold) destinations: Alberta, Ontario, British Columbia, Colorado and England. You and your families will have a wonderful year. You will continue to receive the Union's publications while on exchange to keep abreast with all the news!

We are now accepting applications for 2018, for all provinces in Canada, the UK and Colorado in the USA, and international schools in Europe. For those of you who missed out on a match for next year, you will be our priority for the next round of matching, so please think seriously about reactivating your applications. Most who miss out the first time, do not miss out the second. Just call or email with your intentions, you never know, it could be the first of a couple of exchanges, just like Simon and Cathy - read their story below.

So if you want to experience one or two winter festive seasons (you may also apply for a mid year exchange), simply download an application from the IEU website [www.ieu.asn.au](http://www.ieu.asn.au) and click on teacher exchange. You could also call Helen Gregory on 8202 8900 or 1800 467 943 or email a brief profile to [helen@ieu.asn.au](mailto:helen@ieu.asn.au).

## Loved our exchanges

"My first exchange to North Wales was in 1993, not far from Llanfairpwllgwy... yes 54 letters worth. What a fantastic year it was for our family. Oh, of course I have to include that my wife shook Prince Charles' hand while he was checking on the floods in Conwy! Our three children have been back to see the school they attended and met the other school staff that supported us all. The experience was so good we decided to do another, only

this time a double exchange, for both of us. The couple we swapped with were from Calgary, Canada at Catholic schools, so it surprised some that they accepted teachers from two Australian independent schools. Of course this was a result of the hard work of Helen Gregory from the IEU. Well, we headed over in 2010 and the experience didn't disappoint.

Only yesterday in class back in Australia I was talking about my exchange and the students remembered his name and we discussed his Canadian French accent. The experience had also been a positive one for them and they reminisced over some of their funny experiences from the exchange. My own children, now older, also had the chance to visit us in Canada but were a little put out by the fact that our home in Australia was occupied by another family at the time! However, my friends and colleagues shared some great times with them. I still hear stories like ... a T-shirt was presented to the Canadian with an anchor emblazoned over a W. Yes, he reprimanded a student with the word during a lesson. The class went dead silent and of course the staff found out and had to explain the different Australian meaning for the term. Meanwhile on the other side of the world, I had students queuing up at recess to hear me say "something really Australian"!

Now, we both get to reflect on our experiences with other Calgary exchangees. All the Aussie women there in 2010 were knitted moose toques, that is beanies featuring a moose. So this group of about 15 'the moose toques', including partners, try to get together every 18 months at a different location for a week or so. At this point, we have met up at Airlee Beach, Sydney, Darwin and Murwillumbah.

As a learning experience, from a teaching point of view, the exchange is exceptional. It makes you realise the way Australian teachers and our philosophy support the ability of our children to not only adapt well anywhere overseas but also to excel. I am always amazed by how few people take advantage of this experience and can only say "try it, I certainly look on the exchanges as two of the best years of my life"!

Simon and Cathy Dundon

# APPLY NOW FOR 2018 TEACHER EXCHANGE



[www.ieu.asn.au](http://www.ieu.asn.au)  
For more information



# Labour bites



## Back to uni

In Winnipeg a tentative agreement has been reached to end a strike by professors and other staff at the University of Manitoba. The executive of the University of Manitoba Faculty Association is recommending acceptance of the package, which will be voted on shortly by members.

Details of the agreement have not been released but if it's accepted, classes are expected to return to normal tomorrow for upwards of 29,000 students.

The university says in a press release that negotiators for both sides made progress in conciliated talks on key issues that included teaching workload, job performance and job protection.

The association went on strike 1 November after being without a contract since 31 March.

(Source: Canadian Labour Reporter)



## Workers boycott beer

The nationwide boycott of all Carlton United Brewery (CUB) products reached new heights after it was revealed that a camp of ringers in Queensland's Channel Country have only been drinking Sauvignon Blanc for the last five weeks.

They join a growing political movement of punters that are abstaining from drinking any of Australia's highest selling beer brands, in a showing of support for 55 workers who lost their jobs at CUB in June. These men and women are also known as the #CUB55.

The maintenance workers lost their jobs after CUB terminated a machine maintenance contract with employer Quant, they were then offered their jobs back again at a 65% lower wage, after penalty rates and other entitlements.

EH Pearson Cattle Company's head stockman, Ronnie Austin says "I'm usually not a big supporter of the unions, but you can't carry on the way these blokes have been".

Austin says it's been hard work trying to avoid getting stuck into a few green demons at knock off after pushing cattle all day, but it's their duty as fellow workers to support the CUB 55.

"It's been tough. But we are all starting to get around the lively fruit flavours of the Jacob's Creek Sauvignon Blanc". With the Mount Isa New Year's Eve Rodeo as the next big event pencilled in on their calendars, Austin says the Betoota boys are prepared to throw down with anyone who questions their choice of drink.

"If CUB haven't sorted this mess out by then, well yes of course we will still be drinking white wine on New Year's Eve" (Source: The Betoota Advocate)



## Can cannabis save unions?

In California one of the biggest impacts of Proposition 64, which legalised marijuana, will likely be felt by the estimated 300,000 to 350,000 workers in the state's cannabis industry.

Whether they are farmworkers, immigrants who each year head to Humboldt County to process the crop, or retail clerks helping to legally sell various forms of the plant, there are workplace issues to be resolved.

Both driving and benefiting from the legalisation of pot is organised labour. The marijuana industry represents one of the biggest opportunities for unions in decades, analysts and organisers said, as their ranks have shrivelled over decades under conservative policies and a concentrated effort by business groups,

such as implementation of so called right to work laws.

"These are workers trying to do an honest day of work for an honest day of pay," said Jeff Ferro, the director of Cannabis Workers Rising, an organising effort by the United Food and Commercial Workers (UFCW) Union. It has organised thousands of medical marijuana workers in eight states and the District of Columbia.

"Labor unions will stand strong for workers' rights," said State Senator Mike McGuire, who co-authored the state law on medicinal marijuana. "They bring workforce protection. Also, consumers can rest assured those employees are earning a living wage and good benefits and that the employer has to abide by state and federal workforce laws." (Source: The Press Democrat)



## No free list

Cinema staff who have been on strike for five days to press their demand for the London living wage (LLW) argue that they would not be able to afford a ticket to see a film on their pay.

Workers at the Ritzy in Brixton and Hackney Picturehouse enter the last day of their strike today, having the industrial action on Thursday to coincide with the release of Harry Potter linked film Fantastic Beasts and Where to Find Them.

Picturehouse, owned by Cineworld, pays London staff £8.77 an hour, when the LLW is £9.75 an hour.

The staff, who are members of BECTU, said that they would not be able to afford to watch the movie had they not received free tickets.

A message on the A Living Wage for Ritzy Staff Facebook page reads: "Everyone has the right to a real living wage. The movies aren't for the privileged alone, they're for everyone". (Source: Morning Star)

Compiled by  
**John Quessy**  
Secretary



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# Independent Education Union of Australia IEU NSW/ACT Branch

## Scheduled Election 2016 Declaration of Results for Contested and Uncontested Offices

**E2016/106**  
Below are the results of the election for the following offices, conducted in accordance with the provisions of the Fair Work (Registered Organisations) Act 2009 and the rules of the organisation.

Independent Education Union of Australia- NSW /ACT Branch		
Total number of names on the roll of voters	29201	<b>Financial Officer (2)</b>
Ballot papers issued	29201	Candidates
Replacement ballot papers issued	3	MacTAVISH, Marie
Total Ballot Papers Issued	29204	MOORE, Peter Anthony
Ballot papers/envelopes returned for scrutiny	2236	I declare Marie MacTavish and Peter Anthony Moore elected.
Less ballot papers/envelopes rejected at preliminary scrutiny	39	
Adjusting balance	0	<b>Branch Secretary</b>
Total Ballot Papers Admitted to Scrutiny	2197	Candidates
Percentage of ballot papers returned to number issued	7	QUESSY, John David
Ballot papers returned as unclaimed mail	128	I declare John David Quessy elected.
Ballot papers not returned	26840	
<b>General Executive Member (10)</b>		<b>Branch Deputy Secretary</b>
Candidates	Votes	Candidates
TEMPLETON , Helen	1648 (5)	TAYLOR, Gloria Ann
O'NEILL , John	1578 (6)	I declare Gloria Ann Taylor elected.
COOPER, Vincent Edward	1271	
RUELLO, Tina	1729 (3)	<b>Branch Assistant Secretary (2)</b>
PRATT , Jeff	1440 (8)	Candidates
MURNANE, Patricia Anne	1742 (1)	MATTHEWS, Carol
McCAFFRIE, Caroline	1714 (4)	NORTHAM, Mark
McHUGH, Denise	1731 (2)	I declare Carol Matthews and Mark Northam elected.
PAINE, Bruce Charles	1128	
CONLON , Ross	1438 (9)	<b>Delegate to Federal Council (17)</b>
FITZPATRICK, Marty	1338	Candidates
PENSON, Suzanne	1484 (7)	BAKER, Bernadette
JENKINS-FLINT, James	1415 (10)	BRUCE, Megan
DEVERY, Patrick	1374	COTTON, Amy
Total votes	21030	FORBES, Karen
Formal ballot papers	2103	GRIFFITHS, William Edward
Informal ballot papers	94	MATTHEWS, Carol
		McEWAN, Ann- Maree
		McHUGH, Denise
I declare Helen Templeton, John O'Neill, Tina Ruello, Jeff Pratt, Patricia Anne Murnane, Caroline McCaffrie, Denise McHugh, Ross Conlon, Suzanne Penson and James Jenkins-Flint elected.		MOORE, Carolyn
		NORTHAM, Mark
<b>President</b>		QUESSY, John David
Candidates		SMITH, Pam
WILKINSON, Christine Joy		TAYLOR, Gloria Ann
I declare Christine Joy Wilkinson elected.		TOWSON, David
		WARREN, Kendall
<b>Vice-President (5)</b>		WHITE, Sandra
Candidates		WILKINSON, Christine Joy
BAKER, Bernadette		
COLLINS, Carolyn		I declare Bernadette Baker, Megan Bruce, Amy Cotton, Karen Forbes, William Edward Griffiths, Carol Matthews, Ann-Maree McEwan, Denise McHugh, Carolyn Moore, Mark Northam, John David Quessy, Pam Smith, Gloria Ann Taylor, David Towson, Kendall Warren, Sandra White and Christine Joy Wilkinson elected.
CONNELL, Gabrielle		
GLASE, Louise		
GODFREY, Leah		
I declare Bernadette Baker, Carolyn Collins, Gabrielle Connell, Louise Glase and Leah Godfrey elected.		Ishtiaq Ahmed
		Returning Officer
		Australian Electoral Commission
		27 September 2016





# Take control of your classroom

## Chris Wilkinson

President



Here we are at the end of another year. Hard to believe where the time has gone. When one is so busy caught up in all the 'administrivia' and deadlines that must be kept, one wonders if the end is ever going to come and those dreaded deadlines will be met.

The constant cry from members in all sectors is about the add-ons, data entry, report writing, registers, edumate entries, surveys, online learning and professional development and the list goes on. Where has the classroom teaching and the fun with the students gone?

In preparation for 2017 we must all take stock of our professional domain. We must all work hard to bring respect back for teachers in the classroom, from parents and the wider community.

Students in the past stood back for teachers, offered to help carry books and opened the doors. Not any more – they seem to have lost all respect for teachers.

We need to take control of our classrooms and demand good manners and attention. Learning is difficult in a noisy, hostile classroom. Mobile phone use is becoming a constant battle in schools

where students are reliant on them and feel that they have the right to use them whenever they feel the urge.

Schools need to provide clear policies on the use of these devices. Teaching is getting harder and is not what it used to be. I realise society is changing and we as professionals have to change with the times, however we all need support from the systems and the school administration.

As chapters work together, don't be afraid to voice your concerns, challenge decisions and work to make your workplace a safe and happy one.

I thank you all for your support throughout the year. I would like to wish members who are retiring a happy and fulfilling retirement – enjoy and do all that you have been planning for.

To those who are changing employment, good luck and I hope that you enjoy your new school.

To those who are taking off on teacher exchange, enjoy your time away, travel and get to know your new neighbours.

Make lots of friends as the time will fly by.

To everyone else, I wish you all a safe and enjoyable holiday and a merry Christmas and Happy New Year.

Stay safe and enjoy your family and friends. Make sure you have time to do the things you enjoy, as we all know January comes around quickly.

Thank you for your support throughout the year and I look forward to working with you next year.

**"We must all work hard to bring respect back for teachers in the classroom, from parents and the wider community."**

# Preschool funding a backwards step?

## Gabe Connell

Vice President ECS



Over the last couple of months the new preschool funding model has been rolled out across NSW with information sent to services and a roadshow across the state.

Extra money has been added to the SEIFA Band base rates but at what cost?

To be eligible for the higher base rates services will have certain conditions they have to meet:

- A child will need to be at least four years old on or before 31 July in the year before school
- At least three years old on or before 31 July and be from a disadvantaged background or identify as Aboriginal, and
- Must attend an early childhood program for 600 hours a year.

### What does this mean for services, teachers and families?

At the moment most services are looking at how they can extend their hours so children can attend 7.5 hours a day. This has big industrial implications with staff having to work longer hours and when you consider the low wages and conditions

many work under how can we ever hope to attract and retain teachers in the sector.

The DoE states that 75% of the new funding must be passed on to reduce fees and that children from disadvantaged families should only pay \$10 a day.

How will services pay the increased wages and reduce fees to this extent? Many are struggling with this and say they won't be able to meet these conditions especially as they still have not received written confirmation of their new funding amounts so are finding it extremely difficult to set budgets and fees.

Three year olds will not be funded unless they are from a disadvantaged background or identify as Aboriginal and attend 600 hours a year.

The latest research states that two years of preschool could improve academic results and reduce the learning gap. Once upon a time two years of preschool was funded – now we seem to be taking a backward step.

As well as this, families who don't want longer days for their children will be forced into this model or their children will not be funded 100%. These children will be funded on a sliding scale from 50% -0% depending on the number of hours they attend.

This is the third funding model since the funding freeze of 2016.

While the new money is certainly welcome and fees will reduce for many families, is this the best model and the best way forward?

# Working to protect and enhance principals' interests

## Pam Smith

Principals Organiser



The Term 4 IEU Principals Branch meeting was held on 12 November at the Union's Parramatta office.

A major focus of the meeting was discussion of the most recent draft from Catholic Commission for Employment Relations (CCER) of the systemic principals' enterprise agreement (EA). Input from the Branch meeting was much appreciated and useful for the Union's meeting with CCER on 15 November.

Since the meeting with CCER, the IEU has provided feedback in regard to a range of EA issues, including greater protection around performance review for progression from Foundation to Accomplished levels. Specific issues relating to ACT principals have also been pursued.

The IEU understands that Sydney Archdiocese still wishes to proceed with its own separate EA for 2017 and beyond. IEU meetings with SCS are scheduled for early in December.

Other areas of discussion at the Branch meeting included workload and wellbeing issues and a copy of the Wollongong Diocese's new Principal Health and Wellbeing Policy was circulated. The meeting also welcomed a superannuation update from Brent Hopping from NGS Super.

Principals Branch members discussed the NSW Legislative Council Inquiry into Children with Special Needs and input from principals is welcome to help inform the IEU's submission to the inquiry.

IEU meetings with principal members were held in Wollongong on 24 November (teleconference), Armidale on 25 November, Sydney on 29 November and Lismore on 2 December. A teleconference with independent sector principals was held on 10 November.

In regard to Principals Branch meetings for 2017, the proposed dates are 11 February, 6 May, 5 August and 4 November. These dates will be confirmed at the 2017 Branch AGM on 11 February.

The IEU thanks Principals Branch members for their contribution during the past year and looks forward to continuing to work to protect and enhance principals' professional, industrial and wellbeing interests.

# You are magnificent

## Carolyn Collins

Vice President Support Staff



You may not hear it enough from your work colleagues, parents or students, but the IEU states it unequivocally. The significant contribution school support staff make to quality education is real and important. The personal rewards of making a difference to students' lives are immense.

To have a thriving school environment and an effective school community, everyone is equal, especially in what they bring to the table. When schools realise that their support staff are a valuable asset in the whole school environment, everyone wins.

Education International validated this recognition when it endorsed International

Education Support Staff Day at the 7th Education International World Congress held in Canada last year. Let's make this day in 2017 memorable, along with our Support Staff Conference on 25 August.

When school support staff are considered an afterthought, or second class citizens, we all lose. Unacceptable working conditions, poor pay, casualisation, and the lack of quality professional development impacts on all.

By now schools should be aware of funding for 2017, so there is no reason why school support staff should be not informed of their hours for 2017. Don't hesitate to contact the IEU if you have any worries.

I wish you a safe, fun filled break and a Merry Christmas to all who celebrate it.

In case you haven't heard this lately.

Thank you.

You are more than awesome.



In Canberra on 23 November, IEU Secretary John Quessy presented Luciana Ciaccia with a Certificate of Appreciation for over 35 years as an IEU Rep. Luciana was also the Secretary of Independent Schools Staff Association (ISSA) for many years, having joined that organisation in 1981.



# Giveaways



## Pocket Rocket

Author: Ellyse Perry with Sherryl Clark

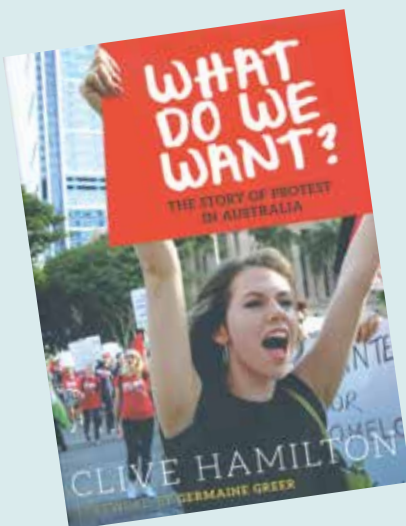
Publisher: Random House Australia

Three copies to give away

Find out where it all began for Ellyse Perry, Australia's most prominent sportswoman.

All Ellyse wants to do is play sport. Cricket, soccer, touch footy, athletics – you name it! But now that she's in high school, playing sport and having fun doesn't seem so simple. For starters, there's more homework, and a mix-up with her electives has her stuck with debating! Ugh. Then her friends, Jazz and Charlie, don't invite her when they go roller skating. To top it off, mean Ms Parkes won't let her on the school cricket team because she thinks Ellyse is too small. Could life be more unfair?

Luckily, she still has club cricket. Her team are a sure bet to make the grand final, and Ellyse can't wait to get out onto the pitch with her mate Jamie.



## What Do We Want? The Story of Protest in Australia

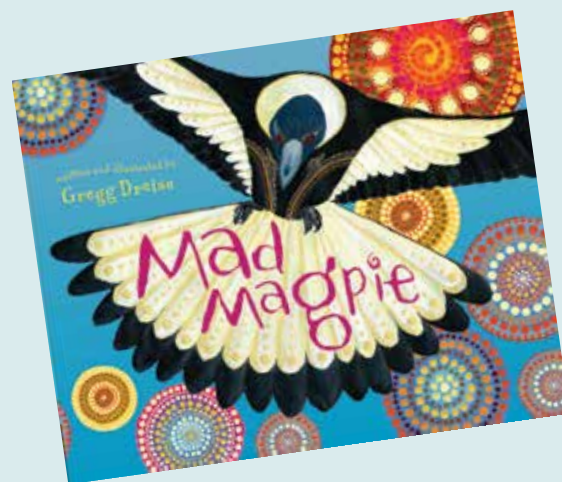
Author: Clive Hamilton, Foreword by Germaine Greer

Publisher: NLA Publishing

Three copies to give away

In *What Do We Want?* Clive Hamilton explores the colourful, enthralling and stirring forms of protest used in the big social movements that define modern Australia.

He includes dedicated chapters on the peace movement, women's liberation, Indigenous rights, gay rights and the environmental movement, and examines how these movements have confronted the ugliness in Australian society and caused epoch defining shifts in social attitudes.



## Mad Magpie

Written and Illustrated by Gregg Dreise

Publisher: Magabala Books

Three copies to give away

*Mad Magpie* is the third book in this successful series of morality tales from Gregg Dreise. Inspired by wise sayings and the knowledge of his elders, *Mad Magpie* tells the story of Guluu, an angry magpie who is being teased by a gang of butcher birds.

The more he is teased, the angrier he becomes. When Guluu seeks advice, his elders tell him to stay calm like the river, ignore the butcher birds and to be strong on the inside. Guluu tries this, but the cheeky birds just laugh at him. One day, when Guluu is at the river looking for worms, the butcher birds arrive and steal his food. He remembers the words of his elders and he tries again – and this time Guluu has a different outcome.

Email entries to [giveaways@ieu.asn.au](mailto:giveaways@ieu.asn.au) with the giveaway you are entering in the subject line and your name, membership number and address in the body of the email. All entries to be received by 9 January 2017.



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# Absolutely Super investment choice

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Super**

**Bernard  
O'Connor**

NGS Super



The majority of super fund members remain with the default option, which for NGS Super is Diversified (My Super). As the name indicates, this investment option uses the principle of diversification to reduce risk while producing competitive returns for the majority of members. It is suitable for medium to long term investors and has an asset allocation of approximately 70% growth assets and 30% defensive assets.

This range may vary from time to time according to the discretion of the Investment Committee, the internal investment team and our external adviser, Frontier. In terms of the growth assets held in the portfolio, the main categories are: Australian shares, International Shares, Infrastructure and Growth alternatives. The defensive assets consist of: fixed interest (yield and duration), Property (direct), Cash and Term Deposits as well as Defensive alternatives. The 10 year average return for this option at 30 June 2016 was 5.65% and the likelihood of a negative return is three in 20 years.

Investment choice often depends on an individual's risk tolerance – the ability to remain calm when there are big swings in a volatile market. It also depends on age which is especially relevant for superannuation investments given that age restrictions apply. A standard axiom applied by financial planners is that the longer the time frame, the greater the risk that can be accepted. For example a 30 year old with a time horizon of another 30 years or more may choose to accept higher risk investments because short term fluctuations have time to be reversed. In fact declines in unit prices can be seen from a long term perspective to be an opportunity to buy more units at lower prices. In this sense the term 'paper loss' applies as no actual loss of units occurs, there is simply a reduction in the value

of each unit. A real loss, or a 'crystallised loss', could however occur at the time of an investment switch, a withdrawal or rollover.

NGS Super offers different investment types: premixed options which are made up of different asset classes with varying exposure to each. Essentially, the seven options range from an asset allocation of 30% growth assets and 70% defensive assets (Defensive Option) to 100% growth (Shares Plus). Members are able to select according to the gradation of risk and potential return they will accept.

Sector specific options are made up of pure asset classes, not pre-mixed. The five sector specific options range from Cash and Term Deposits to Diversified Bonds, Property, Australian Shares and International Shares. These 'pure' asset classes can be mixed with other sector specific options or premixed options according to member preference.

The NGS Self Managed option allows members to invest directly in ASX listed companies, Exchange Traded Funds (ETFs) and Term Deposits. This option may suit an active investor who wants control over which specific companies, ETFs or Term Deposits they select.

So it is possible to design an individual portfolio of investments to suit your financial goals and the level of risk you are prepared to accept. NGS Super members can check their investments through Member Online after logging in to [www.ngssuper.com.au](http://www.ngssuper.com.au). Under 'Investments' it is possible to see your investment choices and their proportions and if you click on 'Your investment mix' a green and pink pie chart comes up detailing the exact proportion of growth and defensive assets you hold in your portfolio. It is a simple guide which should be congruent with your risk tolerance and investment goals.

It is always a good idea to obtain financial planning advice before making financial decisions and NGS Super offers this service with a free, no strings attached initial consultation. Call 1300 133 177 if you would like to make an appointment.

On behalf of the NGS Super Trustee, Management Team and staff, I would like to wish all IEU members a great festive season and a happy and healthy New Year.

*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 Produce Disclosure Statement for any product you may be thinking of acquiring and consider seeking personal 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.)*

## NSW ACT IEU Executive

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**Secretary**

Gloria Taylor  
**Deputy Secretary**

Carol Matthews  
**Assistant Secretary**

Mark Northam  
**Assistant Secretary**

Chris Wilkinson  
**President**  
St Joseph's Catholic College  
East Gosford

Louise Glase  
**Vice President Non-Systemic**  
St Patrick's College Campbelltown

Bernadette Baker  
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St Mary's Cathedral College Sydney

Carolyn Collins  
**Vice President Support Staff**  
St Michael's Primary School Nowra

Gabrielle Connell  
**Vice President ECS**  
Albury Preschool Kindergarten

Leah Godfrey  
**Vice President ACT**  
St Thomas The Apostle Primary School  
Kambah

Peter Moore  
**Financial Officer**  
De La Salle College Cronulla

Marie MacTavish  
**Financial Officer**  
St Joseph's Primary School  
East Maitland

### General Executive Members

John O'Neill  
Carroll College Broulee

Jeff Pratt  
Mount St Patrick's College  
Murwillumbah

Suzanne Penson  
Mackillop College Port Macquarie

Ross Conlon  
O'Connor Catholic High School  
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Our Lady of the Sacred Heart College  
Kensington

Tina Ruello  
Catherine McAuley College Westmead

James Jenkins-Flint  
St Brigid's Primary School Marrickville



## For IEU meeting dates see [www.ieu.asn.au](http://www.ieu.asn.au)

### Our locations

Sydney 485-501 Wattle Street, Ultimo NSW 2007 (02) 8202 8900

Parramatta Level 2, 18-20 Ross Street, Parramatta NSW 2150 (02) 8202 8900

Newcastle 8-14 Telford Street, Newcastle East NSW 2302 (02) 4926 9400

Lismore 4 Carrington Street, Lismore NSW 2480 (02) 6623 4700

ACT Unit 8, 40 Brisbane Avenue, Barton ACT 2600 (02) 6120 1500



# HAVE YOU CHANGED SCHOOLS OR CENTRES FOR 2017?

Don't forget to update your details



Call 02 8202 8900



Email [update@ieu.asn.au](mailto:update@ieu.asn.au)

## THERE IS NO WEALTH LIKE PEACE OF MIND.

We all know money can buy us freedom.  
But nothing can free the mind like knowledge.

That's why we're dedicated to educating our  
members. It's all about empowerment.

By this we don't mean sending you a yearly letter  
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From the start of your career through to retirement,  
our people are there to guide you along the way.

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over the phone even late into the evening.

Our online education tools and services will also allow  
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True wealth, as our members will tell you, starts with  
a wealth of knowledge.



For more  
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[www.ngssuper.com.au](http://www.ngssuper.com.au)  
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1300 133 177.

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