

newsmonth

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The newspaper of the Independent Education Union of Australia NSW/ACT Branch (vol 36 #3) May 2016

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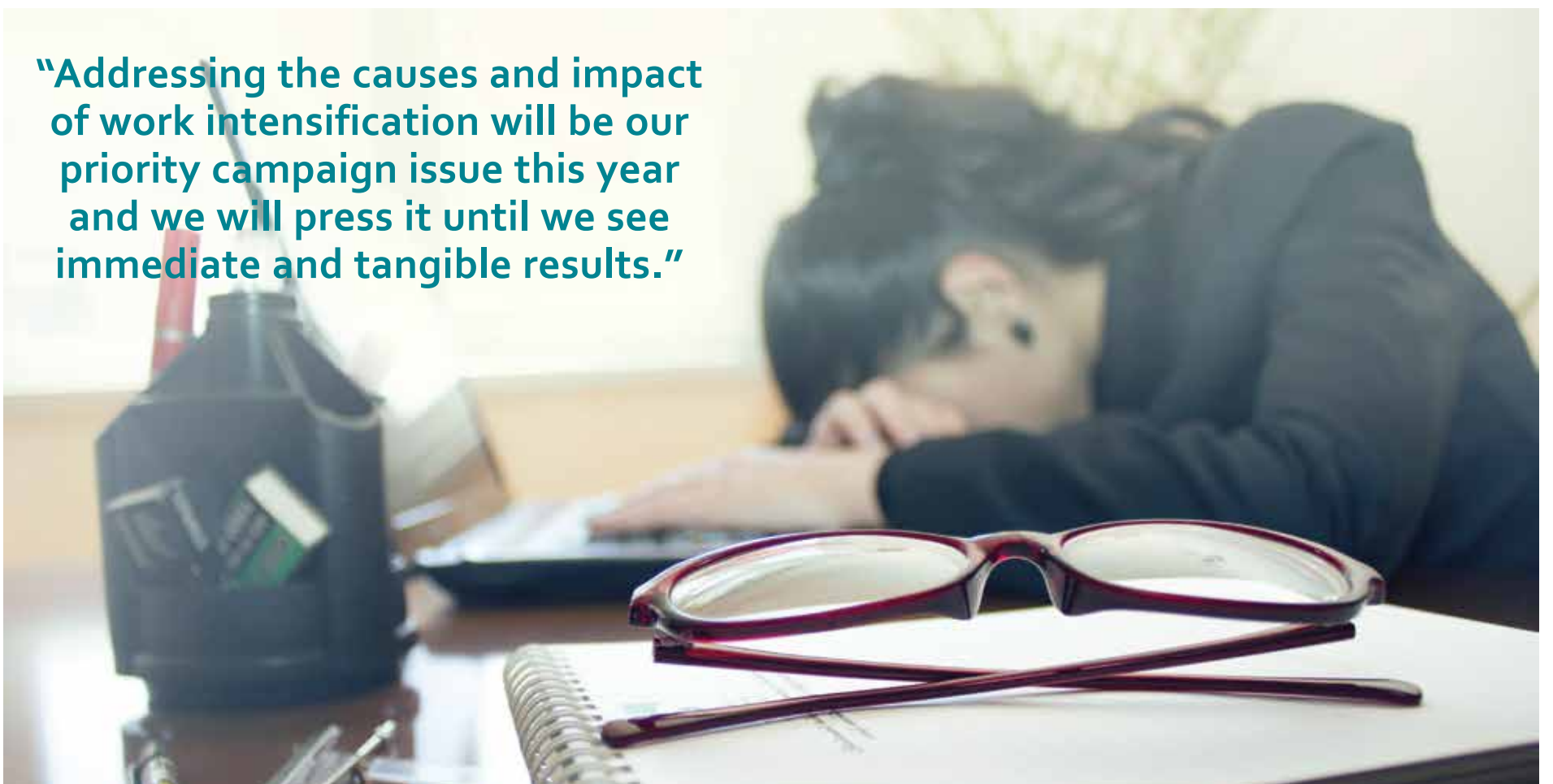
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"Addressing the causes and impact of work intensification will be our priority campaign issue this year and we will press it until we see immediate and tangible results."



BREAKING POINT

Teachers and support staff throughout NSW and the ACT are at breaking point with escalating workloads and increasing demands now at unmanageable levels.

Work intensification has for too long been taking a toll on the wellbeing of staff. In addition to this pressure, members are anxious about being taken away from the vocation they chose and are passionate about.

A recent survey by the Guardian newspaper in the UK reveals that almost half the teachers in England are planning to leave teaching within the next five years. The reason, unrealistic work demands that have little to do with quality teaching and learning. The survey found

that 82% claim unmanageable workloads and that three quarters are working between 49 and 65 hours per week.

The IEU at its Council meeting in March echoed these sentiments with members citing instances of work impact on the physical and mental health of themselves and their colleagues.

Increasing demand

Council identified a range of areas where pressure had been increasing on teachers and support staff due to new demands or where resourcing did not keep up with expanding exigencies.

These areas included students with special needs or challenging behaviours,

compliance burdens, the impact of technology, excessive programing requirements, unsupported curriculum initiatives, over assessment and data analysis.

All this they observed was growing at an alarming rate while their RFF was being eroded through demands for various meetings and collaboration exercises. In many cases class sizes were increasing, generally with no additional resourcing.

Members also reported that the little PD opportunities available to them were taken up with school and system PD priorities, with scant regard to accommodating the professional learning

needs identified by staff during their own goal setting.

Council resolved to prioritise a campaign to address workload issues during 2016 and set some immediate objectives. In the Catholic sector, Council sought an urgent review of current work practices arrangements to identify gaps and deficiencies and to remedy those deficiencies. Additionally, an extensive survey of members will be undertaken to provide both evidence and distinguish priority areas to inform bargaining claims for both Catholic and independent schools.

John Quessy IEU Secretary

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Your IEU at work in 2016

In 2015 the IEU recovered nearly \$5 million on behalf of individual members. And we sealed the deal on 58 new workplace agreements.



Independent
Education Union
of Australia
NSW/ACT Branch

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Preliminary claims for members in AIS schools



Gloria Taylor

Deputy Secretary

The current Multi-Enterprise Agreements (MEAs) for teachers and support staff do not expire until January next year, but the Union has had some indication that the AIS may seek early negotiations for the 2017 agreements. The Union advised the AIS that we are just commencing a consultation process with our members in independent schools, but we have forwarded preliminary claims to employers in respect to the next round of agreements. Key elements of the claim are outlined below.

Salaries

The Union is aware that there was considerable consternation about once off payments (OOPs) in lieu of salary increases for teachers in 2015. This was particularly so in medium to high fee paying schools where members were of the view that the payment of reasonable increases would have been well within the capacity of the school. In many cases teachers argued that increased school fees and resources and added demands on teachers warranted reasonable salary increases.

Across our membership in independent schools in both the incremental and standards MEAs, the Union has had a strong message that OOPs would not be acceptable in the next agreement. Members seek salary increases that take account of their very significant contributions to their schools.

The Union is seeking a 9% salary increase (3% per annum 2017-2019) for teachers and support staff.

Work intensification

This topic is always on the agenda, but teacher work intensification is clearly the issue with the most currency in schools. Union members express concern about increasing demands generated by technology, assessment and reporting, parental and student expectations, changing curriculum, co-curricular activities, school events, accreditation and standards requirements and professional development and meeting demands among other issues.

The IEU Council met on Saturday 19 March. Two motions were tabled by branches of the Union and both were carried unanimously. The first called for action including the implementation of "a campaign to address the causes of excessive work hours in schools".

The second motion was specific to independent schools and "formally requests that the IEU seeks a clause to be included in the new AIS schools EA which enables school chapters to

negotiate workload agreements with their employers". Further the branch regarded this issue as "an important component of the upcoming negotiations". The Union wishes to explore mechanisms to address work intensification needs in schools covered by the MEAs. The Union includes suggested solutions to address work intensification in the preliminary claim including the provision of school based consultative committees or a provision to enable workplace agreements in schools.

Other elements of the preliminary claim for teachers also address workload issues including expanded support for teachers seeking proficient accreditation and reinforcement of appropriate notice for professional development and term dates.

Standards model

Some elements of the preliminary claim are specific to Standards model schools including a review of the process for applications for Band 3 Experienced Teachers. The claim also seeks increased allowances for Level 3 and Level 4 Leadership positions and other matters relating to the provision of promotion positions.

The Union also is seeking specific reference to maintenance of 'side deals' in the EA at nominated schools.

Incremental model

Government and Catholic systemic schools now include a shorter salary scale for teachers based on standards. This may well impact on the future of the teacher incremental scale in AIS schools. The Union is claiming in any case the inclusion of an allowance for Highly Accomplished Teachers (HATs).

Currently a significant number of schools are failing to appoint ST1 thus disadvantaging teachers. The IEU encourages all eligible teachers to apply for ST1 during 2016.

The IEU is also seeking an increase in the Step 13 teacher rate.

ACT schools

There are some differences between the conditions for teachers in the NSW and ACT MEAs, in relation to accrual of sick leave and allowances for leadership positions. Promotions positions are to be further discussed in 2016 as agreed in December 2014. There are also significant differences between the NSW and ACT MEAs applying to support staff, with the ACT pay rates being higher for a number of classifications. The AIS has foreshadowed the possible inclusion of ACT schools in the NSW MEAs, but the IEU will oppose this if conditions of members in the ACT are not protected.

The Union again advises that this is a preliminary claim and is subject to change as we continue to consult with members and review the current MEAs. More details of the claims for both teachers and support staff will be sent to schools early in Term 2 and we will visit independent schools during the term as part of our consultation process. Contact your IEU Organiser for further information.

VET: Serving up more complexity



Mark Northam

Assistant Secretary

The IEU has been advised that the Catholic Education Commission has circulated preliminary advice to schools regarding the revised training package SIT Tourism, Travel and Hospitality.

Students who started a two unit, two year Hospitality course this year will need to transition to the equivalent replacement qualifications. Schools thrive on certainty and this dimension is lacking where such arrangements emerge. For teachers, the changes are considerable.

The specific industry experience – "worked in industry for at least three years where they have applied the skills and knowledge of the units of competency that they are assessing" is enormously difficult for the vast majority of teachers to meet.

As a consequence, a co-assessment model will be developed. This will entail schools sourcing a Hospitality co-assessor (not a trained teacher) to ensure compliance is met. The IEU is seeking discussions to clarify the above matters. It is somewhat disconcerting that teachers cannot assess units of work such as

"prepare dishes using basic methods of cookery and serve food and beverage," among others.

Next generation HSC

The IEU has provided a preliminary response to a BOSTES proposal for evolutionary change to the HSC to be implemented in Year 11, 2018. The Union is not opposed to this proposal, contingent upon:

- the standard BOSTES consultative mechanisms being in place as various subjects are further developed, and
- that PD be provided at no cost to teachers – especially for the changes to assessment that were foreshadowed in the papers.

The assessment procedures to be reviewed will potentially assist teacher workload as it appears the number and nature of assessment tasks will be more closely prescribed.

A change of emphasis will be sought. That is that tasks do not necessarily mirror the HSC. In the initial response the IEU has indicated that if 'projects' emerge as tasks they must be constrained and closely defined. The proposed minimum standards for literacy and numeracy are accompanied by multiple pathways. The notion of common scaling for

mathematics is viewed positively. The IEU, while open to an on-screen assessment, would seek additional member input prior to its possible implementation.

A process of recognition

Teachers who began teaching before 1 October 2004 in NSW and haven't had a break of five years or more will be accredited at Proficient on 1 January 2018. The provisos are:

- you have been teaching in the five years before 1 January 2018
- you have a current Working with Children Check as of 1 January 2018, and
- you pay the \$100 fee by the due date (in 2017).

How exactly the exchange of information between employers and BOSTES occurs is still being negotiated, but you can't create a BOSTES account just yet. This will be created for you closer to 2018.

Misinformation exists regarding the accreditation on 1 January 2018 but know that the following is accurate.

Your current qualifications (including two years trained and three years trained) are fine as long as you don't take a break from NSW teaching for five years or more.

continued on page 4

Breaking point

continued from page 1

It is certainly time to re-evaluate what work we want teachers to do and what should be done by other staff. It is time too to provide the additional resourcing and staffing to allow that work to be done well and within a reasonable span of hours. Recent years have seen an exponential growth in new work and new demands which are added onto rather than replacing existing tasks. This is true of both teachers and support staff.

Perhaps it is time that every school had a compliance and data officer appointed to cope with the burden of new work in those areas. Maybe we also need a senior teacher appointed to streamline programing, assessment and reporting. Whatever the answers we, as a Union are saying no more, enough is enough, it's time to seriously prune back expectations and let us get back to our core work.

Addressing the causes and impact of work intensification will be our priority campaign issue this year and we will press it until we see immediate and tangible results.



Facebook comments

Let us teach:

Kristin: Teachers work themselves into the ground working day and night, weekends and holidays. We do it for the kids but at the cost of our family and health. Let us teach. Let us be there for our family as well as yours. Help us find a healthy home/work balance. Support the IEU to support our teachers. Speak to your rep for more info on how you can help find the balance

Emma: When will we be allowed to teach! There comes a time when creating and analysing data and meeting to improve teacher performance is actually counter productive.

Sheryl: 55 hour working week, taking in time in school and work out of hours – for someone who has been teaching for over 30 years.

Reviewing education structures: What's a fair timeframe?

On 10 March NSW Education Minister Adrian Piccoli announced a review of the Board of Studies, Teaching and Educational Standards (BOSTES). The announcement was accompanied by terms of reference and details of the three person panel to undertake this review.

The terms of reference were extensive and addressed issues from the structure and governance of the BOSTES to curriculum and teacher accreditation. On 31 March an issues paper was released which invited responses and submissions by 21 April.

The Union met with the panel to provide some initial views in respect of the terms of reference and made a comprehensive submission in writing addressing the issues paper.

While pleased to have the opportunity to discuss the review and to make a submission we have indicated our concern at the rude haste with which the review was conducted (three weeks from release of issues paper to close of submissions, two of which were school holidays) and the likelihood that real consultation and input has been inhibited.

The panel is expected to report back to the minister by July. Almost every level and function of the infrastructure and process of education in NSW dissected and evaluated in under four months smacks of disrespect and hardly inspires confidence. However we will see what emerges.

The IEU submission (available from our website) was particularly informed by commentary from members over the past few years and from our intersection with BOSTES and its committees, working parties and other forums.

In regard to curriculum we congratulated BOSTES for their implementation of the ACARA Australian Curriculum and supported the process in NSW where teachers by participation are authors or co-authors of school syllabuses. This process or involvement, engagement and consultation we argue needs to be preserved and extended. It is teachers who know their students and how they learn.

On the transfer of responsibility for teacher accreditation to BOSTES through the merger of the Board of Studies with the Institute of Teachers we argue that the case for merger was not made at the time (2013) and that nothing in the meantime has happened to change our minds on this matter. As is always the case with mergers there is one institution that is swallowed up and quickly loses its identity.

Although teachers in NSW were never trusted by government or employers to own their own profession the merger has ensured the dominance of others on the work of teachers. Our view is that school based teacher accreditation was a poor model when introduced in 2004 and has been made no better by the structures currently in place. Despite the efforts of some within the new BOSTES to improve

consultation with teachers and their representatives you simply cannot make a silk purse from a sow's ear.

The BOSTES governance structures are a contested space. On one hand a BOSTES board should be representative of various stakeholders in education and on the other such a large body is unwieldy and will include those with a legitimate interest in some issues which come before the board but no valid rights in respect of others.

This is particularly true of the majority of teacher accreditation policies which require board endorsement. Increasingly decisions of the BOSTES board have implications of an industrial nature with no provisions for those who represent teachers on industrial matters.

The IEU is critical also of the insignificant number of teacher practitioners at board level and the denial of representation by teacher professional associations. The NSW Government's

GTIL policy blueprint recognises these associations as important stakeholders but clearly not important enough.

Our submission raised substantial governance issues regarding the Quality Teaching Council (QTC) which is seriously under representative of teachers and which, in our view should have some oversight of the funds raised by the accreditation fees paid by teachers.

At present it has none and IEU members have legitimately claimed that a significant

user of BOSTES resources on accreditation matters are Teacher Accreditation Authorities (TAAs) who get this service free, paid for by teachers' fees.

We advised the review panel that in our view there are significant deficiencies in the registration requirements for schools. School registration makes demands on school authorities to protect the curriculum, to protect the reputation of non government schools through governance structures and to protect students and parents, but requires nothing to protect or support the staff in those schools. This is more than an oversight, it is a quite deliberate omission and must be addressed.

The above is a snapshot of the IEU submission and our issues will be similar to many other submissions but vastly different to others. It will be interesting to see what emerges from the panel by way of recommendations and which if any the government adopts.

The full text of our submission to the review panel can be found on our website. www.ieu.asn.au

John Quessy

Secretary



Sick leave grab by dioceses

Carol Matthews

Assistant Secretary



The Union is aware of a number of cases where Catholic dioceses have misinterpreted enterprise agreement provisions in relation to sick leave accrual to the detriment of employees. These cases have all come to light in the past month and appear to reflect a general approach across the dioceses. Although the Union has raised the individual cases with each employer, we are concerned that the problem may be much more widespread. They fall into the following categories.

Employees with a commencement date after the start of the school year

Under the transitional sick leave provisions in the new 2015 NSW and ACT Catholic Systemic Schools Enterprise Agreement (the EA), all teachers employed as at 31 December 2015 were entitled to a one off credit of 15 days personal/carer's leave as at 1 January 2016 in compensation for moving to the new

personal/carer's leave accrual system. From 1 January 2016, 15 days personal carer's leave accrue progressively with service rather than leave accruing as a block at the start of each year of service with the employer. Under the EA, all existing sick leave accruals as at 1 January 2016 were maintained.

Contrary to the EA provisions, the Union was informed by members in a regional diocese in March that some teachers found their existing 2015 sick leave balance had been retrospectively reduced. The teachers affected had a commencement date after the start of the school year and had received a block of sick leave during the course of the 2015 school year. In March the diocesan payroll office deemed some of the 2015 accrual to be 2016 sick leave and clawed it back, reducing the teacher's sick leave balance. In one case this resulted in a teacher with a low amount of accrued sick leave going into the negative as she had already taken part of her 2015 sick leave which the diocese later tried to claw back. There is nothing in the EA that justifies this because the EA specifically states that all existing sick leave accruals as at 1 January 2016 will be maintained.

The Union has also been informed that similar deductions were made to support staff who did not have an anniversary date

at the commencement of the year. Following complaints by the Union, the Union was advised that the problem was rectified for all affected employees in that diocese. However, the Union was informed by the payroll office of the diocese in question that the payroll offices in all dioceses had made similar deductions.

Principals outside the Archdiocese of Sydney

Another regional diocese advised principals that they are no longer entitled to accrue block sick leave at the commencement of a year of service but rather from 2016 will accrue it progressively. This is incorrect as, except for principals employed in the Archdiocese of Sydney, the existing 2013 enterprise agreements still apply. These agreements make clear sick leave is accrued at the commencement of each year of service. As at the date of writing, this diocese has not yet agreed to withdraw the change and if the matter is not resolved, the Union will not hesitate to notify a dispute. All principals in dioceses other than Sydney should check their sick leave accrual.

Sydney Catholic schools

As discussed above, sick leave accrual for employees in schools up until the end

of 2015 occurred at the commencement of each year of service. However, the PHRIS payroll system used by the Archdiocese of Sydney in recent years calculated sick leave on a progressive basis. This potentially would understate an employee's sick leave entitlement in respect of the current year of service. In relation to completed years of service the problem would resolve itself, provided the employee at no stage reached a zero balance. The Union was previously advised by the CEO that before an employee was advised they had no sick leave available, the PHRIS calculation was checked manually against EA entitlements. However, the Union is not sure that a manual check was used to record the correct accrued entitlement in the transition to the new system. Employees with an anniversary date after the start of the school year are most likely to be affected.

The Union will seek further discussions with Sydney Catholic schools about this issue.

Any employees with a concern about their sick leave are urged to contact the payroll office of their diocese. If the matter is not resolved contact the Union immediately.

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AITSL in Catholic systemic schools

Catholic systemic schools – What the employers have agreed to

“Over the life of the agreement, the Catholic Commission for Employment Relations (CCER) will commence discussions in regards to a diocesan wide framework for Teacher Performance and Development. Where a diocese is currently developing a framework, the employer undertakes to consult with the Union. The IEU is to provide a MOU expanding on general principles for the broader framework, with the understanding that it will align to the principles of AITSL’s Australian Teacher Performance and Development Framework.”

The IEU is meeting with the Catholic Commission for Employment Relations regarding AITSL requirements and will advise members of the outcome.



Work intensification claim moves forward

At the March IEU Council meeting, councillors were provided time to grapple with workload intensification and precisely what items should move forward as a component of the claim to be made on Catholic systemic employers.

The task of the Union will be to take the issues forward, initially at diocesan level to seek commonality and codification of key issues across the 11 dioceses.

Protecting teaching and learning is of key concern to teachers. The multiple intrusions into classrooms must be constrained and managed. The various diocesan workload agreements are a critical plank in establishing boundaries and limits.

IEU Council focussed on were programming requirements, intrusions on RFF, the collection and analysis of data, meetings (of many different forms), class sizes, compliance, accreditation and the dual expectation of meeting BOSTES and Faith Accreditation requirements. Further discussion of these matters will take place at upcoming branch meetings.

Mark Northam Assistant Secretary

Standards pay in diocesan schools: How do you stand?

The Union recently assisted a member from a Catholic systemic school who was wrongly classified as a continuing teacher when the member was a new teacher for the purpose of the new agreement.

The difference is that although he had done some casual teaching in 2013 he did not have service that is recognised for the purpose of long service leave or sick leave or personal/carer’s leave accrual prior to 1 January 2014. This is what is used to determine whether the incremental or standards classification applies. Casual service does not ‘attract’ any of this leave.

Initially the Catholic systemic employer involved only relied on clause 14.6 (c) of the Enterprise Agreement. This clause explains that service as a casual teacher will be credited on the basis that 204 days are equal to a year of service. This is correct for the calculation of service for anniversary dates but not for determining whether the incremental or standards classification applies.

The correct section of the EA for classifying teachers in this circumstance is Clause 15.1. This clause clearly stipulates that the standards classification will apply to teachers who do not have service prior to 1 January 2014 recognised by their current employer for long service leave or personal/carer’s leave purposes. Casual service prior to 1 January 2014 is not recognised for these purposes and so a teacher who only has casual service prior to January 2014 will be on the standards classification.

After several attempts to explain the difference to the employer, the Union was able to have this member correctly classified.

Because of the Union’s intervention in this matter the employer has now identified over 20 teachers who were possibly affected and confirmed that they would look at each one to make sure that “none were disadvantaged”.

Having said that the savings clause (Clause 15.5) would protect them if the proposed 2016 standards pay rate was lower than the 2015 incremental classification rate.

If you have not had any service with a diocesan employer, other than casual, prior to 1 January 2014 and are not currently on the standards based classification contact your IEU organiser for further advice.

Greg McKinney IEU Organiser

“After several attempts to explain the difference to the employer the Union was able to have this member correctly classified.”

BOSTES updates

Early childhood accreditation

From 18 July it is mandatory for all early childhood teachers working in approved services/centres to be registered with BOSTES.

The IEU has negotiated with BOSTES that early childhood teachers who have taught in a NSW approved service/centre in the five years previous to 18 July 2016, will be deemed at Proficient accreditation level. The only exception is those teachers working in Department of Education preschools, and they should contact the NSW Teachers Federation for further information.

Teachers should apply here: <http://www.nswteachers.nsw.edu.au/current-teachers/early-childhood-teachers/>

Early intervention teachers

Early intervention (EI) teachers who have been ‘engaged’ by an approved NSW service/centre can also access accreditation at Proficient, as described above. In the latest round of negotiations with BOSTES, the IEU secured an understanding that EI teachers are able to be accredited. If you have any queries about this, email accreditation@ieu.asn.au

Primary and secondary accreditation at Proficient

From 26 April all evidence, annotations and the accreditation at Proficient report must be uploaded to BOSTES directly instead of being submitted online. Paper copies will no longer be accepted.

This is a positive step forward as delays in processing accreditation at Proficient applications will be reduced.

More information can be found here: <http://www.nswteachers.nsw.edu.au/about-us/news/pt-online-submission/>

BOSTES information sessions on accreditation at Proficient

BOSTES is hosting 1.5 hour sessions regarding gaining accreditation at Proficient. These sessions are open to casual and short term temporary teachers only. The sessions do not cover maintenance requirements or information for pre 2018 teachers.

The sessions are being held throughout NSW. For more information follow this link: <http://www.nswteachers.nsw.edu.au/about-us/news/casual-info-sessions-2016/>

Don’t forget that the IEU hosts many different courses on accreditation processes across NSW. These are free to IEU members, and more information can be found here: <http://www.ieu.asn.au/pd-meetings/>

Pre 1 October 2004 primary and secondary teachers

The Union is engaged with negotiations regarding the accreditation at Proficient of pre 1 October 2004 primary and secondary teachers, including school executive and system consultants.

At this stage if you have worked since before 1 October 2004 and have not had a break from teaching in NSW of more than five years, a teacher is eligible to be accredited at Proficient on 1 January 2018. The IEU will advise its members when more information about the process is known.

Members interested in accreditation can come to the course: PIP: How NSW Accreditation Works. Look for sessions around the state here: <http://www.ieu.asn.au/pd-meetings/>

Amy Cotton Professional Officer

CATHOLIC GUILT:

CEO disappointed it can't sack the innocent

The Union recently won a significant victory in confirming that non government school employers are not required to sack members who find themselves the subject of unproven criminal charges, and in restoring unfair dismissal rights for those members.

The NSW Child Protection (*Working with Children*) Act 2012 prevents employees from actively engaging in child related work where they are charged with a prescribed criminal offence. Sydney Catholic Education Office spent over a year arguing before the Fair Work Commission (FWC) that it was obliged to dismiss two such employees (both IEU members) and that they should be denied unfair dismissal rights.

A tale of two members

The circumstances relating to the charges against each member are unrelated. Both members deny the charges. Both members reasonably expected the presumption of innocence. Both members were long serving employees of the CEO. Member A, with over 25 years of service with the CEO, is the subject of charges arising against the backdrop of an acrimonious marriage breakup and custody dispute, and has still not had the opportunity to defend the charges in court.

Member B, with over 35 years of service with the CEO, was the subject of a single charge following an accusation by a student. Member B was dismissed within a week of the charge being laid despite protesting his innocence and there having been no investigation conducted by the CEO.

In the letter of dismissal Member B was told that if the charges were dismissed, or he was found not guilty, he could then request "permission to apply to be Registered to Teach or Work with Sydney CEO". That charge has since been dropped by the DPP yet the CEO continues to oppose his right to seek reinstatement.

Two different decisions

In 2015 Sydney CEO convinced a Full Bench of the FWC that the continued employment of Member A was rendered impermissible by the CP(WWC) Act. In a single page decision that Full Bench held that the termination was not a dismissal for the purposes of the *Fair Work Act*, and therefore Member A could not bring an application for relief from unfair dismissal, and the application was dismissed. This decision, if left to stand, effectively denied unfair dismissal rights to every employee engaged in child related work in NSW who might find themselves the subject of an unproven criminal charge prescribed by the CP(WWC) Act.

The Union is presently challenging that particular decision in the Federal Court of Australia, which will hear the matter later this year.

What the 2015 decision suggests is that employers had no alternative but to dismiss employees immediately upon being charged, and prior to the prescribed charge being determined by a court. It also meant that employers would not be required to consider redeploying a member to non child related work, or otherwise managing the situation. It

also meant that an employee could not make an application for reinstatement, even if the charge was subsequently disproven or withdrawn.

If the 2015 decision were left to stand, it's no stretch to see how false accusations can be used as weapons, with accusers knowing that certain types of criminal charge will result in a person's dismissal without any right of recourse.

In the case of Member B, the Union applied to have the CEO's jurisdictional objection heard by a five member Full Bench of the FWC, this time headed by the FWC President. Having been heard late last year, the decision was handed down in 2016. This Full Bench unanimously determined that the 2015 decision was wrong, which had the effect of restoring unfair dismissal rights to employees. It means that NSW non government school employers cannot simply dismiss employees without considering other ways of managing compliance with the requirements of the CP(WWC) Act, or recognising the employee's right to clear their name and resume child related work.

Two sets of rules

Responding to the restoration of members' unfair dismissal rights, Sydney CEO Executive Director of Schools Dan White described the 2016 decision as "extremely disappointing". At the time of writing the Union has been advised that the CEO is proposing to bring its own Federal Court challenge to the 2016 decision.

In the same media report, Dr White is quoted as saying that, had the case arisen in a government school it "never would have even made it to appeal", because a government school teacher charged with a prescribed offence is automatically dismissed by operation of the *Teaching Services Act*. He went on to say "what this means now is that we have one set of child protection rules for government schools and another set of rules for non government schools".

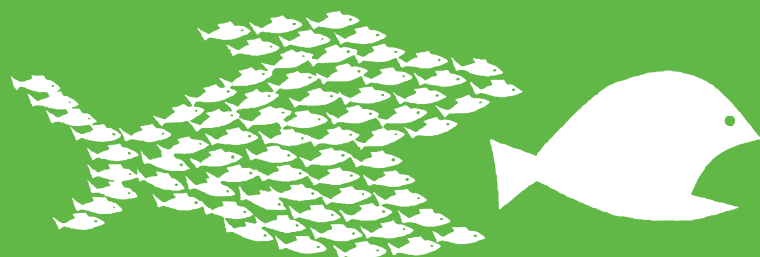
Dr White, however, commits a significant error of omission. Where the government school teacher is automatically dismissed, that same teacher has an automatic right of reinstatement once the charge is disposed of, and they obtain their Working with Children Check clearance. Sydney CEO is actually pursuing a vastly different set of rules to that which applies in government schools. It wants to dismiss without consequence, but be free to pick and choose who it might wish to re-employ.

The CEO's media comments also betray a significant change in tone since the issues came to light. Initially the CEO claimed it simply had no choice but to dismiss. Having been disabused of this misconception, the CEO now complains it is "impractical", or inconvenient, for employees to remain employed while defending charges. Innocent until proven guilty their employees might be, but Sydney CEO still wants them sacked without any right to reinstatement.

Iain Bailey Industrial Officer

"If the 2015 decision were left to stand, it's no stretch to see how false accusations can be used as weapons, with accusers knowing that certain types of criminal charge will result in a person's dismissal without any right of recourse."

Union Aid Abroad APHEDA
The global justice organisation of the Australian union movement



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Gaining Proficient - accreditation in NSW

Amy Cotton

Professional Officer



For first year teachers it's time to start planning their accreditation journey. For teachers in their second to fifth years without Proficient accreditation, it's time to seriously consider their evidence and begin annotating.

If you're in your first year of teaching, and have picked up full time work, your teacher accreditation authority (TAA) should have supplied you with their accreditation policy within three months of your start date. If not – ask for a copy and read through it.

Second to fifth year teachers need to chat with their TAA about their expectations and timelines. It's time to take accreditation seriously. In some cases, significant salary progression may be tied to your accreditation. If you're uncertain, contact the Union.

Casual teachers need to find a school where they feel a part of the education community. Work on your relationship with the principal or school leadership team as appropriate and ask them about the possibility of undergoing accreditation. Employers of casual teachers do have some responsibility to oversee the accreditation of regular casuals.

Getting started

It's important to understand the requirements of your TAA. BOSTES set minimum requirements, but your employer might have a particular way of undertaking accreditation. It's important to look for:

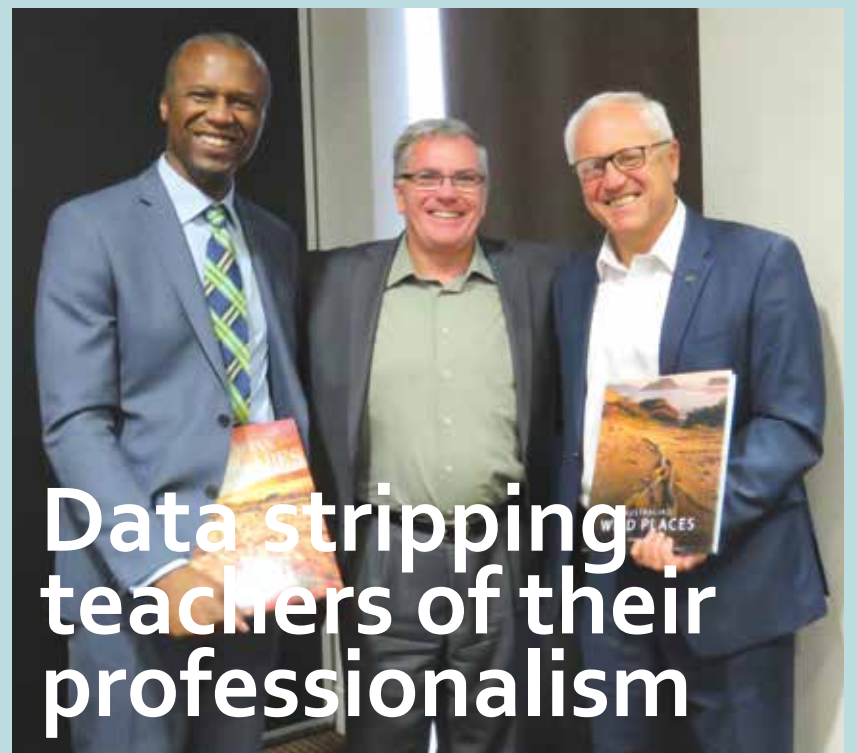
- the number of observations a TAA requires. BOSTES requires one, but most TAAs ask for two or three. Ask to see a copy of the observation form (the IEU has a proforma if your TAA doesn't have one). Observations should be mutually agreed upon and address only one or two descriptors. Observations can be short – 10 minutes is a very effective time to watch someone without losing focus and purpose

- any templates your TAA recommends. Most TAAs will allow you to create your own template (the IEU has a couple of models you can use). However, if they have a particular way of setting out evidence and annotations, learn about this before you start
- the number of descriptors per Standard required by the TAA. BOSTES require just one to be documented with evidence, but most people will find that their evidence as a whole naturally meets two or three descriptors per Standard. Some TAAs require all descriptors to be evidenced. This is not a BOSTES requirement, as it is expected that the supervisor and teacher would have had many professional conversations and interactions that ensured most of the Standard descriptors were evidenced in practice rather than through paperwork. However, if your TAA is making up their own rules, you should know this before you start to plan gathering your evidence and let the Union know of the excessive demands, and before you start to plan gathering your evidence, and
- timelines set by the employer. If they need particular milestones met, make sure that you work towards them and respect the timeline. Usually a timeline is set up to assist with the smooth flow of accreditation, allowing for the supervisor's/mentor's time and for feedback and re-drafting. Don't leave things to the last minute and expect your colleagues to work all night to assist you with your accreditation. That being said, if the timeline seems excessively long (eg three to five years) perhaps it's time to give the Union a call to discuss.

The Union provides free face to face and online versions of its course Accreditation at Proficient. Dates available here: <http://www.ieu.asn.au/pd-meetings/>

For advice regarding accreditation, email the Union: accreditation@ieu.asn.au

Don't forget that the IEU hosts many different courses on accreditation processes across NSW. These are free to IEU members, and more information can be found here: <http://www.ieu.asn.au/pd-meetings/>



Data stripping teachers of their professionalism

Canadian, UK and Australian union executives are putting their heads together to tackle the problems of globalisation, privatisation and data driven education policies that are affecting most OECD countries.

Marshall Jarvis, General Secretary of Ontario English Catholic Teachers Association (OECTA) and Patrick Roach, Deputy General Secretary of NASUWT, the UK's biggest teacher union, visited the IEU recently to exchange ideas and address the IEUA National Executive Forum.

Roach is also an executive board member of Education International, and talked on global issues in education.

Jarvis said the Canadian union and IEU had enjoyed a strong relationship since the 90s, which had allowed both unions to build strength.

OECTA has recently been through tough bargaining with their Catholic employers, and borrowed some techniques used by the IEU during its Catholic campaign, including using video and Facebook to keep members informed.

"The problems we face are universal in nature, and it's the way we

approach them and cope with them that is so beneficial to share," Jarvis said.

Roach said watching the news when he arrived in the country made him feel at home, as the problems in education are the same in Australia as the UK.

Making sure all children, including refugees, have access to quality education concerns all unionists.

"How should unions organise to cope with the new reality. Are governments feeling more confident about being anti union and restricting the way unions function and operate?" he said.

"Are governments feeling more confident about being anti union and restricting the way unions function and operate?"

"Globally, data generation and analysis is being used to strip teachers of their professionalism.

"It's been a problem on the UK landscape for at least 25 years.

"Governments are using data collection to control teachers and

drive practice. League tables and international education ranking are high stakes, when politicians' objectives are re-election."

Sue Osborne Journalist

Above (left to right) Dr Patrick Roach NASUWT, Chris Watt IEUA and Marshall Jarvis OECTA



Your students may be 17 or 18 and eligible to vote in the upcoming federal elections

Encourage students to enrol to vote now <http://www.aec.gov.au/enrol/>

More details AEC website <http://www.aec.gov.au/enrol/>

Catholic dioceses: Casual pay dispute

The IEU is in dispute with Catholic dioceses concerning the rate of pay for casual teachers.

Some casual teachers have suffered a pay cut as a result of employer interpretation of the new 2015 NSW and ACT Catholic Systemic Schools Enterprise Agreement (the EA).

Under the new EA casual teachers are paid on the standards structure with pay rates based either on the Graduate band (equivalent to the Step 5 incremental rate) or the Proficient Level 1 rate (equivalent to the Step 9 incremental rate).

Most casual teachers received a pay increase because an experienced casual teacher is now entitled to a Step 9 pay rate whereas the previous maximum was Step 8. Specific deeming provisions were also included for teachers who are pre 2004 and not required to be proficient in accordance with BOSTES requirements.

The EA also contains a general savings clause which provides that no employee will receive a pay rate that is less than they would have otherwise received immediately prior to the start of the EA. The Union's view is that this protects casuals who might otherwise receive a pay cut, for example because they were paid on the old Steps 6-8 but are not yet proficient.

Catholic dioceses are arguing that notwithstanding the clear wording of the clause, they are entitled to reduce the pay of these teachers.

The Union will be seeking chapter support for affected casual teachers and referring the matter to the Fair Work Commission.

Carol Matthews Assistant Secretary



Candy puts women of colour centre stage

A former school captain at St Patrick's College Campbelltown, Candy Bowers was taught she had potential as a great leader and storyteller.

Yet when she graduated from NIDA a few years later, she was told she would be unlikely to score any acting roles. The reason – she is a woman of colour.

Candy, who has a South African background, said Australia still has a traditional "white, straight male" image of itself, making it hard for people of diverse backgrounds to be represented in the media or on stage.

Undeclared, Candy has created performances for herself. She writes, acts, and directs her own works, which have toured overseas. She is currently writer in residence at Melbourne University, and she tours schools performing and inspiring young people.

For International Women's Day she took part in a video conference for the IEU's South Coast Women's Forum, where she talked about her passion for providing an outlet for people from all backgrounds.

"I'm always making works that represent the people I want to see represented and tell the stories I want to see told," Candy said.

"Music, storytelling and poetry can be instrumental in developing young people and providing them with a form of expression. I want to break down oppressive structures

that don't allow young people to shape themselves into who they want to be."

Candy said when she performs in schools she is usually surrounded by young people who say they have never seen stories like hers before or a confident woman of colour taking centre stage.

During her video conference Candy talked about how

teachers can use traditional texts like Shakespeare but approached them from a different perspective.

"We have to give students a diverse selection, not a monoculture story. We need to break down the shackles of gender identity, and hear from the multitude of talent out there."

Candy said the recent controversy over two people of colour: Waleed Ali and Lee Lin Chin being nominated for a gold Logie, indicates that's Australia's view of itself still had a long way to go.

"Who we allow to prosper in Australia is clear when you turn on the television. A lot of actors of colour head overseas for work, and for students that's influential.

"Kids of colour think 'I can't play who I am'. But if you exist, then you are part of Australia."

For more on Candy see blackhoneycompany.com

Sue Osborne Journalist

"We have to give students a diverse selection, not a monoculture story."

Celebrating and advancing diversity

Workplace equity, diversity and inclusion were on the agenda when the IEU held its annual South Coast Branch women's forum at St Patrick's College at Campbelltown on 31 March.

Hosted by IEU Executive member Louise Glase, and with a welcome by St Patrick's Principal Sue Lennox, the forum also received an IEU women and equity update from myself and input from Susan Phillipson on behalf of Wollongong CEO's Workplace Gender Equality Committee.

Issues highlighted by members present at the forum included:

- career path opportunities for teachers and support staff
- parental leave and return to work
- age discrimination concerns
- access to flexible work arrangements for transition to retirement
- support for staff who need to care for their ageing parents or other relatives, and
- women and money at all ages and career stages.

Appreciation is expressed to NGS Super for its presence and input at the Campbelltown forum and for its ongoing support for IEU members, including

agreeing to present a workshop at this year's IEU Women's Conference.

The highlight of the Campbelltown forum was a video interview with former St Patrick's student Candy Bowers who is now an activist, artist and performer. Candy spoke of her own personal and professional journey as a 'woman of colour' and her efforts to support other women who would like to develop careers in the arts.

Candy had spoken at the St Patrick's International Women's Day event and reprised her comments for the forum in an interview with Louise Glase. Forum

participants were highly engaged and empowered by Candy's strong commitment to social justice and to a fairer and more inclusive community, nation and world (see above).

The IEU looks forward to working with its members in progressing the Union's equity, diversity and inclusion agenda, including at the Union's 2016 Women's Conference on 19 August.

Pam Smith Assistant Secretary, Women's Convener

Present Tense The battle continues



Kendall Warren

Organiser



Navitas update

Regular readers would know that your Union has been involved in long running negotiations with Navitas English, the company that operates many migrant and social education services for the Federal Government. Members have consistently told Navitas that their current salary offer (2% + 2% + 2.5%) is inadequate, and have made their feelings plain through two bouts of industrial action.

In March, Navitas decided to test the waters and put the draft agreement up for a vote. The result was an emphatic rejection of the agreement, with some 71% of votes cast against. Navitas and the IEU bargaining team are planning to meet on 29 April to try and find a way through the impasse. For updates see www.ieu.asn.au Meanwhile, bargaining will soon start at two other Navitas businesses,

at Navitas English ACT (which run similar government programs in the capital), and Navitas English Services (which operates as a school for international students). At the time of writing, your Union was arranging visits at the various centres and preparing logs of claims, with negotiations to kick off in early May.

Other agreements

Your Union has also been busy with bargaining at other centres in the last few months. Negotiations (alongside the NTEU and the CPSU) at WSU College are nearing completion. Management put an offer of 2.5% per annum which was rejected, but the unions are hopeful of an improved offer in the near future.

Meanwhile, negotiations (with the NTEU) have also started up at UNSW Global (the university owned company that runs Foundation Studies and UNSWIL), with the employer seeking to combine the two agreements, although management's initial salary offer of 7% over three years has been rejected.

The IEU is also bargaining at Mission Australia (along with the ASU), Sydney College of English, Access Language Centre and Universal English Centre, though these negotiations are at a very early stage.

National wage case

Most employees in the private college sector are not covered by enterprise agreements, but by the modern award. Wage rates in these awards are adjusted once a year (on 1 July) in line with national wage case. The ACTU is claiming a \$30 per week increase in the minimum wage, which would equate to a roughly 4% in award rates were it granted. The business lobby is arguing for no more than a nominal rise, of 1.2%, which is well below the inflation rate, and so members can probably expect something in the middle of that. The increase in 2015 was 2.5%, which may well be where things land this year. The decision will be handed down in late May.

More college misbehaviour

The Australia Institute of Professional Education (AIPE) is the latest college to run into trouble with authorities. AIPE is being sued in the Federal Court by the ACCC for "unconscionable conduct", after it allegedly targeted vulnerable groups in the community (such as disabled or illiterate students) for recruitment and it is claimed that they were often left thousands of dollars in debt. The ACCC is seeking to have several million dollars in Commonwealth funding returned to Canberra. AIPE denies the allegations.

Don't miss out BOOK TODAY

NSW/ACT IEU Women's Conference 2016

Women, Work and the Wider World

9.00am to 3.00pm | Mercure Sydney
Friday 19 August 2016 | 818-820 George Street

For bookings and inquiries contact Franca Castellano
email franca@ieu.asn.au or 02 8202 8900



Independent
Education Union
of Australia
NSW/ACT Branch



Dr Sheree Gregory
Western Sydney University



Associate Professor Pep Serow
University of New England

Activists Conference a confidence boost

Teachers and support staff from a wide variety of backgrounds came together during the school holidays to gain strength and confidence to take on a more active role.

For many of the 16 delegates at the IEU's annual Activists Conference at Leura, the road to activism was a personal one. For instance, Vincent Cooper, Teacher at St Joseph's High School in Aberdeen, spoke of his father, a proud Aboriginal man and staunch Labor voter, who had Vincent handing out 'how to vote cards' from the age of about six.

Vincent said unionists had helped many families during the stolen generation era when the 'black cars' would turn up to take away Aboriginal children.

Seeta Kildea, Teacher at St Brigid's Marrickville, spoke of her grandmother, a doctor, whose commitment to social justice inspired her.

Seeta attended the Activist Conference last year and was so inspired it has changed her life. She has written the draft for a children's book called United We Stand, about unionism, and is now an IEU council delegate and has attended the IEU environment conference.

The Activist Conference included a history of unionism by Secretary John Quessy, follow by a sector by sector rundown of issues by Assistant Secretary Carol Matthews.

Carol spelled out some of the legal obligations and rights around enterprise agreements and employment contracts.

She also questioned delegates about what should be included in a log of claims the IEU is preparing on work intensification. The claim may include payment for overnight camps, something that was warmly welcomed.

Learning more about their right and responsibilities was important for most of the delegates. Roberto Jorquera, Multimedia Technician at Loreto Normanhurst, is IEU Rep for his school.

"It's been a challenge getting my head around the teachers' issues, but we have a Union committee with some teachers on it, so it works quite well," Roberto said.

"It's been great learning more about the history of unionism and networking today.

"The background will help me discuss things with more confidence."

Charles Wheeler, Languages Coordinator at Green Point Christian School on the Central Coast, wants to make a difference, especially in Christian schools.

"The Union is not well represented in Christian schools – it's not a fashionable path to take. But there's no reason for that. I think Christian schools misunderstand the Union.

"Now I have more knowledge I am better armed with answers and examples to take action."

Cheryl Collinson-Smith is keen to be a voice for early childhood teachers. She's already on the Union's ECS Council, and said the Union was playing an important role in helping ECS teachers prepare for accreditation.

"If it wasn't for the Union, many ECS teachers wouldn't know about accreditation," she said.

Rowan Kelly, IT Teacher at St Francis Xavier College, was also bought up in a union family.

"Today has given me a bit of confidence to stand up and be an activist. People are often afraid to take action because they fear retribution if they question processes and policy. But if you know your rights you're more likely to fight for a fairer deal."

Colleague Daniel Mitchell, Modern History and RE Teacher, said people should not expect to enjoy benefits if they weren't prepared to put anything in themselves.

Sue Osborne Journalist



"People are often afraid to take action because they fear retribution if they question processes and policy. But if you know your rights you're more likely to fight for a fairer deal."

Taking on the challenges – finding the opportunities



Recently, IEU Branch Executive Committees of Management came together in Canberra for the 2016 IEU National Conference, Challenges and Opportunities to discuss the international and domestic attacks on quality education and working rights.

Participants heard from a range of speakers including, Marshall Jarvis, General Secretary of Ontario English Catholic Teachers' Association (OECTA) and Patrick Roach Deputy Secretary of NASUWT (the UK's largest education union) who highlighted the erosion of quality education due to current political ideology.

Marshall Jarvis outlined the fight against increasing workloads due to increasing testing regimes which teachers in Catholic schools in Ontario were experiencing.

OECTA members had a strong message to

governments and employers. The message was that the voice of teachers in curriculum, in testing regimes, in classroom management was the voice of reason. Teachers knew what was needed for quality education and government should stop interfering in education and let teachers get on with their job.

Conference participants were also made aware of the recent UK legislation, which would remove every school in England from local government control and into academy control.

UK academies are fully public funded independent schools under the control of private and for profit organisations such as business, universities, faith and charity groups. Academies are not required to comply with the national standards, the national curriculum nor follow any regulated salary and working conditions.

Such actions are a direct attack on working conditions of teachers and education professionals. Conference participants, by a show of hands, signalled their support of NASUWT colleagues as they continue to fight to protect working conditions.

Brave new aggressive world of work

The neo liberal attacks are not limited to education and conference participants were challenged by Josh Bornstein (Principal at Maurice Blackburn Lawyers) to consider the implications of a 'brave new technological world' of work where Uber apps are the employers and workers are exploited by company franchises such as 7-Eleven.

Funding challenges for schools

A presentation on school funding was provided by Colette Coleman (Executive Director Independent

Schools Australia) who highlighted the need for certainty and stability of government funding for the growing independent sector. Participants were made aware of the impact that insufficient funding would have on the schools, resources for the delivery of education and wages.

The conference was also addressed by Tanya Plibersek, Deputy Leader of the Labor Party, who spoke of Labor's pledge to provide an extra \$4.5 billion to all schools in 2018 and 2019 as well as additional funding to support for students with special needs

The need for strong global unions

Participants heard from Union Aid Abroad APHEDA regarding the growing asbestos industry in South East Asia. The continued mining and manufacturing of asbestos poses a threat to the lives of people across the planet through asbestos related diseases. Participants were called to join the APHEDA campaign Asbestos. Not Here. Not Anywhere, www.apheda.org.au/asbestos

Organise and mobilise for strength

It is a harsh reality that only 15% of workers are in unions. More troubling than this, is the significant loss of young workers to the union movement; the next generation of union leaders.

Conference participants were challenged by Tim Lyons Research Fellow for think tank Per Capita and Ged Kearney President of ACTU, to consider ways to mobilise for union strength. By the end of the conference, all participants had reaffirmed the need for strong active union membership in the fight for better working conditions for all.

Teaching on Nauru



Last August, I read a story in *The Saturday Paper* 'Nauru rapes - there is a war on women'. I knew life was hard on Nauru but I had no idea women – particularly unaccompanied young women – were being humiliated, sexually harassed and raped. Terrifyingly, the women are now stuck on this tiny island – it's about the size of Melbourne airport – where they live cheek by jowl with the rapists for the rest of their lives.

Within days some of us had formed a group called Australian Women in Support of Women on Nauru. It was comprised of myself, Professor Carmen Lawrence, Professor Wendy Bacon, Claire O'Connor, Pamela Curr and Luisa Low.

Our objective is to bear witness to the suffering of women on Nauru. We were able to crowd source \$20,000 within 24 hours to send both Professor Lawrence and Professor Bacon to Nauru on a fact finding mission. In response, the Nauru government – or what's left of it – announced all foreign journalists were banned from Nauru.

With access totally denied – no media, civil society or any NGOs left on the island, we decided to spend three months researching and documenting the violence against women on Nauru and all the associated issues. That timeline has now grown to six months as more information comes to light.

We have been inundated with stories from those who have worked there as teachers and other service providers. They have told us their stories knowing the *Border Force Act 2015* means they risk two years jail in doing so.

The date of the report launch is yet to be finalised – given the ongoing revelations about Nauru – but we expect it be done in early June and the launch will be national and international.

Suffer the little children

When the Gillard Labor Government reopened the Nauru detention centres – there are three centres – in 2012, Father Carty, Coordinator of Marist Asylum Seekers and Refugee Services warned:

"The government may think it is solving a problem by putting asylum seekers out of sight on a remote island, but it is also creating a multitude of other human related issues as well as breaking United Nations Conventions on Refugees and the Rights of the Child."

Four years later, those who have been on Nauru teaching have no doubt the Rights of the Child have been trampled on this far flung island.

As the President of the Human Rights Commission Gillian Triggs said, "The medical and other data in the Report provide credible and objective evidence that mandatory, prolonged, often isolated and indefinite detention, has a significantly damaging effect on children."

The Report of the Commission's Inquiry into the impact of immigration detention on children, *The Forgotten Children*, makes that case in disturbing detail.

But what is the experience on the ground for the Australian teachers who go to Nauru full of optimism and hope that they can make a bad situation a little better?

It is worth remembering that Nauru is now a shell of an island. It has had the top six metres of soil removed by phosphate mining, leaving the sharp 'pinnacles' of coral beds as bare bones covering the island. The mining also released toxic minerals like cadmium that swirl across the landscape contaminating water supplies and any food grown. The temperature goes from 25 to 40 degrees with intense humidity and sometimes torrential

rain. Finally, with next to no garbage collection, the pinnacles are being filled in with refuse and rubbish. Water is flown in, as are all food supplies. It is a tough, torn island to live on.

Statements from teachers who spent time there last year

"It is such a hard work place. There are not enough basic teaching resources. The one faulty photocopier is shared by about 20 people, the audio CD system is poor quality, there is all the unlocking and locking up of chairs and tables after class so that they aren't removed by the men – who probably don't have anything else to sit on apart from their beds. The noise of the fans, the sound system coming through from the gym, the garbage trucks rolling past the tents, the CB radios of the security guards, the comings and goings of students is endlessly distracting."

From another teacher

"A family with two young children was 'medevac'd' off Nauru as the mum had cancer. I taught one of them. Before she left the little girl presented as a very vague and challenged student. She struggled academically and emotionally. She was unable to interact with her peers in age appropriate manner. It was my belief that she was on the autism spectrum and had very special needs. But after her return to Nauru after five months in Australia attending an Australian school the young girl was unrecognisable as a student and child. She was academically years above the peers that once ran rings around her and emotionally she could hold adult conversations with intelligent and sociable context."

Australia rallies for refugees

In March, IEU members joined a strong contingent of teachers to make up a diverse 4000 strong crowd in Sydney and 50,000 across Australia, at the Palm Sunday Welcome Refugees Rally.

Teachers, health professionals, church and union leaders spoke out strongly condemning the detention of asylum seekers in centres on Nauru and Manus Island. They called for justice and the Federal Government to release refugees and welcome them into the Australian community, further that those asylum seekers who were currently in Australia

for medical treatment not be returned to Nauru.

A Sydney paediatrician told the rally he was sent to Nauru to treat sick children in detention in 2014, and found conditions there appalling.

"I was horrified by what I witnessed there. This is not a question of human rights, it's a question of human decency."

Church leaders from various faiths also addressed the rally, reiterating their offer of sanctuary to asylum seekers at risk of being deported.



Julie: The untold story



Refugee housing near the sea



Sunset on misery



Phosphate processing plant



By contrast - Nauru parliamentary building



Lonely road through the pinnacles

And then there are the bad days.

"It feels like everything falls apart – the long hard hours, the oppressive heat and faulty connections. I try to remember that I'm doing okay in this very foreign situation. I need to feel good about what I've done so far with the students and their needs. I have engaged them and really enjoyed their application and their responsiveness. The hardest class is my daily visit to the family camp RPC3 – the classes are too big, with up to 60 people. My voice gets hoarse, trying to rise above the whirring fans, the chatter of people, just two rows of desks in the very wide room, which is just half a tent. It is exhausting."

The Moss Review, the Senate Select Committee into Conditions and treatment of asylum seekers and refugees at the regional processing centres in Nauru and PNG and the Australian Human Rights Commission, *The Forgotten Children* have all documented the trauma indefinite detention inflicts on children, the suicidal behavior, the self harm, bed wetting, sexualised behaviour and of course the despair.

However there has been no research into the impact teaching in these places of such trauma and despair has had on the teachers themselves. While no one is suggesting the impact would be as acute as it is on those being detained, from our conversations with teachers it is clear the teachers feel a huge amount of conflict, guilt and sorrow.

Evan Davis was contracted to teach the children of asylum seekers at an Australian funded school on the island from 2014 until the school was closed in the middle of last year.

Davis told the ABC recently: "I remember when it was announced that the school was closing, the parents were in absolute tears because ... they said in their own words, 'this is the last good thing that we have on this island'."

Hard to live with

"Ever since I came back, and I've been back in Australia since July, I don't think a day goes past where I don't think about these students," Davis told PM. "But I also just constantly think about the damage that we're doing to them by detaining them on the island, and also the damage that we'll be doing to these people if we return them. So I just can't live with myself with the thought that I've witnessed this."

After Save The Children left Nauru late last year children were forced to go to the local Nauru schools. One teacher has told Fairfax Media that since the change, bullying by students and teachers had become rife, teacher training was poor and the special education needs of asylum seeker and refugee children were not being met.

There are 1200 asylum seekers and refugees on Nauru today. Just under 500 in the detention centres and approximately 700 living outside the centres.

For further information, engagement and volunteering check:

ChilOut – Children out of Immigration Detention


Asylum Seeker Resource Centre www.chilout.org

<https://www.thesaturdaypaper.com.au/news/immigration/2015/08/22/nauru-rapes-there-war-women/14401656002263>

<https://www.facebook.com/AWSWN/?fref=ts>

http://www.aph.gov.au/Parliamentary_Business/Bills_Legislation/Bills_Search_Results/Result?bld=r5408

<https://www.border.gov.au/ReportsandPublications/Documents/reviews-and-inquiries/review-conditions-circumstances-nauru.pdf>

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

Journalist Julie Macken is part of a group currently compiling a major report on the plight of women and children on Nauru; it will be launched in June both nationally and internationally. The final report will be made available to the United Nations and government representatives worldwide. *Newsmonth* has reproduced excerpts from this extraordinary report.



NSW Independent Education Union

Balance Sheet as at 31 December 2015

	2015 \$	2014 \$
ACCUMULATED FUND		
General Fund	16,613,661	14,433,170
	16,613,661	14,433,170
Represented by:		
CURRENT ASSETS		
Cash at Bank	4,063,990	2,087,759
Cash on Hand	1,700	1,700
Account Receivables	51,846	102,385
Interest bearing deposits	3,000,000	3,000,000
Prepayments and instalments	120,095	87,572
TOTAL CURRENT ASSETS	7,237,631	5,279,417
NON CURRENT ASSETS		
Land and Building	10,796,621	12,750,311
Building improvements (at cost)	3,980,659	3,812,266
Less: Accumulated Depreciation	(634,229)	(640,283)
Motor Vehicles (at cost)	547,530	530,947
Less: Accumulated Depreciation	(295,292)	(402,556)
Office Furniture and Fittings (at cost)	280,318	247,657
Less: Accumulated Depreciation	(177,795)	(140,871)
Plant and Equipment (at cost)	474,430	433,489
Less: Accumulated Depreciation	(384,367)	(336,593)
Intangibles - Computer Software	622,809	622,809
Less: Accumulated Depreciation	(600,978)	(497,142)
Unlisted shares at cost	17	17
TOTAL NON CURRENT ASSETS	14,609,725	16,380,051
TOTAL ASSETS	21,847,356	21,659,467
CURRENT LIABILITIES		
Accounts Payable and accruals	503,353	576,343
Provisions for leaves	2,939,663	2,798,553
Receipts in advance	290,680	212,402
TOTAL CURRENT LIABILITIES	3,733,695	3,587,297
NON-CURRENT LIABILITIES		
Westpac Loans	1,500,000	3,639,000
TOTAL LIABILITIES	5,233,695	7,226,297
NET ASSETS	16,613,661	14,433,170

Income and expenditure statement

for year ended 31 December 2015

	2015 \$	2014 \$
INCOME		
Membership Subscription	13,563,265	13,129,166
Other Income	678,180	799,635
	14,241,444	13,928,801
EXPENDITURE		
Administration Expenses	5,259,522	4,708,434
Donations	6,236	4,200
Capitation and Affiliation Fees	102,818	750,442
Professional Fees and Services	163,224	183,992
Salaries and Allowances	7,149,569	7,497,725
Superannuation and Associated Costs	874,503	903,845
	13,555,872	14,048,638
TOTAL OPERATING SURPLUS/(DEFICIT)	685,573	(119,837)
NON OPERATING REVENUE		
Profit/(loss) on disposal of buildings	1,494,918	
SURPLUS/(DEFICIT) FOR YEAR	2,180,491	(119,837)
ACCUMULATED FUND		
AT BEGINNING OF YEAR	14,433,170	14,553,007
ACCUMULATED FUND		
AT END OF YEAR	16,613,661	14,433,170

Summary of the consolidated financial statements

For year ended 31 December 2015

The financial statements of the NSW Independent Education Union have been audited in accordance with the provisions of the Industrial Relations Act 1996 and the following summary is provided for members in accordance with Section 263 (2) of the Act.

A copy of the Auditor's Report, Accounts and Statements will be supplied free of charge to members who request same.

Certificates required to be given under the Act by the Accounting Officer and the Committee of Management have been completed in accordance with the provisions of the Act and contain no qualifications.

NOTICE TO MEMBERS

Subsections (1) and (2) of section 512 of the Industrial Relations Act 1991, preserved as regulations under section 282(3) Industrial Relations Act 1996, provide that:

s.512. (1) A member of an organisation, or the Industrial Registrar, may apply to the organisation for specified information prescribed by the regulations in relation to the organisation. [Industrial Relations Regulation 1992, clause 60]

(2) An organisation must, on the making of such an application, make the specified information available to the member or the Industrial Registrar in the manner, and within the time, prescribed by the regulations.

NSW Independent Education Union Auditor's Certificate

We certify that the above summary is a fair and accurate summary of the financial statements of the NSW Independent Education Union for the year ended December 31 2015. Our Auditor's Report dated 22 March 2016 on the financial statements did not contain particulars of any deficiency, failure or shortcomings as referred to in Section 514 (5) of the 1991 Act.

SUTHERLAND & COMPANY
Ground Floor 4 Railway Parade
Burwood NSW 2134



D.W. Sutherland AM JP BA FCA FCIS
Registered Company Auditor (Nr. 3835)

Date: 22 March 2016

Principal's fight for special schools



Many South Coast Branch members would be familiar with John Tubridy, who recently received his 30 year membership badge from the IEU.

John retired in 2007 as Acting Director of Wollongong CEO, but he was also well known as a Principal and as IEU Principals Rep for the South Coast Branch.

Since his 'retirement', John has been consulting for various agencies of the Catholic Church in areas such as child protection and school counselling, and doing relieving principal stints at a number of schools.

John said going back to work on a flexible basis was a great experience, but at 69 years old his 'proper' retirement might be calling.

He is well qualified to consult on issues of child protection and welfare as he spent many years working in a young offenders school and in 'special' schools.

He started teaching with the Christian Brothers and then Marist Brothers in the 1970s, but attracted by the better salaries offered in the public system, moved to Daruk Training School for young offenders.

He taught "whatever they wanted me to teach" at the school for 13 to 16 year old boys. Students were at the school for about five months before returning home.

From there he was promoted as principal of Ormond Special School then Reiby Special School. In these schools he was responsible for supporting teaching staff to provide educational programs for children who were behaviourally and emotionally challenging.

"I became heavily involved with the Teachers Federation while I was there. We were quite militant," John said.

"We were pushing for the schools in the institution to be classified as special schools and for us to be managed by the Department of Education.

"We used to go and see a lot of parliamentarians with the Teachers Federation. I can remember getting kicked out of Rex Jackson's office."

The Federation was eventually successful and the special schools and their teachers came under the management of the Department of Education.

In the 1980s John became Principal at Glenfield Park Special School in Liverpool, a school for children who could not cope with mainstream education, due to intellectual disability or social or emotional issues.

Again a residential school with dormitories, John was challenged to change the culture of treating students. Rather than 'nurses' looking after children in dormitories he preferred the staff be seen as house parents. Corporal

punishment in dormitories was deemed inappropriate and stopped.

"These changes caused an enormous amount of fuss. But I had to put the children first. I was trying to normalise life as much as possible."

John brought in other changes such as allowing the children to go home at weekends in an attempt to reduce institutional nature of the school.

In 1986 John moved back into the Catholic system as Assistant Principal at St Peter and Paul's Primary School, Kiama.

"What a change. It was a lovely school by the beach. I think some of the staff thought I was too soft on the kids.

"After my years dealing with challenging children, if someone got caught talking in class it didn't seem like such a big deal to me."

John then was appointed to the principal's position at St Francis Xavier Primary School in Wollongong, which again was different to his previous school.

"This was a very multicultural school with 30 different nationalities.

"It was a fantastic school, so rich."

After a short stint at St Pius X Primary School, Unanderra, John became Principal at St Michael's Primary School, Nowra – the first lay principal, taking the reins from the Good Samaritan nuns.

He ended up staying 10 years. It was a school of 650 children and was such a vibrant school in every way.

"This was also a diverse school with a high Indigenous population and a lot of navy families."

"I came from a working class Irish family who always believed in unions. Being the Principals Union Rep kept me at the cutting edge. I knew the stresses and strains principals were facing and I could raise issues about principals with the executive.

Being open and honest and wanting the best for principals, I never felt any conflicts in my Union role with my professional life."

In 2001 John became Head of a Cluster of 14 primary schools for Wollongong CEO, working alongside then Director Greg Whitby.

"I loved that role, being able to get out there and support staff and principals in different primary schools. That suited me."

From 1995 to 2002 John represented the Wollongong Diocese as a Commissioner on the NSW Catholic Education Commission. In retirement John continues to work casually when requested for various projects. John

and his wife have three grandchildren who bring them lots of fun.

He is a keen golfer and also pursues his song writing and performing with his band at Folk Festivals.

One of the proudest achievements of his career was mentoring and encouraging staff, particularly support staff. He encouraged Carolyn Collins to become more active in the Union. She has been IEU Vice President, Support Staff for a number of years.

"My wife is a school secretary and I always thought support staff should be represented more.

"I'm really proud Carolyn has gone on to do such a great job."

John organises an annual get together for retired school staff from Wollongong CEO at Wollongong Golf Club at the beginning of each year. Get in touch with him at jtubridy@optusnet.com.au.

Sue Osborne Journalist



Facebook comments

Does being a union activist impede your career success?

Johnny That firmly depends on who you work for.

Indi I agree!

Indi I was a rep and got treated quite poorly. I was not liked because I knew my rights - leadership team hated that!

Simon It depends on the culture of the Diocese. It depends on the culture of the school leadership. If your success depends on positive feedback from a principal or assistant principal, who takes issue with your role and how you enact it, then it really does rely on grace and favour. It would be interesting to see if this individual is an exception or the norm.

Stephen I've been in the IEU for 30 years plus and a coordinator for 27 years in the Parramatta Diocese, still in that position. I Always support the workplaces of teachers.

NEWS FOR PRINCIPALS AND SCHOOL LEADERS

HEADLINES

Independent Education Union of Australia NSW/ACT Branch

Labour bites



Redundancy relies on donations

Parents at the Old Mission Montessori School in San Diego have started a campaign to raise money for teachers and staff who will lose their jobs when the school closes in June.

The Catholic school, located on the grounds of the historic Mission San Luis Rey and owned by the mission parish, announced in February it was closing due to a sharp decrease in enrolment. Officials say the school has been struggling financially in recent years and has no money for severance.

"Our Old Mission Montessori teachers need your help," says their website. "Sadly, our school is closing this June and there is no money available to pay any kind of severance. This will leave our teachers and staff, many of whom have been with the school for over 20 years, without a source of income or health care benefits." (Source: *The San Diego Union-Tribune*)



No PPL for female jockeys

Frustrations are building as years of campaigning for female jockeys to be included in the paid parental leave scheme have amounted to nothing. Around a quarter of all jockeys in Australia are female, with the number rising to around half for the apprentice ranks.

The Australian Jockeys Association began lobbying the government in 2013 to change the anomaly that makes female jockeys ineligible for the scheme, but three social services ministers later, the association says it has failed to get any concrete movements on the issue, despite the government agreeing it needs to be fixed.

Racing safety regulations prohibit female jockeys from riding after their first trimester, making them ineligible for the scheme, as it requires women to have worked 10 of the preceding 13 months before having a baby.

A spokesperson for Social Services Minister Christian Porter said the government was currently in 'good faith negotiations' with crossbenchers to work through changes to include women in dangerous occupations in the legislation. (Source: *AAP*)

Worker exploitation a national disgrace

Edwin De Castro's account of his work life to a Senate inquiry into foreign worker exploitation is harrowing. It includes 60 to 70 hour working weeks, dangerous working conditions, gross underpayment of wages and overcrowded accommodation.

De Castro was one of dozens of people recruited by a labour hire company to work on a building site in Narrabri, NSW, until they were dismissed without notice and evicted from their accommodation.

Over the course of a year and 10 public hearings, the Senate inquiry, chaired

by Senator Sue Lines, heard first hand evidence from victims, regulators, unions and academics, outlining cases of wage fraud, worker exploitation and in some cases slavery.

It has now released a report with the apt title *A National Disgrace: The Exploitation of Temporary Work Visa Holders*. (Source: *SMH*)

Tea company in hot water

In Montreal, Canadian beverage chain DavidsTea is facing a simmering challenge over alleged use of 'on call' shifts to control labour costs.

Attorneys general in New York and eight other jurisdictions have written to the company and others seeking information about their alleged use of a scheduling practice that requires employees to call before a shift to find out if they are required to work.

The letter asked DavidsTea to confirm whether it uses the controversial scheduling practice and submit information and documents by 25 April.

"Such unpredictable work schedules take a toll on employees," said the.

New York Attorney General Eric Schneiderman said that on call shifts are unfair because unpredictable work schedules make it difficult for employees to arrange reliable childcare or other pursuits while adding to stress and strain on family life.

DavidsTea has not commented on the accusations. (Source: *Owen Sound Sun Times*).



Women earn 15% less than men

In the United Kingdom a Trade Union Congress (TUC) report has revealed that young women with vocational qualifications earn on average 15% less than their male peers, a wider pay gap than for workers with academic qualifications.

The 15% difference was higher than the gender pay gap of 10% between young men and women with academic qualifications. It was also higher than an overall gender pay gap of 9%, calculated from figures for gross hourly pay for workers aged between 22 and 30.

The TUC general secretary Frances O'Grady said young women with vocational qualifications experience a "huge gender pay gap", partly because they work predominantly in sectors where pay is poorer.

"In better-paid sectors like engineering and construction [women] remain a rarity," she said. "Unless we challenge gender stereotyping and discrimination from the outset, the situation is not going to improve. Unions, employers and government must work together to provide better careers advice in schools and to support and improve training opportunities for all young people." (Source: *The Guardian*)

Compiled by
John Quessey IEU Secretary



Join the conversation
facebook.com/ieunswact

Second time around for Sydney's dad



Canadian exchange teacher Cam Miller loved his first stint in Sydney so much he named his daughter, who was conceived there, after the city.

Now on his second exchange, a close encounter with a great white shark while snorkelling hasn't been enough to dampen the Miller family's enthusiasm for Australia.

Cam's first exchange in 2007 at St Patrick's College, Sutherland was such a "fantastic, amazing life experience" that the family were looking for an opportunity to come back to Australia as soon as their first exchange finished.

Following some heavy duty renovation work on their home in Powell River, British Columbia, Cam was able to secure an exchange to Lumen Christie College, Pambula, where he's teaching PDHPE and Maths.

"Getting a different perspective and learning different teaching techniques is helpful for your teaching," Cam said.

"The staff were wonderful last time and it's shaping up to be just as good this time round."

Cam said his 14 year old daughter was probably the most reluctant to come back, worried about leaving her sports teams and making friends, but all her worries dissolved once she started at Lumen Christie.

The family have embraced life on the coast, joining Nippers and getting into some snorkelling, despite the shark encounter.

Cam attended the IEU's Council meeting on 19 March, and said many of the issues raised, including work intensification, were similar to problems experienced in BC.

"We've just had a nasty strike. The government hasn't been treating teachers with a lot of respect

and stripping out a lot of things in their contracts, like class size limits."

"The staff were wonderful last time and it's shaping up to be just as good this time round."

Exchange postcard Stepping up to the Mounties



Can't believe we have been here for two months now although we have settled in nicely. We are on spring break at the moment and so made our way up to Whistler a couple of days ago and could not believe our luck – the day was filled with rare, magnificent sunshine with some visitors commenting that it was the best day in two weeks.

The scenery was absolutely stunning and the skiing superb! Then today, Mikhayla and I cycled eight kilometres around Stanley Park. It was a bit chilly at 10 degrees celsius with the breeze in our faces but still enjoyable and we even spotted a sea lion on our travels. In a couple of days, we will venture to Seattle, two hours drive south, to explore some more.

In May the BC Exchange Teachers have organised a trip to Victoria, Vancouver Island, to which we also look forward.

Graeme was working today – he started some volunteer work with the Mounties working with young people who have been in trouble with the law. Joel continues to enjoy his work at Sportchek and at Grouse Mountain.

I continue to learn the finer details of counselling in a secondary school over here. The administrative side (course planning) and having youth workers available certainly puts a different spin on the role compared to that back home. Again, people are only too happy to answer my questions and I am enjoying the new experience.

Debbie has exchanged to Vancouver as a school counselor. Debbie and Graeme Atkins did a double exchange a few years ago. Graeme is at McCarthy Catholic College, Emu Plains and Debbie at the Life Education Centre.



Exchange postcard Life on the farm

We have settled well into farm life in Creemore. Winter has been a steep learning curve but we feel so empowered by the fact that we have conquered it. Creemore is on the snowmelt so we have had a lot of snow storms and snow days to follow. My boys have loved that. We have skied and snowboarded our little legs off and have started to travel around now that the snow is all but gone. Been to Ottawa Winterlude, Niagara Falls and Toronto.

Julian is loving Collingwood Collegiate. He likes the staff, his classes and the vibe of the place. He is finding it a really positive experience and we have talked of a lot of ideas that we can both take back to improve our schools in Australia.

I think that we were really lucky to get this placement. The towns and people are wonderful. Our boys took a

little while to settle into school but now they are happy. I'm trying to find a job. Teaching has not opened many doors so I am about to hit the pavement and see if something can come up.

Our house is great... It is so much bigger than the photos suggested.

We have tapped the maple trees and have other Australian families coming to stay at ours for the weekend to make the syrup and catch up for Easter.

It's been a great experience so far. Looking forward to what spring and summer might bring.

Julian and Annette White From Xavier Catholic College, Skennars Head exchanged to Collingwood Collegiate Institute, Collingwood.

Interested in a exchange contact helen@ieu.asn.au

A whole school approach to language learning



St Philips students practice Shikishimakan.

Japanese teacher Stephen Grant has taken the teaching of language to a new level.

The St Philips Christian College, Port Stephens teacher recently received the Modern Language Teachers Association of NSW Award for Outstanding Languages Educator: High quality teaching and learning. He was also nominated as member of the MLTA Committee.

For Stephen teaching Japanese is about a lot more than words and grammar.

Stephen has embedded Japanese culture throughout his school. His Japanese language and martial art program has cross curriculum links with maths, science, PDHPE, art, history, religion and geography.

His passion for Japanese began when he worked and studied in that country after taking a Japanese degree at the Australian Catholic University.

He studied martial arts as well as language and, after receiving black belts in two arts in Japan, founded Shikishimakan, which melds culture with sport.

At St Philips Stephen oversees the formal language classes as well as the Japanese Cultural Society.

What's unique at St Philips is the way Stephen combines language learning and sport so that all types of students can get a taste of Japanese.

"The not so sporty kids and the not so academic kids are given an identity and can find a connection," Stephen said.

"My martial arts kids are passing quite difficult Japanese exams as a result."

Japanese culture has influenced the development of the school sports house 'Zenith' coordinated by Stephen. The dragon symbol and Kanji character 'Zen' (completeness) adorn green banners proudly carried at school events by members celebrating their house community.

Native Japanese teachers often visit the school, the most significant visitor being the Japanese Vice-Consul in May last year. The Vice-Consul was impressed with Stephen's programs at the school.

Activities organised for martial arts students include a day trip to Newcastle with dawn beach training, followed by breakfast at Café Inu, a visit to Japanese supermarket DAISO and ending with a laser tag session.

Year 7 (100 hour course) students of Japanese visit Nagisa Japanese Restaurant, Fort Scratchley and Newcastle Regional Museum every year to experience Japanese cuisine and to reflect on the relationship between Australia and Japan over the better part of the past century.

Every year St Philips receives students from Port Stephens' sister city of Yugawara and every two years Stephen takes a group of students to Japan. One week of the two week trip is spent homestay in Yugawara while the remainder sees the group visiting Tokyo, Nara, Kyoto, Hiroshima, Miyajima, Osaka and Iga (home of the ninja). A group is travelling to Japan in September and will take part in an international day hosted by the Yugawara sister city committee.

International exchange is taken seriously at St Philips where a Student International Committee assists Stephen promote language and culture at the school and in the Port Stephens region. The committee, made up of a chairperson, a secretary and two representatives each (male and female) from Years 7 to 10, helps organise homestay placements, 'buddies' for visitors from Yugawara and fundraising/promotional activities at the school. In addition, the group represents the school to the Port Stephens Sister City Committee at least once per year to discuss issues of exchange between Japan and Australia.

Stephen said quieter and younger students are given a chance to mentor others and stretch themselves.

It's not just the students who are benefitting. Stephen has recently started an evening class for parents, teaching them Japanese too.

The award notification from MLTA said Stephen has "created a wide range of innovative incentives, and great engagement with the broader cultural context of Japanese, including martial arts."

"These activities appear to engage a wide spectrum of students. You position Japanese as a life skill broader than a school subject."

"This has been achieved through the integration of serious level pursuit of martial arts."

"This attracts both boys and girls, but particularly engages boys in languages learning."

"Your creation of a Japanese Cultural Society, open to all students, appears to be a core site of excitement and fun, popular with the broader community and reported in the media."

Australian Blitz martial arts magazine featured Stephen's work at his school in 2013.

If you would like to find out more about Stephen's approach to language teaching, he can be contacted at stephen.grant@spcc.nsw.edu.au

Sue Osborne Journalist



Gabriell Hill (centre) wearing her 30 year badge.

Women celebrate unity

The ACT Women in Education Committee celebrated International Women's Day (IWD) on 10 March.

The committee meets once a term with the aim of drawing members together to celebrate unity, to remember past achievements of women, and to highlight the social and economic issues of women here and in developing countries.

Meetings, which are followed by a dinner, provide opportunities to

develop networks and to maintain friendships as teachers move in and out of schools.

Guest speaker Sarah Gowty gave a snapshot of her work with CARE in Myanmar, Cambodia, Vietnam, Laos, Jordan, Afghanistan, Kenya and Malawi.

Sarah said in many countries simply being born female means a lifetime of disadvantage, discrimination and having no voice.



Will a business degree help you up the career ladder?

Kath Attree, Course Director, Faculty of Business at Charles Sturt University wrote to *Newsmonth* recently. What's your view?

'Sydney Catholic schools looking to appoint principals from other industries' was the headline from an article by Alexandra Smith, Education Editor of the *Sydney Morning Herald* which was published online on 20 March 2016.

It sparked a huge amount of debate about whether a person without a teaching background could effectively run a school. But it does open up the question – what skills are really needed if you are interested in moving up the ladder? Generally when looking at postgraduate study most teaching professionals stick with the education discipline and enrol in a Masters in Education. But why keep improving the skills you already have? That's like a tree always growing along the same branch. Shouldn't you consider 'branching' out into other areas?

In any given school you find a percentage of teaching staff who have leadership aspirations. They are interested in moving up to become part of the schools executive team or attaining higher duties in positions relating to student progression and welfare. Principals and executive staff are essentially the managing directors of the organisation with a team of middle managers who in turn supervise staff.

Undertaking a Masters in the education discipline will be useful in improving your professional teaching skill and hence in mentoring staff in the teaching process but may not necessary help you in recruiting and selecting staff, managing staff performance, managing budgets, resolving conflicts (staff, students, parents), liaising with

the community, developing a promotional plan for the school or preparing an annual operational plan.

You know how to teach

Let's face it – if this is you - you already know how to teach and you are probably an excellent teacher – that is how you got into this more senior role. And, it's not really your own teaching that you will have problems with. As you move up the ladder you will have less teaching responsibility and more management responsibility and will need enhanced skills in other areas to complement your educational expertise.

Maybe you should be considering studies in another discipline area. At the Assistant Principal and Principal level you need strong accounting and budgeting, leadership, operational management, strategic planning and HR skills. Completing an MBA is probably a good way of gaining those skills. If you are a year coordinator, an Aboriginal education worker, school counsellor, boarding supervisor or student welfare officer, you are going to be spending a lot of time mediating in and resolving disputes between staff, students, parents and other stakeholders. A Masters in Dispute Resolution/Conflict Resolution could provide you with valuable and practical knowledge and skills.


As you move up in an organisation, you are starting to need stronger leadership skills and you may be involved in a lot of public relations activities. A Master of Commerce would allow you to select both leadership and marketing/communication studies.

Business opportunity

For non teaching staff such as bursars and office management improving skills in planning, accounting, budgeting and operational management is also useful. A Graduate Certificate in Business would provide the opportunity to cherry pick four subjects in areas where you wished to improve your skills.

Basically, there is an enormous range of postgraduate courses on offer at universities today and for most master programs in business disciplines you no longer need an undergraduate degree in business to gain entry. In fact, the majority of people studying postgraduate business programs come from other disciplines such as teaching, sciences, arts, nursing and engineering. So sit down and think about your current skill set, think about the key performance indicators for your current role, think about the skills you might need to move into a more senior role and then plan your next degree carefully.

Kath Attree is a Course Director within the Faculty of Business at Charles Sturt University. CSU offers a range of postgraduate business and educational leadership courses via online study. For more information see: <http://tinyurl.com/zuqamzy>

 **Whats your view?**
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NSW/ACT IEU Early Childhood Conference 2016

YOUR PROFESSION. OUR PRIORITY.

Mercure Hotel
818-820 George Street Sydney

Keynote Speaker
Professor Margaret Sims

8.30am to 5.00pm
Saturday 10 September 2016



Contact Kayla Skorupan on 8202 8900 TF 1800 467 943 or kayla@ieu.asn.au

Working together for a common cause



IEU Committee from left: Matthew Bower, Marcus Ribbons, Nicole Adler, Kaylene Wilson, Tony Edwards (absent Felicity Pearce).

Having a committee rather than a single person representing the IEU at your school might be the way to go, St Catherine's Catholic College Singleton Committee Rep Marcus Ribbons said.

The committee at St Catherine's evolved because the school was originally split into three separate sites (infants, junior, high), with each having its own rep.

When the school moved on to one site a few years ago the chapter voted on having a committee.

There are six people on the committee: three secondary teachers, two primary teachers and a member of the support staff.

"Even though we are now on one site, it's a big school and we all have different lunch times," Marcus said.

He takes on the responsibility of making sure Union information is disseminated to the whole school.

The committee meet twice a term before and after branch meetings, with additional meetings if required, and

occasional sessions with the principal.

"It takes the pressure off. If someone is away then there is another person around that has the knowledge to answer members' questions.

"The employer is not putting heat on one person when there is a committee."

The VET teacher said it's important to make sure the committee is representative. Having a support staff member on board encouraged support staff to approach the IEU with their issues.

"You have to make sure your committee is functioning properly, with a president and secretary. You must meet and follow an agenda and report back to your chapter.

"The committee must communicate and work together and help each other out.

"That's what being in the Union is all about. It's not 'what's in it for me'. It's about working together for a common cause."

Sue Osborne Journalist



The IEU continues to honour its loyal and long-serving members in workplaces all over NSW and the ACT with 30 year badges.

Overworked? Talk about it

Chris Wilkinson

President



Welcome back to Term 2. I trust you had a relaxing time with the beautiful weather that we experienced throughout the first week.

Term 2 is always a busy one with lots happening in schools. Exams, NAPLAN testing, report writing and teaching are just a few.

The pace of everyday activities does not slow down and we must all be concerned with the extra duties that we are asked to do.

More meetings, extra assemblies, extra playground duties, more parent teacher nights, compulsory weekend masses and celebrations – the list goes on and on.

If members of your chapter are concerned about increased workload issues, contact your organiser to hold a chapter meeting.

International visitors

Over the last week we had two international visitors visiting our office in Sydney. Dr Patrick Roach, Deputy General Secretary NASUWT, the largest teacher

union in the UK and Marshall Jarvis, General Secretary, OECTA Canada.

They spoke to our officers during an officers' meeting and then addressed a national forum in Canberra about the challenges and opportunities facing the education sector in their countries and education unions in a global context.

Activists Conference

I am looking forward to the third Activists Conference in Leura. Over the past two years this conference has proved to be valuable for members. Participants have the opportunity to learn about the history of the IEU, industrial matters and accreditation and share stories and experiences and learn how to be a more active member of the IEU.

It is an ideal time to network, ask questions and get to know fellow members from different regions and schools in NSW.

I would like to thank Marilyn Jervis who has been responsible for organising this conference for the last three years. She makes everyone feel welcome and encourages participation from all.

Thank you once again for your ongoing support and involvement in the IEU. Remember to be active in your chapter, become involved and support each other.

Join a global campaigner

Carolyn Collins

Vice President
Support Staff



On two occasions recently, I have had the opportunity to listen to guest speakers from Union Aid Abroad APHEDA. APHEDA is the global justice organisation of the Australian union movement, it works to assist communities in the Pacific, South East Asia, the Middle East and Southern Africa.

One of their current concerns comes out of Indonesia. We all are aware of the impact of asbestos and its implications to health. Yet our most northern neighbours have the most marginalised workers working in asbestos riddled workplaces. Join the campaign of 'Not here. Not anywhere'. I do urge you to go to their website <http://apheda.org.au> and learn more and become a member.

Unions have their stamp in history throughout the world. Not always under the banner of unionism, but under the banner of social justice. The IEU is involved in many social justice issues. Its work with APHEDA, COPE and other organisations make us a global campaigner.

The struggle today continues with unions' fight to maintain or improve working conditions. We are most grateful that our union is there to continue to negotiate wages, working conditions, workplace safety, complaints procedures, policies,

and the list goes on. Some school staff are enjoying the benefits of the achievements of the IEU without becoming members.

Unions are not irrelevant. Just look at the gains we as support staff have had since the IEU took us under their banner. Yet, I get exasperated when workers say 'What has the union done for me?' or 'They didn't get what I wanted' or 'They didn't fight hard enough'. Remember the Union will always go into bat for us. If the outcome was not positive, don't blame the Union, blame the employers.

I urge all members to continue to raise the benefits of union membership and seek out non members and encourage them to join.

The following is a statement from our recent 3Rs campaign:

"For a worker to refuse to belong to a union is not to exercise a democratic freedom.

"It is to accept benefits that others have worked for without contributing to the cost.

"Democracy flourishes only when freedom is accompanied by responsibility."



Facebook comments

Keith: I think it's so important that teachers who are new to the profession realise that the union has won many of the conditions that they take for granted - and that without the continued action of union members, such conditions would soon disappear from our workplaces!

Time is running out to register

Gabe Connell

Vice President ECS



Time is running out for early childhood teachers in NSW to register with BOSTES in order to be accredited. Accreditation recognises the professional standing of early childhood teachers in NSW. This is an important and hard fought for step forward. At the moment it appears there are many, many early childhood teachers who have not yet registered and commenced the process.

By becoming accredited we are at last being recognised within the community for our value and the professional status of our work.

You must register before 18 July 2016. To register create a login at www.nswteachers.nsw.edu.au and follow the steps. If you don't register you will not become accredited and you will not be able to work as an early childhood teacher unless you become a provisional or conditional teacher and demonstrate over a five year period that you meet the requirements for full accreditation at the level of proficient teacher – as will all new teachers after 1 October 2016.

Over the last few months several members of the IEU's Early Childhood Sector Council have been part of a working party looking at the current standards and the evidence new teachers will need to demonstrate to prove proficiency. We have looked at how they reflect early childhood practices and settings and how this can be demonstrated in our sector. It has been a collaborative process and I think the final document will reflect early childhood practises and settings very well.

New preschool places

On 20 November 2015, the Minister for Early Childhood Education Leslie Williams announced funding of \$8 million over four years to create up to 500 new preschool places through a Capital Works Grants program.

The Capital Works Grants program will provide grants funding for not for profit, community based preschool providers

proposing to increase the number of 600 hour preschool places available in areas where there is a demonstrated shortage.

Funding will be provided for:

- building new preschool services
- expanding an existing centre based service
- purchasing a new motor vehicle for an existing mobile preschool service, and
- other capital works delivering innovative solutions to increase the number of preschool places in areas of high need.

Starting in mid 2016, the present Operational Support Program will be available to all community preschools. The mentoring support program assists preschools better understand and align with the Preschool Funding Model, enabling sustainability over the longer term.

Support focuses on integrating educational objectives with effective business practice and includes:

- maximising funding under the Preschool Funding Model and implementing a sustainable fee structure
- maximising target cohort enrolments
- demographic modelling to assist preschool planning
- developing staff capacity and efficient staffing arrangements, and
- strategies to increase the number of four and five year old children enrolled in quality preschool programs for 600 hours per year.

The three month support program will be available for preschools that have not previously participated in the program.

Preschools that have previously participated in the Operational Support Program will be able to access a two month follow up program.

To date 177 community preschool have participated or are participating in the program. It has been well received and feedback includes:

"The program is helping us focus on our ECE service as a business. It is improving our budgeting, financial management and business planning processes. This will clearly assist our long term viability."

"Overall, the vision for us to remain viable is now clear and seems to be achievable with plans in place."

Headlines making news

Pam Smith

Principals Organiser



IEU Principals Branch has welcomed the launch of Headlines, the union's enews for principals and other school leaders.

Emailled to 950 IEU members on 31 March, *Headlines* contained a welcome by Principals Branch President Sidonie Coffey and news items on:

- Enterprise Agreement (EA) negotiations for Catholic systemic principals
- principals under pressure – workload and wellbeing issues for school leaders, and
- implications of the review of BOSTES.

It is aimed to produce *Headlines* once per term and suggestions for content are welcome. As reported in *Headlines* and discussed at the Term 1 Principals Branch meeting, the IEU is continuing

EA negotiations with the Catholic Commission for Employment Relations (CCER). Meetings were held on 14 March and 4 April, with other meetings scheduled for 3 and 24 May and 8 June.

The successful negotiation of a Catholic systemic principals' EA is also of interest to other principals, as the Catholic principals' agreement is often used to inform salaries and conditions for Catholic independent and other independent sector principals.

Appreciation is expressed to Parramatta Diocese primary principals for an opportunity to meet on 31 March at Plumpton. Principals noted the first edition of *Headlines* and welcomed updates on the EA negotiations and the Union's focus on wellbeing issues for principals and staff.

With regard to the elections for IEU Council, Principals Branch thanks Louise O'Sullivan and Lou Single for their representation of principals during the past term of Council and looks forward to all four principals' positions being filled for the next Council term.

Further Principals Branch meetings for 2016 are scheduled for 7 May, 6 August and 12 November.

Real Insurance joins with the IEU

The IEU is always looking at ways to add value to your membership. With this in mind, we have negotiated a deal with WageCover and Real Insurance to provide discounts on your general insurance*.

Members could enjoy:

- Up to a 25% discount on Car Insurance
- Up to a 30% discount on House and Contents Insurance

We know that every dollar counts, and hope these savings will really help you.



Independent
Education Union
of Australia
NSW/ACT Branch



When should we start thinking about retirement?

ngs Super

Bernard O'Connor

NGS Super



Boomers, Gen X, Gen Y, Millennials – when does serious retirement planning start to germinate in the mind? It's clear that super is not a hot topic for those just entering the workforce as they will have to wait at least to age 60 to access their retirement benefit (assuming future governments don't increase the age for releasing super benefits). And for some younger workers, employer contributions into super just seem like lost wages when immediate needs such as housing, food, living expenses and children's costs are pressing. It is a mandated retirement/pension system with compulsory savings for all workers in Australia with a long term horizon.

It seems that around 50 is the magic age when workers begin to think about it, but obviously the earlier individuals start to think about super, the more they can take advantage of tax concessions available. During the accumulation phase contributions are taxed at a flat 15% and investment earnings are taxed at a maximum of 15% (due to franking credits received by the super fund which reduce tax even further). This represents a strong incentive to invest in super. It's even better in the super pension phase with tax free income for recipients over 60 and nil tax on investment earnings. It's hard to beat these legislated tax concessions in the retail space.

Salary sacrifice helps boost super savings as these pre taxed contributions (along with employer contributions) are taxed at 15% rather than the marginal tax rate. Both salary sacrifice and employer contributions are subject to the current legislated limits which are \$30,000 for anyone under 50 and \$35,000 for anyone over 50.

Other strategies to help you achieve your retirement goals are

increased savings, working longer, adjusting your investment mix to gain better returns (subject to your risk tolerance) and/or a transition to retirement pension. It is important to obtain personal financial advice prior to implementing these strategies as not all of them may suit you.

But what is the target for a comfortable retirement? The figures from ASFA (Retirement Standard December 2015) indicate that for a couple a comfortable annual income is \$59,236 per annum while a modest income is \$34,226. For singles a comfortable annual income is \$43,184 and a modest annual income is \$23,797. The underlying assumptions for these figures are that the couple or individual own their own home and that the figures relate to expenditure by the household.

And where will your income come from in retirement? It will generally be from super, non super investments such as shares, property and term deposits, social security and perhaps casual work. A figure which is sometimes quoted by financial planners is that retiring workers should aim to replace 70% of their pre retirement salary. Adequacy of savings will assist in determining quality of life in retirement and if achieved, retirees may have the longest holiday of their life rather than a struggle to make ends meet.

The main threats to achieving your retirement goals could be inadequate financial advice, poor investment decisions, overspending on the family home, retrenchment/redundancy, divorce and health problems since no one knows what is around the corner.

So as the Australian superannuation system grows, it is clear that members will focus more on the adequacy of their balances and start thinking about the practicalities of life after work. After all, you've worked for the system and the system should work for your glorious retirement and the earlier you understand it, the better!

(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 individual circumstances, read the Product 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.)

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James Jenkins-Flint

St Brigid's Primary School Marrickville



PD and Conferences

3 May PIP How NSW Accreditation Works, Goulburn

3 May PIP Dealing with Difficult People, Campbelltown

10 May PIP How NSW Accreditation Works, Dubbo

16 May PIP Dealing with Difficult People, Muswellbrook

17 May PIP Anti Social Media Charlestown

17 May Refugee Experiences and the Classroom, Bankstown

18 May PIP How Accreditation Works Baulkham Hills

23 May PIP Maintenance of Accreditation, Dapto

30 May PIP How NSW Accreditation Works, Ultimo

31 May PIP How NSW Accreditation Works, West Ryde

2 Jun PIP How Accreditation Works, Coffs Harbour

8 Jun Accreditation at Higher Levels, Ultimo

8 Jul Starting Strong - student teacher workshop, Ultimo

13 Jul Accreditation at Proficient Teacher workshop, Ultimo

19 Aug IEU Women's Conference 2016: Women Work and the Wider World, Haymarket

10 Sep IEU Early Childhood Conference Your profession. Our priority.

See www.ieu.asn.au for

details and updates

Reps training dates for 2016

13 May Diplomat Hotel Griffith

27 May Commercial Club Albury

3 Jun Dapto Leagues Club

15 Jun Panthers Port Macquarie

24 Jun Casula TBC

29 Jul Cattlemans Country Motor Inn

Dubbo

12 Aug Tamworth TBC

See www.ieu.asn.au for updates

For IEU Branch meeting dates see www.ieu.asn.au

Our locations

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

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That's why we're dedicated to educating and empowering our members.

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From wellbeing and lifestyle to wealth and retirement, our articles cover a wide range of topics to help you build your wealth of knowledge and get the most out of life.