

# newsmonth

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The newspaper of the Independent Education Union of Australia NSW/ACT Branch (vol 36 #6) September 2016

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# TEACHERS ARE THE EXPERTS

## Minister, with increased power should come increased responsibility

Teachers will be less represented, accountability to politicians will be heightened and the pressure on schools to spend time and resources on administration rather than learning will increase under the proposed changes to the BOSTES structure and functions. The Union is concerned that the State Government seeks to create a climate of opaque authority for themselves without taking responsibility for its impact.

The panel established to review the structure and functions of BOSTES has delivered their report and made 41 recommendations across 13 areas. State Education Minister Adrian Piccoli has given every indication that the NSW Government proposes to accept all the recommendations.

Our view of the recommendations, in a nutshell, is: some good, some dangerous and some just insulting to teachers, parents and students.

We are concerned that the review itself was rushed and some of the methodology questionable. An issues paper inviting written submissions was released on March 31 and submissions closed on April 21. Those three weeks

included the Easter holidays and the long weekend. The brief and very general online survey was open for only eight days and attracted responses from only 4722 people, 51% of who identified as classroom teachers.

We are wary of a concentration of power into a lean and mean authority that in its present form still has not

***"Our view of the recommendations, in a nutshell: some good, some dangerous and some just insulting to teachers, parents and students."***

developed into a functioning regulatory body. The review supports the single authority dealing with all matters curriculum, school registration and teacher accreditation but acknowledges the merger of the old Board of Studies with the Institute of Teachers is incomplete and has not been faultless. Ridiculously yet another name change is

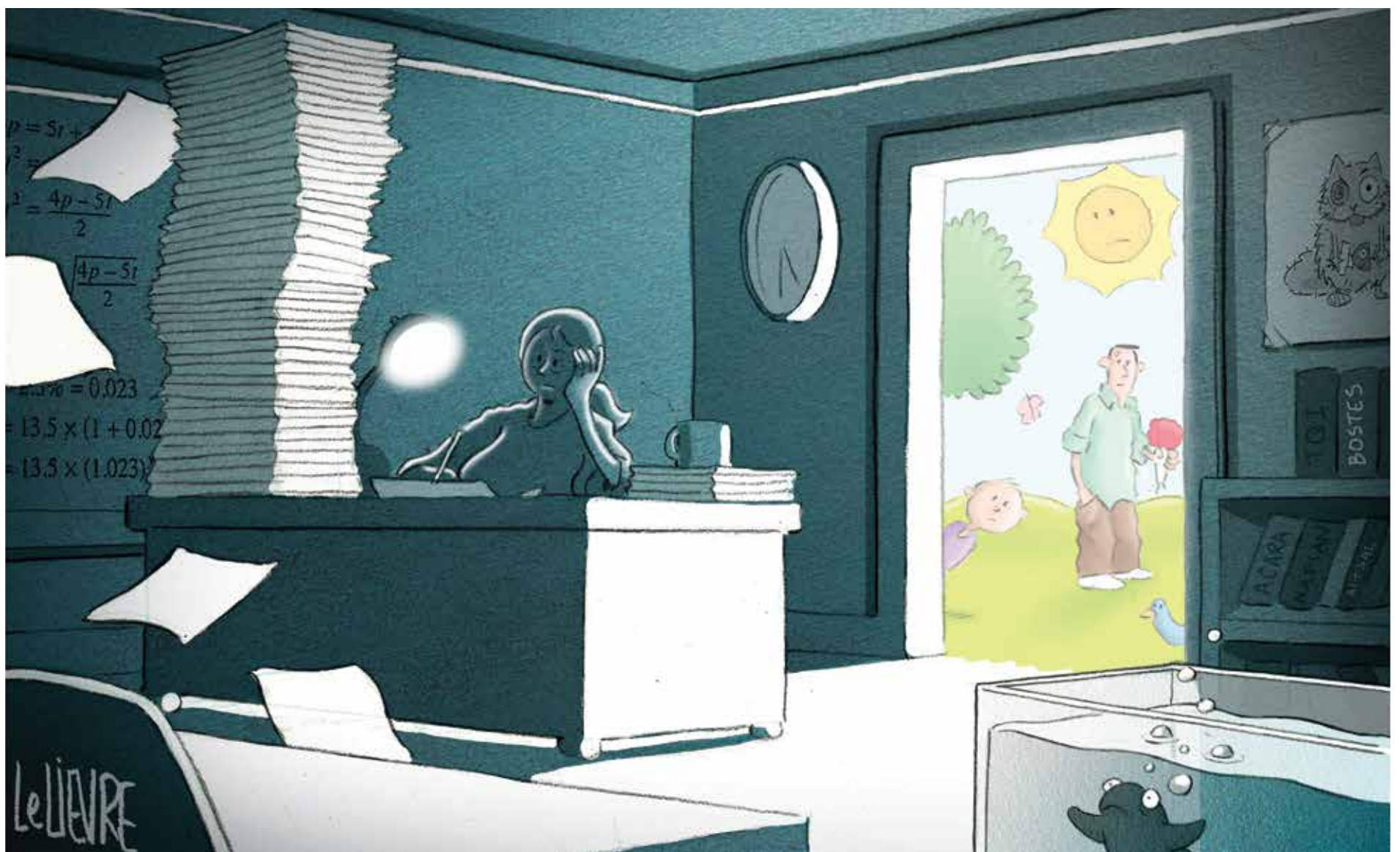
recommended, which is expensive and unnecessary. Our Union claimed at the time that no compelling case for the merger had been made and the review does not articulate one.

We see that teachers will lose the small representation they currently hold with the BOSTES for the sake of 'streamlining' decision making.

The Quality Teaching Council (QTC), the closest thing teachers get to representing their profession on issues such as accreditation policy, teaching standards, entry to the profession and the like, currently consists of 11 elected practicing teachers and 11 members appointed by the Minister. It is to be replaced by a committee of 10, five of whom will be elected teachers and five ministerial appointees. This is an appalling reduction of teacher representation on their own professional board and demonstrates contempt for teachers and their capacity to oversee their own profession.

John Quessy Secretary

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## Your feedback on workloads P4





## Newsmonth

(vol 36 #6) September 2016

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**Executive Editor:** John Quessy (Secretary) for and on behalf of the IEU Executive and members

**Managing Editor:** Bronwyn Ridgway

**Journalist:** Sue Osborne

**Graphic Design:** Chris Ruddle

**Online Journalist:** Daniel Long

**Contributions** and letters from members are welcome. These do not reflect endorsement if printed, and may be edited for size and style at the Editor's discretion. They should be forwarded to:

**Newsmonth**  
485-501 Wattle Street  
ULTIMO NSW 2007  
GPO Box 116  
SYDNEY NSW 2001  
Tel: 8202 8900  
Toll free: 1800 467 943  
Fax: 9211 1455  
Toll free fax: 1800 804 042  
Email: [ieu@ieu.asn.au](mailto:ieu@ieu.asn.au)  
[www.ieu.asn.au](http://www.ieu.asn.au)

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# YES

## vote recommended for AIS schools agreements

### Carol Matthews

Assistant Secretary



**The Union has reached agreement in principle with the Association of Independent Schools (AIS) on the terms of the new Multi-Enterprise Agreements (MEAs) that will apply to nearly 300 independent schools in NSW and the ACT from 2017.**

As a result of the improvements we have achieved, the Union is recommending an in principle 'yes' vote to the teachers MEAs and the NSW support and operational staff MEA. Negotiations have only just commenced with respect to the ACT support and operational staff MEA.

Schools are proposing four year agreements, with increases of 2.3%, 2.5%, 2.5% and 2.5% each year for teachers and 2.5% each year for support staff.

By the fourth year of the MEA (2020), the top step for teachers in the Standards Model MEA will be over \$113,000 and the top step of the Steps and Hybrid MEAs will be over \$111,000.

Although the proposed pay rises are modest, the Union considers they are a good outcome in the current low inflation economic environment.

### Hybrid model for teachers

The Union has been advised that nearly 90 NSW schools are proposing to move from the Steps incremental pay model for teachers to the Hybrid pay model for teachers. The Hybrid pay scale has three bands based on a teacher's accreditation status with multiple steps within each band (unlike the standards structure that has only one step in each band).

### Key elements of the model include the following:

- teachers progress up the pay scale based on service, that is the current incremental steps and pay rates would remain, but with the changes set out below
- current Steps 5 - 7 would be deemed to be Band 1 and current Steps 8 - 13 would be deemed to be Band 2
- teachers only progress to Band 2 if they have Proficient Teacher accreditation on attaining Proficient Teacher accreditation a teacher would move from their current step to step 8 from the next February or July after attaining accreditation, and
- the classification of Senior Teacher 1 will be replaced by the classification of Experienced Teacher from 2017, with the first applications to occur in 2017.

As a transitional arrangement, teachers currently with Senior Teacher 1 status or who attain it in 2016 would be deemed to be Experienced Teacher. Current Step 12 teachers will also be able to apply in 2017 for Senior Teacher 1 and be deemed to be Experienced Teacher. All teachers who are eligible for Senior

Teacher 1 (that is have been on Step 13 for 12 months) are therefore urged to apply immediately.

The Union will provide additional information to members about these changes and how to ensure teachers get the most benefit from the Hybrid model transitional provisions.

### Other improvements for teachers

- clearer support for teachers seeking accreditation at Proficient Teacher level
- in the Standards and Hybrid MEAs, teachers will progress to the Band 2 Proficient Teacher rate more quickly after gaining accreditation from either the first pay period on or after 1 February or 1 July, whichever is earlier
- in the Standards and Hybrid MEAs, streamlining of the Independent Schools Teacher Accreditation Authority (ISTAA) process of obtaining the Band 3 Experienced Teacher, and
- temporary teacher – more specific circumstances in which a teacher may be appointed.

### Personal/carer's leave for teachers

The Union is recommending a change proposed by the AIS to 15 days of sick and carer's leave per annum, fully cumulative, for teachers that would reflect more closely existing personal and carer's leave arrangements in government and Catholic systemic schools.

This model combines sick and carer's leave into one entitlement that is more flexible.

Although the current annual MEA sick leave entitlement is higher for second and subsequent years of service, the Union considers the total package of unlimited accumulation on top of existing sick leave and a bonus 15 days on transition and commencement of employment will be more beneficial for most teachers. Under the current MEA provision, accumulation is limited to the previous five years (in NSW) and capped at a maximum of 100 days for all teachers.

### Points of agreement for support and operational staff

The Union has met the AIS on a number of occasions to discuss a revised draft MEA for support and operational staff prepared by the AIS. The AIS has extensively revised the format of the current MEA and not all issues have been finalised. The following has been agreed so far:

- increase in casual loading to 25% for all staff
- small additional increases for particular classifications of childcare workers
- an additional 1% pay rise each year for trade qualified and supervisor classifications of maintenance and outdoor staff, and
- junior rates payable to fewer classifications.

### A final word

The Union is recommending the proposed MEAs in principle, subject to any particular school based issues and finalisation of drafting. Members in independent schools should not hesitate to contact their Union organiser for a meeting to discuss the MEAs.

## Positive outcome for Learning Support Staff

**Learning Support Assistants (LSA) in the Archdiocese of Canberra and Goulburn will not have to carry the burden of unpaid additional training, thanks to IEU advocacy.**

The ACT Government Report, Schools for All Children and Young People by Professor Anthony Shaddock,

recommended LSAs undertake a Certificate IV in Education Support.

Family responsibilities and other work commitments meant LSAs would be disadvantaged by the extra training if it was done outside their normal hours.

The Archdiocese has now agreed that LSAs will either do the training in work

hours, or be paid for their time if it is outside their normal hours. The Diocese will also provide travel expenses.

"LSAs and IEU Reps should be applauded for engaging with this issue and achieving a positive outcomes," IEU Assistant Secretary Mark Northam said.

# TEACHERS ARE THE EXPERTS

continued from page 1

## John Quessy

Secretary



While the current arrangements are structurally weak, where the part elected QTC makes recommendations to the totally appointed BOSTES that in turn makes recommendations to the Minister, this proposal is infinitely worse.

There is no guarantee that the accreditation fees paid by our members and other teachers will go to directly support teachers to gain and maintain their accreditation. On 1 January 2018, the BOSTES/Educational Standards Authority (ESA) will have invoiced teachers in our state for over \$10 million in accreditation fees alone, simply to retain their license to teach. The review makes no specific recommendation to address the lack of financial governance of the millions of dollars paid by teachers in accreditation fees. The QTC is presented with no financial plan, no accounts and has no oversight of these 'hypothecated' funds. How the money collected from teachers is spent is a closely guarded secret and the percentage used to support those who provide Initial Teacher Education and Teacher Accreditation Authorities (employers) is not reported. This is quite simply a disgrace. It must be addressed immediately.

The NSW Government seems determined to abandon its sovereignty over the fundamental pillar of education with regards to what our students learn. The review

advocates an 'adopt and adapt' approach to the Australian curriculum, meaning that NSW should implement the Australian curriculum early and then adapt to local NSW needs. Passing the responsibility of writing curriculum to ACARA means little input from practising NSW teachers, and certainly doesn't allow for the current (already stunted) consultation process. Recent Stage 6 changes have been rushed.

Teachers will no longer have a say in the development of curriculum as a matter of course. NSW has a long and proud history of curriculum development and syllabus construction built around extensive consultation with teachers who

***"How the money collected from teachers is spent is a closely guarded secret . . . this is quite simply a disgrace."***

are the implementers of the end product. A robust and sustainable model requires this not only to continue but to be enhanced. Teachers are the experts. To ignore the skills and experience of our teaching force is foolhardy and should not be acceptable to NSW parents, teachers and students.

However the review's recommendation to reduce mandatory content could be a positive step if there is more reliance on the professional judgement of teachers to determine learning outcomes and content appropriate to their students. How this is interpreted by schools and communicated to teachers, however, will determine the successfulness of such a philosophical stance.

Professional development (PD) will be evaluated by teachers but accreditation powers still rest with employers. Teachers will support some of the recommendations, particularly the opportunity to evaluate PD, a more

streamlined approach to maintaining accreditation that avoids duplication and removing the capacity to suspend or revoke accreditation from teacher accreditation authorities, although the capacity to refuse accreditation remains there with no effective appeal process.

BOSTES/ESA will take a high-level 'eagle' view of the state of education in NSW, choosing when and where to attack perceived instances of non compliance. This does not promote consistency of support or quality of service from the very people demanding consistency and quality of service from schools and teachers. The proposed 'risk based' approach to school registration, while theoretically beneficial if it reduces the burden on teachers, is potentially dangerous. This method relies heavily on sampling (based on unidentified perceived risk indicators) and a great deal of self certification. Schools could simply declare that various required policies exist without any examination of the quality or completeness of the policy or any evidence that the policy is understood or implemented effectively.

The fundamental problem with this approach is that individual teachers are often the scapegoats of non compliance when the impact of authority is felt from the top down. Without ongoing support from BOSTES/ESA to meet the increasing demands there is little chance of a fair and just process when the eagle's shadow will swoop fast and hard and disappear just as quickly.

In short the review might relieve some administrative burdens from teachers and school authorities but at a high cost to the professionalism of NSW teachers. The recommendations must be implemented to be sustainable, beneficial to learning and wellbeing of students, respectful of the expertise and efforts of the profession and transparent and accountable to the very top of the ladder of authority.

## Catholic independents: Union negotiating your pay and conditions

### Gloria Taylor

Deputy Secretary



**Current Multi-Enterprise Agreements (MEAs) in NSW Catholic independent schools expire at the end of December this year and the Union has entered into bargaining with the Catholic Commission for Employment Relations (CCER) for new agreements for 2017. Members have advised the Union that they have been issued with Representational Rights Notices from their employers.**

#### Teachers

The CCER has proposed a number of separate MEAs for teachers.

The first would apply to those schools following the Association of Independent Schools (AIS) Standards model. The IEU recently reached in principle agreement with the AIS and the pay offer is 2.3%

from February 2017, 2.5% from February 2018, 2019 and 2020.

We expect the rates in Catholic 'Standards' schools to reflect AIS rates. Although these pay increases are modest, the Union considers they would be a good outcome in the current low inflation economic climate. The Union has also negotiated improvements to the Independent Schools Teacher Accreditation Authority (ISTAA) process of applying for Band 3 Experienced teacher.

The second MEA would apply to schools that have traditionally followed the salaries in Catholic systemic schools (Pay Schedule 10 – formerly List D). The employers seek to move to a standards model based on the new Catholic systemic and NSW government model. The model includes a somewhat shorter scale and bands associated with levels of accreditation. Salaries would continue to follow increases in Catholic systemic schools.

The employers hope to incorporate the remaining schools into one or more MEAs. These schools are on rates somewhere in between the above groups. Some of the pay scales currently

include the classification of Senior Teacher 1 (ST1). The employers seek to phase out ST1. Although some schools would clearly be advantaged by this merger of approaches, the Union needs to ensure that any new arrangement works for everyone.

#### Personal/carer's leave for teachers

There is a proposed change to sick and carer's leave for teachers that would reflect more closely existing personal and carer's arrangements in government and Catholic systemic schools. It is also in the package for AIS schools.

Although the annual entitlement is reduced to 15 days leave per year, we think the total package is better. All existing entitlements would be maintained and the leave is fully accumulative. There is also a bonus 15 days in the first year. There are a range of other benefits.

Other elements of the IEU claim are under discussion, including measures to address work intensification, like consultative committees and email protocols; requirements for notice for

PD, meetings and term dates in the preceding calendar year and inclusion of minimum standards on workloads.

#### Support and operational (SAO) staff

The parties are at the beginning stages of bargaining for support and operational staff. Apart from general pay increases, our claim includes further increases for maintenance and outdoor staff and nurses, casual loading of 25% for all classifications, removal of the cap on the accumulation of sick leave and an overnight camp allowance.

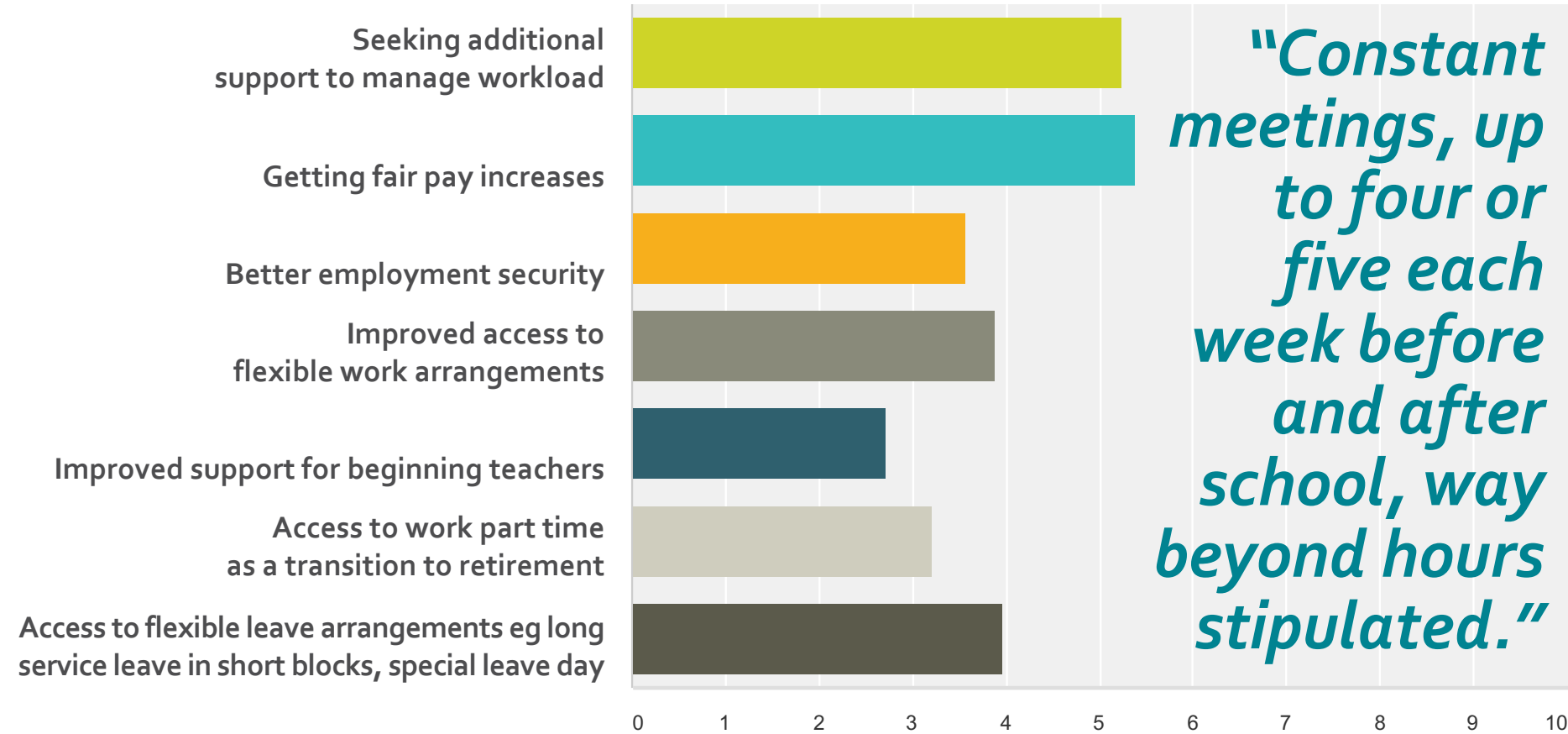
As extensive work was done on the previous agreement, the Union does not expect major changes with the SAO MEA.

The Union is also seeking professional rates of pay for counsellors and therapists.

Further details will be provided as bargaining progresses. Feel free to contact your Organiser if you would like a chapter meeting to discuss the MEAs applicable in your school.



# Members speak on workloads



**Mark Northam**  
Assistant Secretary



Three thousand members speak in unity about workloads The IEU recently sent a survey to Catholic systemic school members. The instrument was designed to gather both data and qualitative responses (1871 written responses were garnered). The take up rate was beyond the Union's expectations. The core message received was:

- get fair pay increases, and
- members require support to manage their workload.

**Meetings, meetings and more meetings**

Specifically, members targeted meetings (beyond the standard scheduled typical pattern of a 20 minute briefing and a one hour staff meeting) as being a major concern and a distraction from the core business of teaching and learning. One respondent said: "Constant meetings, up to four or five each week before and after school, way beyond hours stipulated."

**Electronic communication**

Protecting teaching and learning from digital intrusion was a further theme. The urge was for the development of protocols to place boundaries on electronic communication and modify expectations of what is a reasonable response time.

**Hotspots**

In a pedagogical sense, programing and curriculum change are hotspots. The desire was to meet BOSTES requirements, be respectful of an employer overlay but to refine what is being sought by the various dioceses. Programing is unnecessarily complex, especially in terms of repetition and replication. Suggestions ranged from exemplars (to be modified and contextualised) to requests that BOSTES meet with the Catholic Education Commission to ensure that accountability be met but not exceeded to the degree that a school's energy is sapped by over responding. Clarity of expectations was the message.

**Data collection concerns**

Within the classroom data collection and analysis was a key concern. Placing to one side data which is a must do (generally linked to funding), the appetite for data

appears insatiable. The IEU intends to call for an audit to determine the efficacy of what is dictated and to reaffirm the primacy of teacher professional judgement. One respondent said: "The national collection of data requirements is taking me away from teaching my students and making me a very expensive data entry person." Another said: "Too much data collection and not enough time to actually know kids as people not numbers."

**Curriculum changes**

Curriculum change (in all its manifestations) as an ongoing source of complexity was highlighted by members. The solution is teacher release to augment the change process, not simply a reliance on another series of meetings to achieve change. Managing student behaviour emerged as a concern and was followed closely by class sizes and how best to control them in terms of setting caps.

**Unpaid overtime**

Support staff noted they completed significant unpaid overtime and even when directed to work, less than 10% were paid overtime. Many support staff felt they were incorrectly classified.

**Time poor**

Time was the resource executive members craved. In tandem with 'time' was improved access to flexible work arrangements. Administrative support for principals featured and enhanced support for compliance issues.

The IEU found it particularly gratifying that some 534 reps answered the survey. This is testament to the critical role IEU chapter representatives play in the workplace.

**What do members want?**

- A process whereby teachers do not work unreasonable hours. Should excessive hours emerge, steps must be taken to identify the cause and reduce the impact.
- Protect RFF by including it in the EA.
- AITSL processes must stem from the ordinary work of the teacher and be supported.
- Email – parents should be advised that staff are not expected to answer emails outside ordinary working hours.
- An audit of data - the impact on teaching time must have a dividend.
- Programming in excess of BOSTES requirements impacts on teaching and learning.
- Support staff want overtime to be paid and to know that they are correctly classified.
- Both teachers and support staff believe an overnight camp allowance is reasonable to acknowledge the inconvenience.

Framing the debate is critical as the Union moves forward into formal discussions with the Catholic Commission for Employment Relations.

- It's about:
- trusting teacher professional judgement
  - questioning data collection
  - defining meetings, and
  - not programing in excess of BOSTES requirements.

**Facebook comments**  
**Emails: Teachers say...**



- Clare:** Anything that needs a response which I can't get to immediately, I click reply, save it in drafts and get to it when I can.
- Mellisa:** Only answer emails in work hours. If you start answering emails out of hours people will expect responses 24/7.
- Elsie:** I disagree Mellisa, as a student teacher completing my final rounds the only real time I am having is out of hours. A few emails between my teacher and I haven't hurt at all. Last night I emailed a few generous paid resources to some teachers and got a kind reply at 10pm. If emails are going to make life easier and get one job done on the to do list then I will definitely be keen on using them in and out of school.
- Lubna:** I took my work email off my phone. I was being expected to reply to everything. I only reply to my Year 12s and told my Year 11s, I'll reply up until 9pm during exam times. Burnout is indescribable.
- Stephen:** So much crap is sent through. Can somebody please explain to others that an email isn't effective communication. And some people write essays in an email. It's ridiculous. My answer, just delete the obvious offenders.



# Stem the email avalanche – here's how!

In the July issue of *Newsmonth*, I wrote an article about emails as a form of communication in schools that appeared to resonate with many members. The feedback I've had about it has been amazing – both in positive and negative ways.

The positive things I've been told about are how some schools have already tackled the issue of emails by having clear and definite policies in place, detailing what is acceptable and not acceptable at staff and community levels. Some schools send a letter home to parents or have regular snippets in their school newsletters, detailing the expectations about using email as a form of communication. But some members told me about disabling the email function on their mobile phones to escape the dreaded 'ding' at all hours of the day and night.

There are still some schools where there is no regulation about emails as a form of communication, so I thought I'd share with you some examples of what you might be able to do at your school if emails are still the stuff of nightmares at your workplace.

## Break up the email avalanche

A good starting point might be to determine if the email avalanche is from parents, school staff, students or somewhere else. I always knew when Year 2 students were learning about email at my last school,

because they soon cottoned on that Mrs Forbes had a similar email address to them (firstname.lastname.domainname) and that as they knew my first name, they could email me lovely little comments. I also knew that they'd give up after a while when they realised it was nowhere near as much fun emailing the principal as they thought it would be!

But, in all seriousness, you need to know where the bulk of the email is coming from to determine exactly what needs to go into any policy.

## Parents and emails

With parents and email, it's good to be able to provide a simple letter at the start of the year, or in the school newsletter each term, which clearly outlines how email is to be used at your school. Because let's face it, while emails might sometimes be a good source of communication, it's when we have to deal with more confidential or complicated matters at school level, or in an emergency, that we're much better off having a person to person chat than allowing a message to be misconstrued via email.

I'd suggest that a two to three day turnaround in answering parents' emails would be reasonable – but that can certainly be up for discussion in a staff meeting. With that in mind, parents might also have

access to information via a school website or blog; through newsletters and class notes or by simply calling the school office for a quick chat rather than always reverting to email.

## Emails from colleagues

If emails seem to be coming thick and fast from your colleagues at school, including those members of the leadership team, then sometimes all it takes is a simple request for them to send fewer. As a chapter, you can meet and work out how you want to do this, perhaps with a gentle reminder that your day is taken up with school activities, so setting a timeframe for when you might read and respond could go a long way to letting you get on with your core business at school.

## If all else fails....

For those of you working in classrooms, if all else fails, turn on the 'out of office' function each day, then see how long it takes for someone senior to actually come and see if you're in your classroom teaching or not!

Karen Forbes Organiser



## Sharing the reality of refugee stories



## Fast facts – at end of 2015

65 million people were displaced  
22 million were refugees  
23 million internally displaced  
2 million stateless  
(eg Roma, Rohingya people)

**Torrential rain was not enough to deter 50 IEU members keen to hear the real life stories of refugees and share them with their students.**

The BOSTES QTC registered Refugee Experiences in the Classroom seminar was held on a stormy Wednesday night in August at the IEU's Wattle Street Office.

Nevertheless, the atmosphere was enthusiastic and teachers were fascinated to hear the life story of former Iraqi refugee Deena Yako, and some facts and figures from Refugee Council of Australia Manager Effie Mitchell.

This seminar showcases the kind of experience the Refugee Council can bring to your school.

Effie said the council's aim was to "take the rhetoric" out of refugee stories by sharing one person's reality.

She said the figures on refugees worldwide were disturbing.

"Half of all refugees in the world are now under 18," she said.

Deena was born in Kirkuk in northern Iraq to ethnic and religious minority parents.

Her mother is a Syrian Christian and her

father a Mandaean (a follower of John the Baptist, neither Muslim nor Christian).

She grew up during the Iran/Iraq war and remembers frequent sirens and running for her life while at school. Two of her uncles were executed for refusing to join the army.

Her father, who was in the army against his will, became a target of authorities and was frequently arrested and tortured, disappearing for months at a time.

Deena said her memories of Iraq are not all bad, she remembers playing in fields of flowers and being part of a loving community.

"My family decided we had to leave Iraq if we were to survive, but me and my brother thought we were going on a holiday. We were excited. I don't think they told us the truth in case we accidentally disclosed information and got us arrested."

Deena remembers her father telling her to wear warm clothes, and a long overnight taxi journey, and then meeting with people Deena now knows were people smugglers.

Then they were walking through snowy mountains for days, without proper clothing.

"I remember being very sick, and the only way I could have survived was if my mum and dad carried me through the mountains."

Finally they reached the border and were granted asylum. They spent the next four years in Iran, eight months in a detention centre where Deena was disappointed to be barred from going to school.

The family were accepted by Australia's humanitarian program when Deena was 13.

"Finally I was allowed to go to school and I was so excited."

After three month at the Intensive English Centre Deena went to Ashcroft High School in Liverpool.

But things did not go as well as she had hoped.

"There was no support for refugees. I was bullied and discriminated against. No one asked me about my life before Australia."

Despite not doing well in the HSC, Deena was determined to help young refugees and studied community services, and was chosen as a UNHCR delegate.

Attendee Howard Daddah was curious

about what he could bring back from a refugee speaker to his religious education teaching at St Thomas' Catholic Primary School in Willoughby.

"Her story links well to the teaching we are doing in RE. The things Jesus talked about we are still talking about today but in a different setting."

"I like to bring real life stories back to children and I think I will use the Refugee Council as a resource."

Penelope Marshall teaches English as an Additional Language at Mary MacKillop Catholic College in Wakeley, so she encounters refugee students.

"I think the refugee story is part of our history and it's really good to hear real life stories, rather than what you hear in the press," she said.

The IEU is planning to run more of these seminars next year. The team would like to get your feedback on the kinds of PD you want: email [pd@ieu.asn.au](mailto:pd@ieu.asn.au)

See <http://www.refugeecouncil.org.au/>

Sue Osborne Journalist





# Maintaining accreditation at Proficient in NSW

## Amy Cotton

Professional Officer



### Who has to do this?

Only teachers accredited at Proficient in NSW:

- any New Scheme teacher who has achieved Proficient (or full) accreditation since 1 October 2004, and
- early childhood teachers accredited at Proficient from 18 July 2016 onwards.

### Who doesn't have to do this right now?

- any existing/old scheme teacher who will be accredited on 1 January 2018 at Proficient
- any New Scheme Teacher still attaining Proficient accreditation, and
- early childhood teachers beginning from 1 October 2016 onwards (until they get to Proficient).

### You don't have to maintain accreditation at Proficient until you have it!

BOSTES requires 100 hours of PD in five years (full time) or seven years (part time). The 100 hours can be completed over the period, or all at once. This allows teachers the professional decision of deciding when they want to do the bulk of their PD, and to have years where they don't do as much.

BOSTES also asks for a maintenance of accreditation report to be completed.

### The PD requirements

- 50 hours must be Quality Teacher Council (QTC) Registered PD (like that which the IEU runs in its PD program), and
- 50 additional hours of either QTC Registered or Teacher Identified PD.

Over the 100 hours, the PD must meet at least:

- one Descriptor each from Standards 1, 2, 3, 4, 5 and 7, and all Descriptors from Standard 6.

Early childhood teachers note – the IEU negotiated a different ratio for those accredited at Proficient between 18 July 2016 and 17 July 2018. You have to achieve at least 20 QTC Registered hours and 80 hours either QTC Registered or Teacher Identified.

### What is Teacher Identified PD?

These are teacher-based learning opportunities that aren't QTC Registered. It might include:

- professional reading
- engaging with colleagues
- reflection activities
- observations
- working with the industry (eg, textile industry for Design and Technology teachers)
- research
- writing articles for professional journals
- delivering PD to colleagues, and
- other workshops/courses that aren't QTC registered.

### Do further under/post grad studies count?

They do count as long as they have something to do with education, the NSW syllabus or the EYLF (early childhood teachers). You have to fill in an application form here: <http://www.nswteachers.nsw.edu.au/current-teachers/maintain-proficient-teacher-accreditation/further-study-as-pd/>

### The Maintenance of Accreditation Report

This report is submitted online at the BOSTES webpage. You can write it over the maintenance period, but should only submit in the six months before the due date.

It is a reflection report on your teaching practice – not the PD. So it includes things like programming, differentiation, working with Aboriginal and Torres Strait Islander communities for teaching and learning purposes, researching, feedback and reporting, excursions, being a committee member, working with parents, volunteering with teaching associations and so many other things.

When you're writing the report, use it as an opportunity to shine – share the best of your practice with your Teacher Accreditation Authority (TAA).

### Who signs off what?

The Teacher Accreditation Authority for your workplace differs depending on your workplace!

For independent schools, it is usually the principal or someone delegated with the role. It must be someone eligible to teach in NSW. Some independent schools use the AIS's ISTAA.

For systemic schools, it is likely someone at head office, but sometimes roles are delegated down to the school. Your Teacher Identified PD will most likely be validated by someone at the school, but the reports are signed off at head office by the actual TAA.

For early childhood teachers, the IEU is negotiating that it will be the NSW BOSTES.

### How do I log my PD?

1. Log into your BOSTES account.
2. Click the 'teacher' tab at the top.
3. In the flowchart, click 'Professional Development'.
4. Choose 'View/add/edit/evaluate PD'.
5. Your log will appear – you can switch between QTC and Teacher Identified PD.

A. Teacher Identified – pick one or two descriptors.

A maximum of one to two sentences per descriptor is needed to describe how the activity helped you develop your practice.

B. QTC Registered – these are validated by the provider within a month of completion. You need to click the 'eval' button and evaluate the course quickly. These evaluations are used for BOSTES's quality assurance process of the PD.

Enter your PD within 3 months of completion.

### How do I put in my report?

1. Log into your BOSTES account.
2. Click the 'teacher' tab at the top.
3. In the flowchart, click 'Maintenance of Accreditation Report'.
- A. Fill in the text boxes (one per Standard).
- B. No evidence needed.
- C. Save drafts as you go.
- D. If you are doing annual teacher performance and development for AITSL's purposes, copy and paste your reflections from that into the BOSTES MOA report. Why not? It's the same!

### Still lost?

Never fear – the IEU is here. Members can email [accreditation@ieu.asn.au](mailto:accreditation@ieu.asn.au) for clarification or assistance.



## Union wins \$60,000 in back pay for finance officers

In the July issue of *Newsmonth* we reported that Maitland-Newcastle Diocese Finance Officer Betty Harris, with the support of her chapter, had won a pay rise after a long battle.

We are happy to announce that her reclassification has now been applied to 12 other finance officers in the diocese, with back pay for all from September last year. That amounts to \$60,000 gained for members by IEU action.

The story began in April 2015 when Betty, employed in a Catholic systemic high school as a Level 5 school finance officer, requested reclassification to Level 6.

Despite addressing the criteria set out in the enterprise agreement (EA) and having a letter of support from her principal, the CSO denied the request, arguing that

a number of years ago award changes determined that a school finance officer would be classified at Level 5 irrespective of school size. Betty wrote to the CSO director requesting a review of the decision. The request for reclassification was denied.

She contacted the IEU for assistance in June 2015. The Union challenged the CSO position. Again, the CSO rejected the application.

The new Catholic systemic EA, which came into effect in September 2015, brought a change to the framework within which Betty's issue could be addressed.

The IEU had specifically sought provisions in the EA settlement so that where an employee meets the classification criteria for Levels 5 and 6, and was employed at a school other

than a primary school of less than 400 students (in a regional diocese), then that employee must be classified as Level 6.

The Union wrote to the CSO on the back of strong support and a motion from the chapter regarding the new EA provisions, and to request the reclassification from Level 5 to 6 for all school finance officers employed in the 11 high schools in the diocese.

The CSO confirmed it had done so this June. The Union then sought back pay for the 12 members affected by the reclassification and the CSO agreed that back pay would apply from the commencement of the current EA, that is, 15 September.

**Jim Hall** Organiser



# PRESENT TENSE Agreement all round



Daniel Laurence addressing a Navitas stop work meeting during the campaign



## Kendall Warren

Organiser

Regular readers of this column would be aware that the Union has been busy bargaining for new agreements at several colleges during 2016. I am pleased to report that many of these are now being concluded, leading to immediately salary increases and other benefits for many members.

### UNSW Global

At UNSW Foundation Studies, an agreement has been struck with management to finalise a new merged agreement covering both UFS and UNSWIL. Negotiations, conducted in conjunction with the NTEU, were sustained and intense, as the parties worked through the myriad issues that come up when attempting such an ambitious harmonisation. The end result is a great one, though, with salary increases of 3% per annum (for a three year agreement),

better progression for English teachers, more transparent arrangements for casuals, and significant one off payments for all teachers. A big thank you to IEU representative Liz Bankes, who was tireless in her efforts.

### Navitas English

Negotiations with Navitas English have been protracted (18 months at last count), but the agreement has now been finalised (with an 83% yes vote). While NE refused to improve their most recent salary offer of 6.5% (including 2% backdated to July, 2015) over three years, the Union was able to secure an improved workloads clause and a wider application for the existing off site work clause, to go with the other benefits achieved during the negotiations, including domestic violence leave, wider application for carers' and compassionate leave, and more flexible annual hours. Special thanks to the staff reps, Saeid Khayam, Daniel Laurence, Vlasta Gunning and Vedran Stajic.

### Mission Australia

Negotiations alongside the ASU were concluded in July, and the proposed agreement will provide for salary

increases of 2.4% per annum (as well as 2.5% backdated to July 2015), and improvements in paid parental leave, an increase in personal leave, an improved redundancy scale, new provisions relating to domestic violence leave, and the inclusions of new provisions relating to both workloads and union activity.

### SCE, Access and Universal

Teachers at SCE and Access will soon vote for new (identical) agreements, which will provide for 5.5% in salary increases over three years, improved redundancy entitlements, and new provisions relating to domestic violence leave and professional development. At Universal, teachers will soon vote on an agreement offering 5.3% over three years, new provisions on domestic violence leave, professional development, and improved arrangements for promotions positions. IEU endorses a 'yes' vote at each of these colleges.

### Other agreements

Your Union is also involved in ongoing bargaining with several other colleges,

including WSU The College, Taylor's College, Navitas English Services, Navitas English ACT, and Sydney English Language Centre.

Of these, the WSU discussions are most advanced, with an industrial action ballot undertaken for members of both IEU and NTEU. Unfortunately, the ballot of IEU members failed to reach the return threshold (one vote short!), but the larger NTEU ballot was successful. Hopefully this will lead to a satisfactory conclusion to these negotiations in the near future.

Your Union will soon seek to commence negotiations at Kaplan International College, Australian Pacific College, and Embassy College. The Fair Work Act contains provisions around 'good faith bargaining', under which an employer must negotiate where it can be demonstrated that a majority of their employees (or section of employees, such as teachers) wish them to do so. Contact the IEU [kendall@ieu.asn.au](mailto:kendall@ieu.asn.au) for more information.

## Former Navitas support staff IEU Rep Daniel Laurence wrote to the IEU on his resignation

With great reluctance I am writing to resign as a Council delegate and an IEU member, effective immediately.

Next week I'm starting a new job at Sydney University; I finished up at Navitas College yesterday.

Thanks to the IEU for your crucial support and advocacy. In particular, thank you to Kendall Warren for your role as really the only person representing so many ELICOS teachers, it's massively important. And also, I appreciate you putting up with Saeid and

myself in endless Navitas EA negotiations!

The IEU is a great Union, and I've been proud to be a member (and sometime Rep) at various times since 2008.

Highlights include the strikes this year at Navitas, the negotiating meetings themselves, and the Activist's Conference this year was also a great experience.

Thanks again, Daniel Laurence

Letter to the editor



# Labour bites



## Wave Hill 50 years on

Fifty years ago, Vincent Lingiari and 200 fellow workers walked off the Wave Hill cattle station in the Northern Territory, thrusting the labour and land rights of Aboriginal workers into the national spotlight.

A protest sparked by working for rations became a successful nine year struggle for land rights, one of Australia's most compelling stories of social change.

As it unfolded, trade union activist Brian Manning was a regular visitor to the strikers' camp at Wattie Creek, regularly driving the 16 hours from Darwin in a Bedford truck to deliver parcels of food and letters of support from the trade union movement.

Manning passed away in 2013, and in August his son, also Brian, retraced his father's footsteps, driving from Darwin to attend the 50th anniversary at Kalkarindji, bringing along an exact replica of Bedford truck used to run the supplies.

Transport Workers' Union National Secretary Tony Sheldon said the presence of the replica truck and the son of Mr Manning at the commemorations was important in reminding people of the role of activism and trade unions in effecting social change. (Source: Unions NSW)



## Ships of shame

The International Transport Workers' Federation (ITF) is demanding that 20 seafarers stranded aboard the Hong Kong flagged coal ship, Five Stars Fujian, be allowed to come ashore until a dispute is resolved.

The Chinese crew have been stuck aboard the ship for a month after the vessel's owners disappeared without paying the worker's wages or replenishing the ship's supplies and food.

Both the ITF and the welfare agency – Mission to Seafarers – have been denied access to the ship, which is at anchorage off the coast of Gladstone. This is in contravention to international maritime law, the International Ship and Port Facility Security Code.

ITF Australia Acting Coordinator Matt Purcell said the Australian Maritime Safety Authority (AMSA) was boarding the ship today with members of the Chinese Consulate.

"So far, the Australian taxpayer has been responsible for looking after the distressed crew because the owners cannot be located," Mr Purcell said.

"This unfortunately is a common feature of international shipping, which is riddled with corruption and law breaking, because there is little to zero recourse, even when those ships are trading in Australian waters. (Source: MUA)



## Union ads puts pressure on employer

In New Zealand a union based petition has been started to pressure the owner of meat processor AFFCO to settle a dispute with workers. Full page advertisements in the local press urged the company to "negotiate fairly" with workers who claim the company (AFFCO) discourages collective bargaining.

The page was paid for by Together, a digital arm of the union movement which is using online petitions and crowdfunding to raise money.

Council of Trade Unions secretary Sam Huggard says funds were raised in just two days and "thousands of people are now calling for AFFCO to negotiate fairly, and they're making that call in Sir Peter's local paper", he said.

Over the last two years, there have been several disputes and court action over bargaining at some AFFCO sites in the North Island.

Andy Leonard, AFFCO's general manager, called the campaign "typical union sleaze". (Source: stuff.co.nz)



## Teachers want to stay in prisons

Angry teachers have been gathering outside the State's Correctional Centres to protest the NSW Government's plan to retrench prison teachers.

One teacher grew teary as she outlined her worries for the students at the minimum security prison for women who would in future be taught by two "clerical staff" instead of six university qualified teachers.

"There's a reason people teach in the jails," she said.

The NSW Teachers Federation is calling on Corrective Services Minister David Elliott to rethink his May 10 decision, to cut education and training services at prison complexes across NSW.

It said more than 130 of 150 teachers would be made redundant and could then apply for Clerk 5/6 positions that paid \$10,000-\$15,000 less than they earned as correctional education officers.

"Those affected by the change would be considered for placement in alternative, non teaching roles," said the Minister's spokesperson.

"They're recruiting the clerical positions in August, and the teachers will finally be sacked in December," the federation's post school organiser Phil Chadwick said.

Mr Chadwick said the Baird Government's decision to contract out prison education services would leave prisoners unable to access the broad adult education curriculum. He worried about the quality of education if the new "teachers" had Certificate IV qualifications only. (Source: Daily Telegraph)

\*To sign the petition, go to <https://www.nswtf.org.au/.../get-petition-to-parliament.html>

Compiled by

**John Quessy**

Secretary



## 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. In 2016 we expect equally good results.

**IEU** Independent Education Union of Australia NSW/ACT Branch

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





Stephanie with IEU Exchange Coordinator Helen Gregory



# Exchange postcard O'what a day

Stephanie Quirke-Beaton is on exchange from St Catherine School in Calgary, Alberta. She exchanged with Rebecca Stevenson of St Thomas Aquinas Primary School in Charnwood, ACT.

Stephanie has been enjoying travelling around Australia on her first visit with her husband Colby and daughters Lily, eight, and Maisy, six.

She said it's been refreshing looking at programing on a term basis, rather than once a year, as it is done in Canada.

Stephanie sent the IEU a postcard about a big surprise at her school recently.

"I wanted to let you know of the incredible Canada Day we had in Canberra on 1 July.

"My girls and I were first welcomed by a beautiful Canadian flag flying alongside the beautiful Australian flag outside the school.

"The Vice Principal at St Thomas Aquinas had contacted the Canadian High Commission and was allowed to borrow a Canada flag.

"This would be the first of many Canada Day surprises.

"In school, we were greeted by the secretaries who were wearing red and white, followed by a couple of staff members – my

girls and I were starting to realise this was going to be a very special Canada Day.

"The entire staff dressed in their best red and white! The principal played O'Canada in the school and all staff stood for the national anthem. They asked me to sing but I was afraid I was going to burst into tears with how happy and emotional I was feeling.

"My students were just as excited as the staff and had great fun telling the other students of St Thomas Aquinas all they know about Canada.

"At lunchtime I was greeted with a Canadian breakfast of pancakes, waffles,

blueberries, Canadian bacon and maple syrup. A few teachers did the cooking and everyone enjoyed the eating! The staff room smelled like home.

"My principal presented me with an absolutely gorgeous bouquet of red and white flowers, thanking me for being enthusiastic about Canada and telling my Canadian stories.

"How proud I am to be a part of the staff of St Thomas Aquinas and how blessed I feel to be surrounded by wonderful Australians who made my family and I feel so at home in a country so far away from."

## Apply for a teacher exchange in 2018

### Why go on exchange?

Exchanges are more challenging and more rewarding than simple vacations. They enable you to:

- experience another education system and another way of life
- share the strengths of an overseas country world class education system
- expand your knowledge of another country
- enrich your school culture through the visiting overseas teacher, and
- develop long lasting friendships for you and your family.

Applications for exchange positions for 2018 are now invited from interested members. Teacher exchange positions will be available in the United Kingdom, all provinces in Canada, international schools in Europe (can be advertised for), and Colorado in the USA (and other states by negotiation).

### What does an exchange involve?

To be eligible for the one year exchanges, you should have a minimum of five years teaching experience at the time of exchange (although this is negotiable in some provinces in Canada. An exchange is the direct swap of the teacher's positions and must include either an exchange of accommodation or other agreed arrangements.

You are paid by your home employer and you must return to your own teaching position at the end of the exchange period (although exchanges have been extended for a second year if both teachers

and employers agree). The year away on exchange is counted as a year of service and your conditions remain the same. Your spouse/partner may apply for a work permit and be paid in the local currency. Your children may attend Catholic or public schools (there are no school fees).

Most exchanges are January to December, our school year, but some boards in Canada will only permit a Canadian school year. These are becoming popular and are supported by our principals.

### Where can I go to for an exchange?

Exchanges to the UK and Canada have been part of the IEU's program for many years and account for the greatest number each year, although UK exchanges have been down in numbers this past year due to a change in the coordinating authorities, now The Royal Commonwealth Society. The United Kingdom includes England, Scotland, Northern Ireland and Wales. Canadian provinces include Ontario, Nova Scotia, New Brunswick, Quebec, Alberta, Manitoba, Saskatchewan and beautiful British Columbia.

Exchanges to the Rocky Mountains state of Colorado will also be available. Exchanges to other states are also possible, ie if you were lucky enough to find your own exchange partner, the authorities in Colorado can assist with the exchange and your visa sponsorship.

### Can I find my own exchange partner?

Finding your own exchange partner to a particular type of school, that is, Christian or independent school in Canada and the UK is also an option. You

will still need to apply through the IEU and your exchange partner through the overseas exchange coordinators as we are all sponsors for visa purposes

Members pay a registration fee of \$80 and a confirmation fee of \$80. All fees are tax deductible as are lots of expenses whilst you are away, as it is all part of your Professional Development experience.

### Who can I talk to about this?

Read the most commonly asked questions about exchanges (<http://www.ieu.asn.au/member-benefits-teacher-exchange/teacher-exchange/>) and also read the fantastic testimonials too. If possible, all completed application forms should be forwarded to the IEU by late November of each year, although late applications are always accepted. The overseas coordinators send their databases before the end of December each year so we want to be able to match as soon as possible.

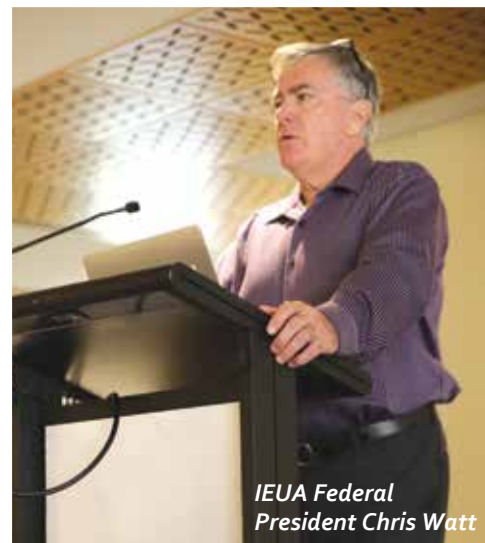
So be prepared to step out of that comfort zone and embrace for one year a totally different lifestyle knowing that at the end of the exchange you will be a thousand experiences richer! Twelve months away in another system helps reinvigorate you as a teacher and makes you appreciate the system we have here in NSW/ACT schools.

For more information, call Helen Gregory, Teacher Exchange Coordinator on 8202 8900 or 1800 467 943. An application form can be downloaded from [www.ieu.asn.au](http://www.ieu.asn.au/media/29246/teacher_exchange_app.pdf) ([http://www.ieu.asn.au/media/29246/teacher\\_exchange\\_app.pdf](http://www.ieu.asn.au/media/29246/teacher_exchange_app.pdf)).





Candian exchange teacher  
Stephanie Quirke-Beaton



IEUA Federal  
President Chris Watt



Lynda Espinola



Michael Landon



IEU Assistant Secretary  
Carol Matthews

# Council tackling the issues that matter

**IEU Council newcomers Michael Landon and Lynda Espinola appreciated hearing the issues that matter to their members discussed at IEU Council on 20 August.**

Michael, newly appointed President of the Penrith Blue Mountains Branch and Lynda, a new Rep and IEU Activist's Conference graduate, enjoyed hearing the reports on the IEU's workload survey (see page 4) and a presentation by IEU Federal President Chris Watt about the increasing burden of standardised testing on students, parents and teachers.

"I can tell my colleagues the Union is doing something about the things they worry about, like workload issues," Lynda said.

Michael has made fast progress within the union movement, having joined the IEU at the beginning of 2015, when he started work at St Mary's Flexible Learning Centre, which is administered by Edmund Rice.

"I am noticing young people are not joining. They don't realise what the Union does and are worried about spending the money," Michael said.

"I would certainly be motivated to do something to address that."

Michael was interested in hearing about wider issues affecting members in other schools at council, and the presentation on testing regimes, even though his own students often miss out on NAPLAN.

"Most of the parents are happy for their students not to do NAPLAN."

St Mary's Flexible Learning Centre caters for up to 60 co-ed Year 7-12 students that have not been turning up to mainstream school and need a different approach.

"I was working as a PE teacher in the public system but I was drawn into working with the students who were not turning up to class.

"I like the centre because you get to

teach a range of students in different subjects. It keeps you on your toes."

Lynda has come to Queenwood School for Girls in Mosman after a career in fashion and five years teaching in London. She teaches textiles and design to senior girls.

Lynda said she was always a union member in the fashion and retail industry, and she enjoys the solidarity and collegiality it brings.

"You know people are going through the same things you are, and being all in it together brings benefits."

Lynda attended the IEU's Activist's Conference in April to find out how to get things done for herself and her colleagues.

"I hear lots of talk in the classroom about things people aren't happy about, but they don't know what the next step is.

"I wanted to know how to do and say things to take the next step"

**Activist's conference 'veteran' Holly Wright of Wagga Wagga Christian College, now a Council regular, said the forthcoming accreditation of all teachers was a recruitment opportunity for Union Reps.**

"I have found myself becoming the 'go to' person for accreditation information, because of the details I bring back from the Union about accreditation.

"Explaining to people about accreditation and the support and accredited PD that is available from the Union is a great way of getting non members involved.

"Accreditation it is an opportunity for Reps to engage with younger and older teachers."



# Women's Conference: Inspiration and empowerment

More than 130 women enjoyed an inspiring day which gave them an opportunity to renew their energies and take stock at this Year's IEU Women's Conference, Women, Work and the Wider World on 19 August.

The conference was registered for five hours accreditation with BOSTES.

The day was launched with welcomes and opening addresses by IEU President Christine Wilkinson and IEU Assistant Secretary Pam Smith.

Pam paid tribute to the IEU's Women and Equity Committee, which works to make sure all workplaces are safe and fair. She said the committee had worked hard all year suggesting ideas and speakers for the conference. Any member interested in joining should email [franca@ieu.asn.au](mailto:franca@ieu.asn.au).

In his opening address IEU Secretary John Quessy noted that women are suffering from a new form of discrimination: cyberbullying and trolling.

"I fear that we, as teachers and carers of young people, still have much to teach young people, particularly young women, about online safety and self protection. More importantly, we have so very much more to teach young men about respect and about fundamental human dignity and about what it means to be part of a truly civilised society," John said.

Keynote speaker Dr Sheree Gregory outlined her in depth research into the status of women in the workplace.

Dr Gregory noted that while on the face of it women's lives have changed significantly in the last few decades, many entrenched cultural norms about gender roles persisted.

"Do women really have more choice? The devaluing of caring underpins the unequal status of women," Dr Gregory said.

The gender pay divide had in fact grown bigger in recent years, she said.

Real changes to women's lives must include changes to the way households are organised, a change in attitude in society in general and more government support of childcare.

Keynote speaker Assoc Professor Pep Serow told a fascinating story about her work with the University of New England training the teachers of Nauru.

***"Do women really have more choice? The devaluing of caring underpins the unequal status of women."***

The inhabitants of the tiny island live on its coastal fringe, because the interior has been destroyed by phosphate mining done by western business interests.

The inhabitants cannot grow fresh food and rely on things like imported Spam and two minute noodles.

Not surprisingly, there are very high rates of diabetes and obesity on the island.

The university has been running teacher training for Nauruan teachers since 2011 after winning a federal government contract.

Serow said the teachers, who received extremely poor pay, and could earn better money working as cleaners at

the detention centre, were thrilled with the training they received from Australia.

She said the training aimed to make the best use of limited resources, such as using seeds and shells for counting in maths, and incorporated the local culture in the teaching style and curriculums.

"We want to empower the local teachers and reduce the number of expat teachers working on the island," Serow said.

Delegates enjoyed a number of workshops such as Enhancing Positive Workplace Relations with psychologist Debbie Walker on what makes a workplace run smoothly.

Keeping Aboriginal and Torres Strait Islander Issues on the Agenda with IEU Organiser Marilyn Jervis examined issues impacting Aboriginal and Torres Strait islander people and their relevance to Australian Teaching Standards 1.4 and 2.4.

The Supporting Student Wellbeing workshop with Awaken Youth Director Donna Redman provided an overview of strategies to assist teachers and support staff to understand the risks and warning signs of students regarding self harm and suicide.

Women and Money with NGS Super provided a detailed examination of how IEU female members are tracking towards retirement. Teachers Healthcare provided Tools to Manage a Health Work/Life Balance, taking a holistic approach to well being.

What do I need to Know on Teacher Accreditation with IEU Professional Officers Amy Cotton and Elizabeth Finlay provided useful information on the requirements of accreditation in NSW.



Assoc Professor Pep Serow



Dr Sheree Gregory



IEU President Christine Wilkinson with Awaken Youth Director Donna Redman



IEU Assistant Secretary Pam Smith



IEU Organiser Ann-Maree McEwan





# KU Annual Conference now open for registration

The KU Annual Conference for 2016 will feature Keynote Speaker Maria Aarts, Founder and Director of Marte Meo International Network, an organisation which specialises in enhancing the interactions between adults and children.

The conference, to be held on Saturday 15 October at Rosehill Gardens Racecourse, Sydney, is designed to bring together early childhood professionals to share in professional learning and networking opportunities through a variety of presentations.

Maria Aarts enjoyed professional success as a specialist for children with autism at a residential Child Psychiatry Institute in the Netherlands when a mother who observed the intimate connection between Maria and her son asked: "Maria, I am his Mum, he is my son, if you know how to get in contact with my son why don't you teach me?"

This initiated the development of the Marte Meo approach. The words Marte Meo mean 'on one's own strength'.

This was deliberately chosen to highlight the central focus of the Marte Meo program, which is to encourage people to use their own strength to advance and stimulate developmental processes on the part of children, parents, and early childhood professionals, to best utilise their capacities.

The conference's extensive program of featured speakers, seminars and workshops will cover a wide range of topics including pedagogy and practice, inclusion, wellbeing, interactions with parents, Playspaces and reconciliation.

To learn more about the conference, or to register visit <https://www.ku.com.au/professional-services/ku-annual-conference.aspx>

## KU Children's Services 2016 Annual Conference

*Interweaving early education, culture, research and children's rights*

Register now for the KU Annual Conference, featuring presentations from leading child advocates and speakers, including:

- ▶ Maria Aarts – Marte Meo International Network
- ▶ Beth Macgregor – Psychologist and Author
- ▶ Warren Cann – Parenting Research Centre
- ▶ Jill McLachlan & Clare Britt – Early Childhood Leaders

Plus Stories from the Field, a supplier marketplace and much more...



**Saturday 15 October**  
Rosehill Racecourse, Sydney

Register online at:  
[ku.com.au/professional-services](http://ku.com.au/professional-services)



## Calling all artists and illustrators

The IEU is looking for an artist or designer to illustrate a children's book it is planning to publish about the advantages of unionism

All applicants must be IEU members

Expressions of interest to [bronwyn@ieu.asn.au](mailto:bronwyn@ieu.asn.au)

## Survey links men's stress responses to male teacher shortage

Heightened stress could be causing a widespread shortage of male teachers in Australian classrooms, according to a Charles Darwin University researcher.

Acting Associate Professor in Pedagogy and Learning Dr Gretchen Geng said research suggested males' tendencies to internalise issues rather than seek support could explain their high stress levels.

Dr Geng made the observation after surveying 55 male and 255 female pre-service teachers, with co-researcher CDU Professor of Health in Education Richard Midford, to compare their stress levels.

The stress levels of participants were based on a questionnaire and the world-recognised Perceived Stress Scale.

"I was expecting the female group to have higher or similar stress levels because females tend to have higher stress levels in the general population, but this was not the case," she said.

Dr Geng said the average Perceived Stress Scale score for male participants was significantly higher than for the female participants, at 22.69 compared with 20.87 for the latter group.

She said the scores for both groups were higher than the normal range of stress levels for the general population, which ranged between 14.52 and 17.73.

"The females would form support networks with their peers, lecturers and mentors, while the males preferred to deal with their stress themselves than talk about it to others," she said.

"The male pre-service teachers also appeared to be more competitive and would go into fight-or-flight mode rather than seek support."

Dr Geng said male pre-service teachers' stress levels increased drastically with age, with 18 to 25 year-old male participants scoring 17.25, while male participants aged 50 years and older scored 27.75.

"Perhaps this is due to the social roles for males, that they have to be the breadwinner of the family and that pressure might encourage them to change careers," Dr Geng said.

Males made up less than 30% of the nation's 290,854 schoolteachers according to the most recent Australian Bureau of Statistics data (2011).



CDU Acting Associate Professor in Pedagogy and Learning Dr Gretchen Geng.





**Donor heart recipient Stephen McNamara is determined make the most of his new lease on life, using his experience to benefit his students and the community at large.**

The Marist College Eastwood English and RE Teacher discovered he had a heart arrhythmia by chance 18 years ago.

Initially his condition was managed by medication, but as it worsened over time he was referred to the transplant clinic at St Vincent's Hospital, to be regularly monitored and tested to see if he met the criteria for a transplant.

In 2012, soon after returning from a school football tour, he suffered an arrest and was in a coma for 49 days.

After 63 days in hospital he recovered enough to go home, but relied on an artificial pump sewn into his left ventricle (LVAD) wired through his abdomen to keep him alive.

"I had no pulse for a year. It was a bit confronting, facing your own mortality like that," Stephen said.

A year to the day after his heart attack, Stephen learnt a donor heart was available for him.

#### Life in surgeon's hands

"I was relieved, excited and surprisingly calm as I placed my life in the surgeon's hands. Part of the process of waiting for a transplant is to be educated around the difficulties of organ availability, how difficult it is to find a match, and how someone who might have greater needs could get the heart at the last minute.

"You need a donor who is generally both younger than you and bigger than you to provide a strong enough heart. And of course the rate of donation in Australia is low. There are a lot of odds going against it." At any point in time there are 1600 patients waiting for an organ transplant in Australia.

When Stephen arrived at St Vincent's for his transplant, the nurses on duty greeted him with 'happy birthday, we've been expecting you!'

The process was no overnight sensation, with an arduous rehabilitation process following the transplant.

Stephen said of all the medical procedures he had to undergo, the 13 heart biopsies to make sure his heart was not being rejected were the most unnerving.

"Having a tube inserted into your carotid artery, and a piece of your heart snipped off was something I found hard to mentally approach even though I had great faith in the medical staff."

Stephen's surgery scar also tore three times, and the third time he had to have a 15cm mesh surgically inserted under the wound to keep it together.

***"I had no pulse for a year. It was a bit confronting, facing your own mortality like that."***

#### Feeling the fittest

Now Stephen is feeling "the fittest I have been in a long time" and looking forward to getting his career back on track. He was a year coordinator before the illness, and he hopes to resume that position next year.

He said his return to work was a "unique" situation never encountered by Sydney CEO, and the IEU's assistance in negotiating the uncertainties had been invaluable.

With only 77 heart transplants carried out in Australia in 2013, Stephen is using his rare status as an educational tool for his students. He was the beneficiary of being one of 1122 transplants from 391 donors.

"I learnt a great deal about how you cope with an extreme situation. I've been diligent about completing all of medication education physiotherapy, meditation, rehabilitation exercise programs, psychological support, diet management and counselling suggested by the transplant team.

"I learnt a lot about the medical process, about mental health and resilience, which I share with the students.

"I also have addressed the Senior Science HSC students and their feedback about meeting a person who is a living embodiment of key points on the curriculum has been incredibly positive."

Stephen also wants to honour his donor not only by living life to the full but by raising funds for the Australian Heart and Lung Transplant Association, which supports patients at St Vincent's Hospital's Heart/Lung Transplant Clinic.

#### City to Surf raised funds for St Vincent's

Stephen recently completed the City to Surf in 2hrs 21min, and was sponsored to raise funds for St Vincent's, including by his students.

He also had plans to take part in the cycle race and 3km run at the Transplant Games in western Sydney at the end of this month.

Stephen encourages anyone who has not registered as an organ donor to do so.

"You may have said you want to be a donor, but it's important to discuss it with your family and have it formally registered, so there's no confusion or conflict about your wishes."

To register: [www.humanservices.gov.au/customer/services/medicare/australian-organ-donor-register](http://www.humanservices.gov.au/customer/services/medicare/australian-organ-donor-register)  
<http://www.donatelife.gov.au/donatelife-week>

#### Donations

<https://city2surf2016.everydayhero.com/au/steve-s-change-of-heart-1>

Sue Osborne Journalist

# Great new recruitment tool now available for IEU reps to download:

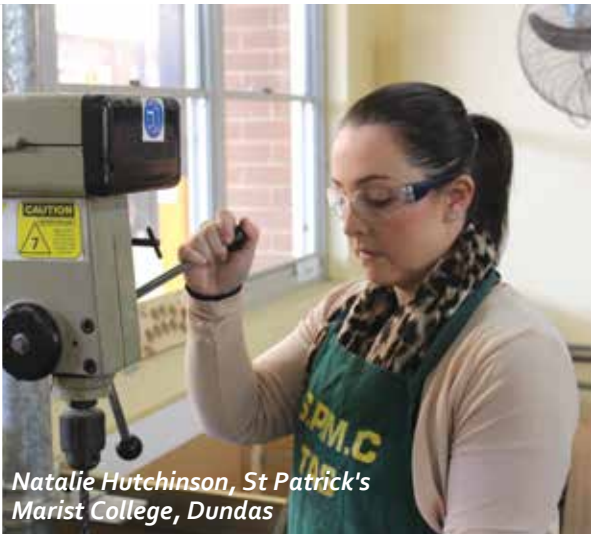
See [www.ieu.asn.au](http://www.ieu.asn.au) go to resources - rep resources or [http://www.ieu.asn.au/media/183581/stay\\_strong\\_stand\\_up\\_for\\_web\\_redo.pdf](http://www.ieu.asn.au/media/183581/stay_strong_stand_up_for_web_redo.pdf)

1350





Karen Norley, St John the Apostle Primary School, Florey



Natalie Hutchinson, St Patrick's Marist College, Dundas



Sallyann Burtenshaw, St Bernard's Primary School, Batehaven

# IEU environment grants

The IEU is delighted to announce the winners of the 2016 IEU Environment Grants sponsored by Teachers Mutual Bank (TMB).

Successful applicants receive up to \$3000 for immediate implementation of their projects.

And the winners are:

**Goodstart Early Learning, Goulburn**

Our Garden

**Loyola Senior High School, Rooty Hill**

The Wicking Kitchen Garden

**St Bernard's, Batehaven**

MakerSustainableSpace

**St John the Apostle PS, Florey**

Stephanie Alexander Kitchen Garden Program

**Trinity Anglican College, Thurgoona**

Worm and Learn

**St Patrick's Marist College, Dundas**

Vertical Food Garden

**St Therese's Catholic PS, Lakemba**

Outdoor Learning Area and Vertical solar power

Here are some examples of applications received. Goulburn Goodstart explained how staff and children have been day dreaming about creating a kitchen garden in the only area of grass and soil they have.

"It is a long thin strip and we currently have one raised garden bed that the preschoolers use to grow a small amount of vegetables. Our aim is to make this area as viable as possible.

"We want a garden bed for each room to be able to garden in, fruit trees and some chickens. We want to

be able to grow vegetables and fruit with the children to encourage a love for the natural environment and an appreciation of where their food comes from.

"This will have multiple benefits for our centre and extended community as we want parents and grandparents to help develop and maintain our garden."

Natalie Hutchinson, teacher at St Patrick's Marist College, Dundas said their project – a vertical food garden, came from an idea on the TV show *Better Homes and Gardens*.

"We liked the idea of using space cleverly – there's not a lot of space at the school, so building up has potential.

"It links to both Year 7 and Year 8 TAS courses – Sustainable Design and Urban Design.

"We're keen for students to learn about recycling materials, where food comes from, and to eliminate or minimise waste."

St John the Apostle Primary School in the ACT has a Stephanie Alexander Kitchen Garden Program. They have a vegie garden and converted an old classroom into a working kitchen.

"This year other class levels have experienced the program and our aim is to expand the program so the whole school enjoys this learning space.

"We would like to implement an irrigation system and set up a shed for our garden. We are teaching our students where our food comes from, how to cook it and how to look after our world."

Loyola College Rooty Hill's Wicking Kitchen Garden aims to educate students from culturally and linguistically diverse backgrounds in the principles and value of sustainability through the creation of a vegetable garden that will service seven hospitality classes and a school cafeteria.

"VET students in the school undertake a module participate in environmentally sustainable work practices

so this project would enable them to see the theory operating in practice. It is anticipated that as these garden beds are low maintenance, require minimal watering and provide bountiful supply of produce, it will support hospitality classroom practicals and extend sustainability practices to the wider community."

St Therese's Catholic Primary School Lakemba's Outdoor Learning Area and vertical solar power reticulation system aims to provide students with an outdoor learning centre next to their wonderful vegetable gardens so that they can comfortably sit and scientifically and mathematically learn through the gardening processes.

"Additionally, a solar power reticulation water system will enable students to grow hydroponic vegetables which will teach them about water consumption, sustainability and space saving alternatives as most of our students do live in small units without gardens to cultivate. Thus the environmental gains for our school will be a reduction in the cost of water and students will reap the benefits of producing more vegetables."

Despite the tight turnaround time, the Union received 43 applications and many more expressions of interest. The IEU and Teachers' Mutual Bank plan to continue the program in 2017 with wider timeframes for application and implementation.

The Union congratulates the winners and thanks all the applicants for their commitment and enthusiasm for this vital area of work.

**Gloria Taylor** Deputy Secretary  
Convenor of the IEU Environment Committee



## THE IEU RACE DAY

**Wednesday 28 September  
at Rosehill Gardens Racecourse  
(NEW VENUE)**

Due to remedial work on the track at Canterbury, the IEU Race Day has had to be transferred to Rosehill Gardens

Book a table now only \$85 per person for  
more information contact [helen@ieu.asn.au](mailto:helen@ieu.asn.au)



# Lessons needed for diocesan directors

## Chris Wilkinson

President



I have recently returned from Krakow, Poland and World Youth Day. What an experience. Two and a half million pilgrims from all over the world were in attendance. There was a lot of people, noise, singing, flags fluttering, afternoon thunderstorms and downpours, crowded buses and trams and pop up food stalls.

There was also a great feeling of celebration, joy, friendship and laughter.

It was interesting to observe the level of supervision and duty of care that was in place for the under 18 pilgrims. There was a huge discrepancy between dioceses from a 'no rules policy' to full night supervision and curfews. As a parent one would assume that their children were being supervised 24 hours of the day, especially in a foreign country.

Thank goodness that there were no accidents or incidents in Krakow. One of the IEU PIPs on Overnight Camps and Excursions should be attended by

some of the diocesan directors so that they are made aware of the duty of care expectations while supervising school students.

It is hard to believe that we are now more than half way through the term with holidays fast approaching.

The IEU Race Day at Rosehill Racecourse will be held again this year. So keep the date free -Wednesday, 28 September.

Organise a table of friends from your school or neighbouring schools and come along to a great day to meet new friends, relax and enjoy a little dabble on your favourite horse. Also a chance for the ladies to 'frock up' and look beautiful.

The Women's Conference which was held on Friday 19 August was once again a huge success. A very big thank you to Pam Smith and her committee for the hard work and organisation to make this a rewarding experience for all attendees.

The Early Childhood Conference is fast approaching and will be held on Saturday, 10 September at the Mercure Sydney. I am sure it will be another sell out event. So get your registrations in if you wish to attend.

Enjoy the remainder of the term and I wish everyone a safe and well deserved holiday.

## Consultation and change

## Bernadette Baker

Vice President  
Systemic Schools



What changes do we need to make to enterprise agreements, work practice arrangements in light of these ideas and solutions?

This question is being put to all teachers in systemic schools as a part of the consultation process currently being conducted in Sydney Catholic schools.

Initial feedback from the consultation process has raised significant issues that are common across all schools, however impact upon each work place differently. Solutions are being sought from employees, though we need to be vigilant that the solutions are not going to impact negatively on workloads, class sizes, provision of in and out of classroom support. For example, enrolment growth

should not equate with larger classes.

The consultation responses have highlighted that there diverse and major issues in all schools influencing how leadership teams and their teachers address matters and the expectations around those matters. It further highlights that our workplaces are very diverse while at the same time being very similar.

The Accreditation train is coming to you... (pre 2004 teachers). Make sure you acquire your Working With Children Check before the end of the year, check that your colleagues have also done this administrative task because failure to comply will create further problems with the next step in the accreditation process.

The election season for the IEU is upon us. When your ballot arrives in the mail, don't throw it out – please make an effort to vote and encourage your colleagues to vote. With the vagaries of Australia Post please don't leave it until the last moment.

Enjoy the last weeks of the term as we head for our well deserved holidays.

## Spreading the union word

## Steve Bergan

Organiser  
North Coast Branch



The North Coast Branch of the IEU met at Tweed Heads on Wednesday, 3 August. The North Coast Branch meetings are moved around the region and diocese each term to allow members the opportunity to attend meetings without the need for extensive travel.

The meeting was well attended, with a good mixture of reps from Lismore Diocesan Catholic systemic primary and secondary schools and independent school reps from the far north coast area.

IEU Secretary John Quessy flew in to attend the meeting, which members appreciated.

North Coast Branch President Jeff Pratt from Mt St Patricks College Murwillumbah had recently returned from the Solomon

Islands where his school has an ongoing relationship with schools in the Islands.

At June IEU Council a delegation from the Solomon Islands National Teachers Association (SINTA) spoke of their union activity throughout the Solomon Islands.

This delegation returned to their country with renewed vigour for their union work after their visit to Australia and exposure to the IEU. On Jeff's recent visit he was presented with a gift of a shell money necklace and the local newspaper where he figured prominently on the front page with the SINTA executive. At the Branch meeting Jeff had the opportunity to pass on this gift of shell money necklace to the IEU Secretary John Quessy.

IEU thanks Jeff for his activism in union work both at branch level and his efforts in the Solomon Islands.



## Pam Smith

Principals Organiser



IEU's Term 3 Principals Branch meeting was held at the Union's Parramatta office on 6 August with guest speaker Victorian Catholic primary Principal and VicTas Branch President Mark Williams.

Mark's input as a long serving Catholic sector principal in Victoria, as well as his IEU activism over several decades was inspirational. The issues and concerns Mark raised resonated with the principals at the Branch meeting (pictured above), especially principals' roles, workloads, compliance requirements, and the pressures faced in dealing with students and families with a range of complex social, economic and mental health issues.

These issues have also been strongly affirmed in the recent work intensification survey undertaken by the IEU in the Catholic systemic sector and also appear in the Teachers Health Fund/ACU longitudinal research.

The Term 4 IEU Principals Branch meeting will be held at the Union's Parramatta office on 12 November with guest speaker Brent Hopping from NGS Super.

## Catholic negotiations

Also welcomed at the Branch meeting was the update from IEU Deputy Secretary, Gloria Taylor on the current NSW/ACT systemic enterprise agreement (EA) negotiations. Appreciation is expressed to the principals who participated in the Branch phone conference on 25 July, at the Branch meeting itself and at the meeting with Sydney Eastern Region principals on 10 August.

EA concerns identified include the proposed salary structure (which has two steps per band rather than the three in the current Sydney EA), the impact on some secondary principals of the move to full primary/secondary parity, and the perceived unrealistic and excessive demands of the 'Profession Leader' role. The IEU will continue to pursue these issues with Catholic Commission for Employment Relations (CCER) and has sought a meeting to progress the EA negotiations.

In the Sydney Archdiocese, the IEU sought clarification of the process towards

the next agreement and requested meetings as soon as possible. A response has since been received from the Archdiocese and the Union will follow up concerns expressed by Sydney principals at the Branch and Eastern Region meetings. An IEU Inner West principals' breakfast is scheduled for 16 September.

IEU Secretary John Quessy and Deputy Secretary Gloria Taylor met recently with the Wilcanna-Forbes (WF) CEO Director and senior staff to discuss the principals' EA and other matters, noting that WF is not a party to the current CCER EA negotiations. The IEU thanks WF principals for their input at a phone conference on 14 June.

In the ACT, an IEU principals' breakfast meeting is scheduled for 15 September (with thanks to Peter Galvin).

## Work intensification

As discussed at the Branch meeting and other recent gatherings, IEU has been undertaking a survey of its systemic members about workload and work intensification issues. There is a set of questions specifically designed for principals and this input will greatly assist the Union in better understanding the many and diverse pressures on school leaders. Information from the survey will also assist in discussions with employers and in informing EA negotiations.

Teachers Health Fund/ACU "Australian Principals' Health And Wellbeing Survey"

The Union thanks the many IEU principal members who have participated in the previous Teachers Health Fund/ACU "Australian Principals' Health and Wellbeing" surveys. Principals are invited to participate in the next round of research and further information will be available in the near future. As Teachers Health/ACU indicate "Your participation is vitally important. High response rates mean that governments listen."

## Headlines enews for principals and aps

Term 3's edition of *Headlines* was distributed on 11 August and featured items on the Catholic systemic principals' EA negotiations, the IEU work intensification survey, the THF/ACU principals' health and wellbeing research, NAPLAN issues and EA developments in the independent schools sector. Feel free to send *Headlines* on to colleagues, they're full of information, colleagues can see the up to date work of our IEU and consider becoming a member.



# Quest for gold continues

## Carolyn Collins

Vice President  
Support Staff



The Rio Games are over, but our quest for gold continues. Many days in our working environments are golden, whereas, getting over the finish line sometimes seems insurmountable.

Workloads for both teachers and school support staff are increasing. School support officers' roles have evolved and changed over the past 30 years. Yet some basic issues remain.

An issue imposing itself on our working lives is work related stress due to job insecurity, expectations, extra responsibilities being added and more complex duties. Stress is a significant health and safety issue and is important for employers to recognise and respond to it.

It could be as simple as monitoring emails. Emails are put into the extra workload category, with the expectations to have read them, responded to them right away and enacted on them. Many of us don't have the luxury or the inclination to be near a computer to receive these emails.

There needs to be a reasonable time frame to deal with them and certainly only Monday to Friday. Consultation with staff should be sought when establishing reasonable times. It can be a win-win if consultation is done and is regularly reviewed.

Learning support assistants quite often work with children who have special needs and/or challenging behaviours, yet are not

always offered professional development. More often than not, a working knowledge for working with these children is gained on the run. When PD is offered, often it is not without strings attached, usually out of working hours, so that makes it unpaid.

In saying this, IEU has had an impressive win for Archdiocese of Canberra-Goulburn learning support staff. Members will be 'paid' to attend training on a Friday, by replacing them with a casual and those who are unable to attend the Friday training will be offered other options. Not only is this a great breakthrough but on completion of the course they will be reclassified to Level 5. How about that? It can be done!

Employers need to address the incidence of unpaid work completed by the majority of their school support staff due to increasing workloads.

This is difficult for those of us, who are the 'job and finish' types. There are provisions within our awards to address paid overtime or time in lieu, so I strongly recommend support staff are proactive in addressing this with employers.

When required to attend overnight camps, retreats or even excursions out of normal working hours, there are provisions to cover overtime and out of pocket expenses. Avail yourself of these, because when we don't, we do not give a true reflection of our work load or our worth and nothing will ever change. Again, it can and should be done!

IEU is my Union, your Union, our Union! Talk to your colleagues about joining the Union, with more IEU members and greater membership density in our schools and centres we can do so much more.

# Senseless sessions

## Gabe Connell

Vice President ECS



Last month preschools across NSW were completing their census. This census is used to determine funding for the following year. It's a new system! It is complicated and time consuming. There is a lot more information to input. The new system requires us to create sessions – these sessions reflect the groupings we have and whether they are classed as an educational program or a care program.

At my service I have six groups enrolled across the week but I have to create 15 sessions in order to input the information the department requires.

The funding for next year is based on the demographic of our enrolment for this year and our SEIFA band. However this demographic may not reflect next year's enrolment and we could find ourselves subsidising families through fees rather than government subsidies.

We are also being penalised for enrolling three year old children. I can understand that we don't receive funding for three year olds (I don't agree with it but I can understand it) but to still be penalising us?

My service will lose \$16,000 next year because I have enrolled seven children who are not four before the 31 July. This means that the fees will have to increase by this amount and the real victims of this penalty are the families.

The department would see us have vacancies rather than enrol three year

olds. They are trying to force us to enrol four year olds in the year before school for 15 hours a week so they can draw down the Universal Access money rather than use state money like all the other states. With fees so high families cannot afford to pay for the 15 hours.

In a meeting with State Early Childhood Minister Leslie Williams last year she said they would be looking at this penalty. So far nothing has happened.

NSW continues to have the highest fees and the lowest participation rate, yet the government has underspent the early childhood budget by millions.

Things are not a lot better for families accessing long day care services. The average amount spent on childcare each week has more than doubled in little more than a decade, rising much faster than household incomes. Costs have skyrocketed despite federal government spending on childcare growing at least as quickly (actually at an even faster rate, according to the government's Productivity Commission).

Why is this? Firstly more children are spending more time in care. Second, as operators see that childcare can be a commercial enterprise, we are seeing more privates while councils and not for profits are decreasing. Third, there is a drive to improve quality – and this is a good thing. The debate at the moment is how to deliver the rebates and subsidies and to whom.

In the meantime, as professionals we will continue to navigate the minefields and issues and deliver high quality education and care to the children and families of NSW – and in many cases for very little pay!



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# Queensland IEU members celebrate end of campaign

The campaign for improved wages and conditions for Catholic teachers and support staff in Queensland has drawn to a close after an arduous 15 month battle.

Like the NSW and ACT campaign, it was fought under the slogan 3Rs: Recognise, Respect, Reward.

The final outcome has delivered salary equivalence for Catholic school teachers with NSW teachers in diocesan schools, including a new \$101,000 top step for classroom teachers.

In 2017 a Queensland beginning teacher in a Catholic diocese will earn \$66,375 compared to \$65,608 for a NSW teacher. An Experienced 1 teacher will earn \$81,896 in Queensland compared to \$82,510 in NSW.

Under their proposed new agreement, experienced classroom teachers in Queensland Catholic schools will reach a salary of over \$101,000 from 2018 – an increase from the current rate of \$86,000.

IEUA-QNT Assistant Secretary Rebecca Sisson and Craig Darlington visited the IEU NSW/ACT recently to share some of the lessons from their campaign.

They said free media coverage, especially in regional and rural Queensland, had been a huge success, with employers struggling to counter it.

Craig said at least 600 stories had appeared in various media outlets during the campaign.

A carefully targeted use of communication, using email, SMS, phone calls, posters etc, had been effective, Rebecca said.

One mistake from the campaign was the adoption of the slogan: 'They just don't care'.

Craig said this was aimed at employers, but ended up being turned towards principals, some of whom had since resigned from the IEU. Principals and executives members of schools should have been engaged with much earlier, Craig said.

"We are still working on addressing that."

Despite a few principals resigning, IEU membership increased by a net of 500 during the campaign.

Craig said it was far from over, with the focus now moving to individual chapters working directly with

their principals to negotiate on things like Planning, Preparation and Correction Time (PPCT).

This is known as Relief from Face to Face teaching in NSW primary schools. In Queensland primary teachers get two hours a week and secondary teachers get 20% of their weekly hours.

PPCT is for planning, preparation and correction purposes, not for parent/teacher or other duties. The new provisions stop the loss of PPCT if a scheduled school activity or public holiday fall on a teachers scheduled PPCT periods.

"It puts more of a fence around time used," Craig said.

Another lesson from the campaign was that more should be done to communicate with parents and get them on side, Rebecca said.



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



# New faces on BOSTES committees

Three new IEU Reps have recently been appointed to represent teachers' views to BOSTES curriculum committees.



The new technology syllabus will throw up some 'unique twists' for K-6 Technology Committee Rep and Emmaus College Kemps Creek Leader of Learning in TAS Steven Bauer.

The syllabus has been expanded from three to five areas. It is now compulsory to teach agriculture as well as digital systems, engineering principals and systems, food technology and materials technology.

Traditional subjects that schools are well set up for such as woodwork, textiles and metalwork have been compressed into materials technology.

Steven said teaching agriculture is going to be a challenge for city based schools.

The committee will discuss this, and how all schools will manage the compression of

their more traditional TAS subjects.

"I need to voice those concerns from teachers and find out how teachers will be supported," Steven said.

"An IEU Rep can bring balance to the committee. Without the teacher's voice academics can push out an ideology with all good intentions, but if it does not meet the needs at the coalface it will be difficult to teach to a good standard."

Steven said he felt privileged to have the opportunity to see where ideas come from and the direction they are supposed to take in schools – to really understand the intent behind the curriculum.

Contact Steve by email  
sbauer@parra.catholic.edu.au



## Keep moving

Fruit 'n' Veg Month exponent Kerry Seadon has had a long passion for all things PDHPE.

The St Therese's Primary School, West Wollongong PDHPE Leader said at a recent BOSTES PDHPE syllabus development consultation meeting she had received a lot of support from her secondary colleagues for her view that students were coming to school no longer equipped with fundamental movement skills like running, swimming and throwing a ball.

Adjusting the curriculum to make provision for this was necessary. But Kerry's main goal is to make sure the curriculum takes into consideration the demands on the teacher in the classroom.

"The syllabus should reflect contemporary life and activity as well as being clear and easy for teachers to implement," Kerry said.

"Having been a classroom teacher for so long, I understand how hard it is to fit the expectations of all syllabus into a normal hectic school week."

As well as her 20 years experience in the classroom, Kerry has coached softball at state level, represented Australia in triathlon and NSW in track cycling and has written material for the Healthy Kids Association, which provides nutritional advice to schools through programs such as Crunch and Sip and Fruit 'n' Veg Month, and has had roles with NSW Health and ACARA.

She will advocate for proper resourcing and support for teachers to implement syllabus, and that "one KLA does not become more important than others".

Having the collective voice of the IEU on the committee was crucial, and Kerry plans to network widely to gather ideas to take back to BOSTES. She also wants to make sure the voice of primary school teachers is well represented.

Contact Kerry by email  
seadonko1@dow.catholic.edu.au



## STEM to STEAM

St Bernard's Primary School Batehaven Teacher Sallyann Burtenshaw has an

arts background but has embraced new technology.

Her aim on the K-6 Science and Technology curriculum committee is to make sure science and arts teaching are integrated into the primary curriculum, so teachers are not threatened by teaching STEM subjects.

At her school Sallyann runs the Makerspace and a coding club, teaches robotics and enquiry classes.

They have introduced the concept of 'STEAM' instead of STEM subjects at their school, getting the 'arts' in with the science, technology, engineering and maths.

She wants to make sure there is enough support and PD for teachers to integrate STEM into the curriculum, and that what is being proposed is workable.

"Online tutorials and webinars are great and having those attached to the curriculum would be very helpful for teachers," Sallyann said.

"Also the funding has to be there. We obtained a grant for our Makerspace, but if schools don't get the funding they are not going to teach robotics"

Sallyann said she had attended a great presentation by an academic, but two hour lessons were suggested.

"You just don't get the opportunity to do two hour lessons.

As an IEU Rep I want to make sure teachers are not left spending hours of their own time having to prepare for this curriculum."

Attending IEU chapter and council meetings will give Sallyann a chance to hear what her colleagues are experiencing on the ground and bring it back to BOSTES.

"Curriculums can look great on paper but to make it a workable document you need that input from teachers."

Contact Sallyann by email  
sallyann.burtenshaw@cg.catholic.edu.au

**Sue Osborne** Journalist

## Giveaways - email entry now available



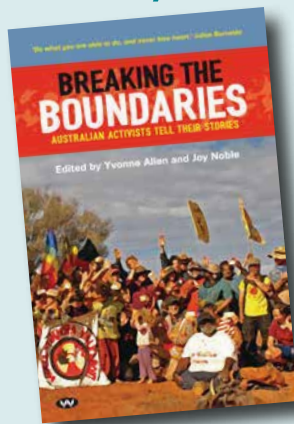
### #HigherSelfie

Author: Lucy Sheridan and Jo Westwood

Publisher: Hay House

Three copies to give away

#HigherSelfie aims to unite all those waking up spiritually in the digital age. It's a modern guide to love, healing and connection and surrendered action for Gen Y spiritual seekers. Life coaches Lucy Sheridan and Jo Westwood interpret age old concepts such as forgiveness and the ego in the context of the 21st century lifestyle.



### Breaking the Boundaries: Australian Activists Tell their Stories

Edited by Yvonne Allen and Joy Noble

Publisher: Wakefield Press

Three copies to give away

What makes an activist? What makes one person speaks out against injustices while another is content to get angry at the TV news? This book looks for answers in the short personal stories of 46 activists, including lawyer Julian Burnside, Lock the Gate activist Sarah Moles and transgender woman Jenny Scott.



### Let's Explore Safari

Author: Pippa Curnick

Publisher: Lonely Planet Kids

Three copies to give away

An African adventure awaits. Let's explore, with 250 colourful stickers and incredible animals, fun puzzles and much more.

Email entries to [giveaways@ieu.asn.au](mailto:giveaways@ieu.asn.au) with the giveaway you are entering in the subject line and your name, membership number and address in the body of the email. All entries to be received by 14 October.





**ngs  
Super**

**Bernard  
O'Connor**  
NGS Super



**Annual statements are out, investment returns are in and it's pleasing that industry funds have again, on average, outperformed bank owned retail funds.**

The consistent outperformance over one, three, five, seven and 10 year periods shows that the investment strategy, governance structure and member-centric approach of industry funds have assisted millions of Australian workers to achieve a better retirement outcome.

Industry Super Australia Chief Executive, David Whiteley said: "Members of industry funds can rest assured that their retirement nest eggs are delivering superior returns over short, medium and long terms.

"Consistent outperformance by industry super funds over bank owned super funds reflects the differences between for profit and not for profit business models, which over the last two decades have seen vastly different member outcomes".

It's been a difficult year for financial markets with record low interest rates, high volatility and geopolitical unrest affecting global and local stock markets. Both the Australian and the international share markets produced a negative return. In spite of this poor result for share markets, the independent rating agency, SuperRatings, has calculated the rolling annual return for the last financial year for industry funds at 3.45%.

Bank owned super funds returned 1.74% for the same period giving an outperformance of 1.71% for the industry fund sector. The outperformance of industry funds for a 10 year period was even more impressive with a margin of 2.21% over retail funds.

The equal representation trustee model, as opposed to the for profit model where investment earnings are paid to shareholders as well as customers, has served industry fund members well.

This model, with 50% employee and 50% employer appointed trustees, has contributed to the success of industry funds and it is worth remembering that it was under attack last year when the government pushed for independent directors as a mandatory requirement for all superannuation boards. The bill was defeated in the Senate and no doubt the outperformance of industry funds was a significant factor contributing to the defeat.

Financial commentators have stated that industry funds benefit from a higher exposure to non listed assets such as property, infrastructure and private equity and a lower exposure to shares.

Industry funds have shown innovation in their investment strategy and have the ability to invest in various unlisted assets providing a lower level of correlation to the share market. Also since the principal parties who founded industry funds on a not for profit basis are usually union and employer based organisations – no profits are returned to the shareholders. This is the basis for the term "all profits to members". Retail funds, on the other hand, face a constant tension between allocating dividends to shareholders and returns to their customers.

As a genuine industry fund representing the independent education and community focussed sectors, NGS Super outperformed both the not for profit and retail medians with an annual return of 3.62% for its default option, Diversified MySuper, in this challenging investment climate. This brings the five year return to 7.18% per year for NGS Super default option. Although down from the previous four years, it is a solid result in the current volatile investment market.

Have a look at the website for the results of all investment options and other information about your industry fund ([www.ngssuper.com.au](http://www.ngssuper.com.au)). No doubt all members and members of other funds will be checking out their annual returns at this time of year. Comparisons will be made and if you are not in an industry fund (or perhaps in a fund that passes itself off as an industry fund), now could be a good time to consider your options and financial future.

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

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

Bernadette Baker  
**Vice President Systemic**  
St Mary's Cathedral College Sydney

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

Gabrielle Connell  
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Albury Preschool Kindergarten

Leah Godfrey  
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**Financial Officer**  
St Joseph's Primary School  
East Maitland

### General Executive Members

John O'Neill  
Carroll College Broulee

Ann Rogers  
ASPECT South Coast School Corrimal

Pat Devery  
St Mary's Cathedral College Sydney

Marty Fitzpatrick  
St Francis Xavier's Primary School  
Ballina

Ralph Hunt  
The Armidale School Armidale

Denise McHugh  
McCarthy Catholic College Tamworth

Patricia Murnane  
McCarthy Catholic College Emu Plains

Michael Hagan  
Mater Maria College Warriewood

Tina Ruello  
Catherine McAuley College Westmead

James Jenkins-Flint  
St Brigid's Primary School Marrickville



## PD and Conferences

- 12 Sep** PIP How NSW Accreditation Works, Dubbo
- 13 Sep** PIP Anti Social Media, Albury
- 13 Sep** PIP How NSW Accreditation Works, Forbes
- 13 Sep** PIP Maintenance of Accreditation, Albury
- 14 Sep** PIP How NSW Accreditation Works, Wagga Wagga
- 14 Sep** PIP Maintenance of Accreditation, Wagga Wagga
- 26 Sep** PIP Accreditation of Proficient Teacher, Wagga Wagga
- 27 Sep** TMB Student Teacher Forum Ultimo
- 28 Sep** Accreditation at Proficient Teacher, Ultimo
- 18 Oct** PIP Maintenance of Accreditation, Penrith

- 24 Oct** Accreditation at the Higher Levels, Dubbo
- 25 Oct** PIP Maintenance of Accreditation, Mudgee
- 15 Nov** PIP Maintenance of Accreditation, Young
- 16 Nov** PIP Maintenance of Accreditation, Castle Hill
- 17 Nov** PIP Maintenance of Accreditation, Gympie
- 21 Nov** Accreditation at Higher Levels Tamworth
- 22 Nov** PIP Maintenance of Accreditation, Liverpool
- 30 Nov** PIP Maintenance of Accreditation, Ultimo

**See [www.ieu.asn.au](http://www.ieu.asn.au) for details, updates and bookings**

### Reps training dates for 2016

- 16 Sep** Work Health and Safety Training for Reps, Atura, Blacktown

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

### Our locations

Sydney 485-501 Wattle Street, Ultimo NSW 2007 (02) 8202 8900  
Parramatta Level 2, 18-20 Ross Street, Parramatta NSW 2150 (02) 8202 8900  
Newcastle 8-14 Telford Street, Newcastle East NSW 2302 (02) 4926 9400  
Lismore 4 Carrington Street, Lismore NSW 2480 (02) 6623 4700  
ACT Unit 8, 40 Brisbane Avenue, Barton ACT 2600 (02) 6120 1500





# Celebrate

## World Teachers' Day 5 October

and invite a colleague to join the IEU [www.ieu.asn.au](http://www.ieu.asn.au)



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