

newsmonth

PP 100000871 ISSN No: 0728-4845

The newspaper of the Independent Education Union of Australia NSW/ACT Branch (vol 36 #5) July 2016

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Did education win the election?



The inconclusive federal election results provide little joy for members working in our schools or early childhood centres. The failure of either major party to win a solid working majority in the House of Representatives is problematic for delivering policy initiatives and a hostile Senate will likely be reluctant to pass legislation without extracting their 'pound of flesh' in respect of their own prized programs.

For the time being what we can expect is the status quo. On the matter of School Funding the relevant legislation the *Australian Education Act 2013* (Cth) limits increased funding for most schools to an indexation of 3.6%.

Without new legislation there is little or no capacity for new money to flow to schools or to early education. The education community and particularly those who work in it are now in the hands of a new and largely untested Senate. Nick Xenophon and the Greens support the ALP on funding Years 5 and 6 of the Gonski needs based model for schools, however neither Pauline Hanson nor Derryn Hinch have published education policies and Jacqui Lambie restricts her stated policy to TAFE. Xenophon in particular has shown strong support for the community based early childhood sector, which could be good news for our members in that sector if he prioritises this support.

The capacity of the crossbenches in the Senate to show a positive and proactive role in proposing

and amending legislation rather than the traditional 'blocking' approach will be interesting to see.

Which ever way our members voted, and whatever the policies that most influenced their vote, I very much doubt that any members voted to abandon control of their profession to the dictates of Canberra or Macquarie Street.

The teaching profession is owned by teachers, not by politicians, universities, employers or by bureaucrats. Teachers must reclaim their profession now or lose influence forever. Teachers know their students and

how they learn, they know the content of their subjects and how to teach it. They need and deserve the opportunity and resources to plan and implement effective strategies to do those things.

It is time to trust the professional judgement of teachers in doing their work. Time to hand back the teaching profession to teachers. Certainly time to end the

command and control from Canberra.

The Federal Government runs no schools and employs no teachers yet the Minister for Education, a career politician, is the sole owner of the Australian Institute for Teaching and School Leadership (AITSL).

John Quessey Secretary

**Teachers must
reclaim their
profession now
or lose influence
forever**

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Newsmonth is published eight times a year (two issues per term) by the NSW ACT Independent Education Union.

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Casual teachers' dispute resolved

Carol Matthews

Assistant Secretary



The IEU has resolved the dispute with the 11 NSW and ACT Catholic dioceses concerning the rate of pay for casual teachers under the new Catholic Systemic Schools Enterprise Agreement 2015 (the new EA).

What was the dispute about?

Some casual teachers employed by a Catholic diocese in 2015 were shocked to find in 2016 that they were receiving a lower rate of pay than in 2015. This occurred because in 2016 under the new EA the structure for casual pay rates changed so that casual teachers are paid a rate based on whether they have Proficient teacher status or not. Some experienced casual teachers who did not have Proficient teacher status were paid a lower rate in 2016 than 2015.

Throughout the negotiations on the new EA the Union sought at all stages to make sure that no teacher would be disadvantaged by the move to the new standards pay structure. For example, specific deeming provisions were included for teachers who were pre 2004 in NSW and pre 2011 in the ACT, and not required to be Proficient in accordance with BOSTES/TQI requirements, so that these teachers would be deemed to be Proficient for pay purposes. The new EA also contains a savings clause, which provides that no employee employed prior to the commencement date will receive a pay rate that is less than what they would have otherwise received before the EA was in force. However, dioceses argued the savings provisions did not apply to casual teachers.

When we were unable to reach agreement with either individual dioceses or the Catholic Commission for Employment Relations, the Union notified a dispute to the Fair Work Commission on the issue. For more on casual teachers, see page 6

Back pay

We have now reached an agreement with all NSW and ACT dioceses concerning the dispute. The agreement is that if you worked in 2015 as a casual teacher for at least 20 days or as a temporary teacher for a block of at least 20 days with your current employer, then your 2016 rate will not be less than the applicable 2015 rate. If you worked those days in 2015 for another diocese covered by the EA, then you may apply to your current employer to have your 2015 rate saved for 2016, with proof of the service.

Back pay for days paid in 2016 at a lower rate than 2015 will be processed by dioceses as soon as practicable. The Union understands a significant number of casual teachers will receive back pay – contact the Union if you have any queries.

The Union will have further discussions about the arrangements to apply in any future enterprise agreement. Casual teachers are however urged to gain Proficient teacher accreditation to protect their position in the longer term.



Aspect members want clarity

Mark Northam

Assistant Secretary



Support members employed by Aspect (Autism Spectrum Australia) in a number of locations have been in discussion with the Union to revisit understandings established more than a decade ago.

The core concern is the allowance payable to support staff when teachers are sick or absent and support staff 'act up'. The practice hinges on Clause 7.2 (a) (iii) and (iv) of the Independent Schools (Support and Operational Staff) Multi-Enterprise Agreement which provides for the supervision of small groups of students.

The Union's view is that a protocol which would provide for teachers to be replaced with teachers is the ideal outcome with alternate processes clearly defined. Support staff should only 'act

up' in certain circumstances. To facilitate the availability of casual teachers the IEU is suggesting roving or mobile casuels be employed and that Aspect consider providing half day induction sessions for those casuels who may be considering working with Aspect schools.

For support staff not to be paid an additional allowance when appropriate casual teachers cannot be found is unacceptable.

The Union will be seeking the allowance for support staff to be incorporated into the next enterprise agreement in the salary scales.

Employer response to Shaddock Report – a clash of expectations

Learning Support Assistants (LSAs) employed in the Archdiocese of Canberra and Goulburn have been advised that as a result of the adoption of the recommendations of the Shaddock Report they will be expected to train or upskill to a Certificate IV level.

The IEU has signalled its clear view to the diocese that the time spent at training should be paid for. The report

Schools for all Children and Young People is entirely laudable. The impact on members is unfortunately not.

In the first instance the Union has agreed not to dispute matters until a workforce audit is completed. The audit will hopefully provide insight into the number of members who already have Certificate III status and can upgrade; what the outcomes are for those who work less than eight hours per fortnight and what recognition of prior learning may involve.

Notwithstanding the above, the key issue remains – it is unreasonable to schedule unpaid training from 4-7pm on either Wednesday or Thursday evening or on Fridays during school hours (unpaid).

The time frame conflicts with other employment opportunities (the vast majority of employees are part time), family time and the collection of children to name but a few consequences.

The adoption of a report comes with responsibilities. The completion of training (required by an employer) must be paid for. More on page 5

Did education win the election?

continued from page 1

John Quessy

Secretary



AITSL claims it provides national leadership in promoting excellence in the profession of teaching and school leadership. The directors of the company are academics, employers, a school principal, bureaucrats and a journalist.

None of whom have any processes or requirement to consult with teachers. The recommendations of this body influence federal government policy, which invariably when adopting that policy, ties the policy to funding. In this way schools and teachers with no tangible connection to the Federal Government, have their work directed, manipulated and increased with no consultation or serious consideration as to the impact on the end user. This is also true for the work intensification of support staff in schools.

At local level the registration or accreditation of teachers is in the hands of employers and bureaucrats. Where teachers are consulted on policy or practice their views can be quickly diluted as decisions pass through other bodies where few or no teaching professionals

can contribute. Ultimately they arrive on the desk of the arbitrator of all things to do with teaching, the minister. In NSW the Education Minister is a former solicitor and rice farmer.

No other profession would tolerate being sidelined in such an arrogant fashion.

Government policy dictates that schools continuously apply standardised testing to students primarily so they can collect standardised data. This type of testing is useful when it is diagnostic, but if governments are not forthcoming with the resources to address issues that are diagnosed where is the value?

Let's stop concentrating on weighing the pig and just trust the professional judgement of teachers.

Emails come thick and fast

"Volkswagen has a new agreement that stops routing emails 30 minutes after the end of employee shifts and then starts again 30 minutes before."

Gloria Taylor

Deputy Secretary



If emails are adding to work intensification and following you into your leisure time, they may be contributing to stress and hindering your capacity to focus.

Alexander Kjerulf's *Happy at Work* blog recently reported on a study conducted at the University of California that directly measured stress using wearable heart rate monitors.

While it was a small study, it showed that heart rate variability was lower without email. Despite the obvious benefits of email communication, the study supported the view

that emails are a source of stress and distraction.

Kjerulf further reported that major corporate industries are establishing new policies to address work related stress and improve work life balance.

Volkswagen has a new agreement that stops routing emails 30 minutes after the end of employee shifts and then starts again 30 minutes before.

At Daimler emails are not delivered during holiday periods. To avoid an overflowing inbox upon return, staff can advise senders that they are out of the office and their email will be deleted.

Schools are not part of the corporate world, but the Union is getting increasing reports that emails and other forms of technology are adding to workloads and disrupting evenings, weekends and holidays.

Students and sometimes parents have direct email access to teachers, particularly in a growing number of

secondary schools. Students submit assignments online and seek advice and support from teachers sometimes outside of school hours. Students also interact with teachers by emails and texts when participating in sport and other co-curricular activities. Online access to teachers can lead to unreasonable workload demands. In some schools students and parents expect teachers to quickly respond to student queries including on evenings and weekends.

Email exchanges can also lead to the risk of child protection allegations as emails and texts lend themselves to casual interaction. The Union increasingly handles matters involving allegations of breaches in professional boundaries.

What can you do?

School based 'appropriate use' email policies can greatly assist in the

management of communication issues. These should include operational issues covering purpose, appropriate use and monitoring. School policies need to also include guidelines for appropriate out of class communication between students and teachers, expected response times to emails and limitations around email exchanges. Such policies also need to be circulated to students and parents and supported and enforced.

If your school has developed effective 'appropriate use' email practices and policies, please let us know. If emails are running out of control at your school, contact your IEU organiser to discuss a strategy for developing best practice around email communication at your workplace.

For more on this topic, see page 5



Facebook comments Emails: Teachers say...

Megan: Parents are the worst at this. They email after school hours often expecting a response before the next day. Or they email during the school day and expect a reply before the end of the day, not understanding that we might have been in front of class most of that time.

Jessica: I've deleted my email app off my phone because I was checking all the time and it was causing so much stress. Being contactable 24/7 hours really affects your personal life and ability to have time outside of work.

Marie-Therese: There is an expectation from students and the hierarchy that we are on our emails continuously!

Kerrie: Never stops – if you don't answer somebody's email at night they want to know why. I work part time and if I don't answer emails on my day off response is the same.

Merilyn: All you government organisers of teachers' lives, how dare you intrude on family life when you expect teachers to fulfil duties which already intrude

on quality time with your partner and children. Unless the email concerns a life threatening issue then back off, otherwise teachers will have to scrimp on their emotional input into their duties, which is of course their students' education.

Stephen: It is only one way the technology has exponentially increased our work loads to ridiculous levels, to breaking point to be honest. It is of course a poor way of communicating. The message is not always received nor is it understood. But technology has done much more than increase emails as an addition to workloads. The best use of the technology is that it simply adds another tool for teaching and learning. It could make us better teachers. It puts a window to the world on your desk and everyone's desk. Email is mostly junk mail. But teachers adapt. They just press delete.

Con: Over 5000 unread emails deleted at last year's end.

Lyn Best: As a preschool director I receive a ridiculous amount of emails that I simply cannot keep up with. After working all day and then organising my

observations and child profiles I look at my emails. There are often too many to process. Burn out from email is real. I wish we could go back to snail mail.

Margaret: I don't read work emails after 6pm because I'm too busy marking, programing and preparing for the next day. If you don't read emails you don't have to respond to them!

Sally-Anne: Lunch and morning tea breaks are spent responding to emails not having a much needed rest break.

Chris: I disabled email on my phone and haven't looked back

Leanne: Yes and if you don't answer, read, or do what was instructed on the email, you are pulled over the coals, even though it was sent late at night, early morning, weekends, holidays.

Chapter resolve pays dividends



Betty Harris with her supportive chapter

Betty Harris' determination and the support of her chapter has paid off not just for herself but her fellow finance officers in the Maitland-Newcastle Diocese.

Betty was convinced that she fitted the criteria to be paid at the Level 6 rate under the enterprise agreement. She first applied to her human resources department for an upgrade about seven years ago and was rejected.

She applied again last year and was rejected again. A colleague suggested writing directly to the Diocesan Director Ray Collins, including a detailed submission on why she fitted the Level 6 criteria, asking him to review the decision.

However she was once again rejected, so Betty approached the IEU. Luckily the renegotiation of the Catholic enterprise agreement in 2014/15 had resulted in an

amendment which gave the Union an opportunity to question the decision.

A chapter meeting was convened, attended by IEU Assistant Secretary Mark Northam, and another approach was made to the Catholic Schools Office (CSO) on Betty's behalf, which was again rejected.

"I have to acknowledge the Union's support in making this reclassification happen."

The Union then did its homework and constructed an in depth response to the CSO's position.

In a nutshell it said that the enterprise agreement made provision for people to be employed at Level 6 in high schools

with more than 400 students, if they were fulfilling the required duties.

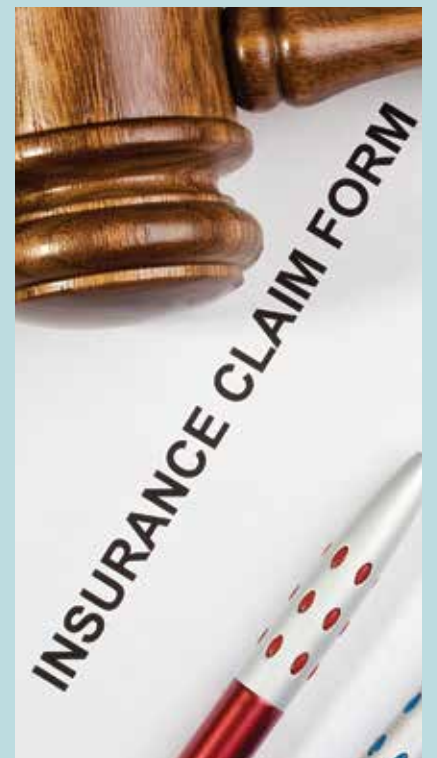
Following receipt of this letter, and the united front of the chapter, the decision was finally made to upgrade not only Betty but other finance officers across the diocese in a similar position.

"I'm in charge of a \$3 million budget, but because of the CSO policy, I strongly believed there was an inequity between the roles of Level 5 and Level 6 that needed to be addressed," Betty said

"I've since received emails from other finance officers at other schools thanking me for my actions. I have to acknowledge the Union's support in making this reclassification happen.

"The assistance of the Union and the resolve of the chapter was the thing that did the trick in the end."

Sue Osborne Journalist



Workers Compensation:

Tell us your return to work story

Unions NSW is researching how the NSW Government's changes to Workers Compensation law affected people.

Much of the State Government rhetoric to justify the workers compensation cuts said they encouraged return to work, yet there have been few substantive improvements to return to work provisions.

Unions NSW would like to hear from people about their return to work experiences.

The Law and Justice Committee is starting a review of workers compensation laws in NSW Parliament in August.

To find out more information or tell your story, go to www.unionsnsw.org.au/tell_us_your_story.

Unions NSW will visit 10 locations around the state to collect further stories from injured workers face to face. Details: www.unionsnsw.org.au/return_to_work_inquiry_dates

Register your interest in telling your story to the inquiry: www.unionsnsw.org.au/rtwinqury

NSW early childhood teachers

Did you miss the BOSTES deadline to register for accreditation?

If so, contact your Union, email accreditation@ieu.asn.au





The great email chase

"Staff members will respond to emails, prepare for classes, respond to emails, teach/assist, respond to emails, do duties, respond to emails, attend meetings, respond to emails, do marking, respond to emails, provide feedback, respond to emails . . ."

In this wonderful age of ever changing technology, there appears to be a notion that staff members in schools will be available 24/7 via email.

The idea that students, parents, leadership teams and even other staff members can email each other at all times of the day and night is becoming almost rampant. In fact, this constant bombardment via email is causing some serious issues for many of our members as there is an expectation that they will answer emails either almost immediately or at least within a short time frame.

It appears that common behaviour for school staff members is that they will now respond to emails, prepare for classes, respond to emails, teach/assist, respond to emails, do duties, respond to emails, attend meetings, respond to emails, do marking, respond to emails, provide feedback, respond to emails . . . get the idea?

For example, let's say a student works on an essay or assignment, perhaps until late into the evening and then emails the draft to the teacher expecting a reply as soon as possible. The teacher happens to be asleep late in the evening (remember why we celebrate May Day: eight hours work, eight hours recreation, eight hours sleep) so doesn't read any emails until arriving at work the next day.

Lo and behold, not only is that email there but there's also one from the student's parent demanding to know why the draft essay hasn't been commented on and a reply sent before the next school day. Just what was that teacher thinking? Heaven forbid they sleep in the night when there is work to be done!

Another example is one I experienced as a teaching principal a few years ago. On my teaching day, I didn't always have a great deal of time to read and respond to emails, so I gave myself a rule: read

and prioritise emails at 7.30am; 1pm (lunch break time) and then after school. There was one day though that I didn't do the 1pm quick read so completely missed the email from the CSO offering some additional PD, on a first in, first served basis. When I called the contact person to explain my situation and asking for consideration for my staff, I was told it was too late and that I really should read my emails in a more timely manner. What? Was I expected to say, 'Hang in there my 30 Year 3 students' while I read and respond to the emails my employer sends me during my teaching time? Really? No I didn't of course, because teaching the students was my core business and I decided that was more important than any email.

So, what can be done about it? As an IEU organiser I now say to members apply the reasonable person test:

Is it reasonable for you to read and answer emails at 7am or 9pm?

Is it reasonable for you to read and

respond to emails on weekends? Is it reasonable for you to have a conversation with your school leadership team and put some boundaries around emails, from them, students and parents?

Is it reasonable for you to expect that your school leadership team will inform students and parents about those boundaries?

My observations just scratch the surface of this issue, but I'll leave it up to you now to have the discussions. Let's just say, I know you'll use your professional judgement in this situation!

If you want the assistance of the Union, feel free to contact your IEU organiser.

Karen Forbes Organiser

For more on this topic, see page 3

Union fights burden on support staff



The ACT Government Report, *Schools for All Children and Young People* by Professor Anthony Shaddock, included a recommendation that Learning Support Assistants (LSAs) in all ACT schools undertake a Certificate IV in Education Support. Catholic Education has adopted the recommendation, affecting LSAs in all Archdiocese of Canberra and Goulburn schools.

The Shaddock report was a response to the controversy over the so called 'child in a cage' scandal, in which an autistic child was apparently kept confined at a school.

However, the consequence for LSAs is that they are required to undertake 120 hours of training to achieve Cert IV in their own time.

"Undertaking this course restricts my ability to supplement my income and provides no more than the capacity to retain my current position, if funding allows."

IEU Assistant Secretary Mark Northam said it was unreasonable for workers not to be compensated for this time.

"We are worried that too much of a burden is being placed on LSAs who are often employed part time," Mr Northam said.

"Sometimes, LSAs have to work extra jobs to make ends meet. They have caring responsibilities too. This evening class will eat into their family time and put undue pressure on them," he said.

"It's yet another example of the unintended consequences of a government report."

Although Catholic Education will cover the cost of the course, it does not plan to pay LSAs for the hours of study they will have to undertake in their own time.

"The IEU's view is that our members should be provided pay to undertake the training," Mr Northam said.

LSA Karen Norley said the requirement was "a serious change to our contract of employment".

"We need to complete an 18 month course which requires two night attendance per week 4pm-7pm," Karen said.

"Personally I have a second job and work six days a week, I am not willing to give up any more of my family time to proceed with a traineeship that does not seem to give me any further qualification.

"I believe I will receive a piece of paper to say that I can do the job I have been doing for the past seven years.

"Not only do I have to comply, I am still not guaranteed a job at the end of the course or while I'm doing the course.

"At this point in time I cannot and will not be doing the traineeship, so I am out of a job."

LSA Tiffney Ronneberg said she agrees with the report and that all students deserve an educated and professional LSA. But the proposed timeline and requirements of the course are unreasonable.

"Undertaking this course in its present form restricts my ability to supplement my income and provides no more than the capacity to retain my current position, if funding allows," Tiffney said.

At June Council the Monaro Branch passed a motion condemning the Archdiocese of Canberra and Goulburn's position, and calling on the director to review the diocesan position as a matter of urgency.

The IEU has also called for an urgent meeting with ACT Education Minister Shane Rattenbury to discuss the matter further.

Win for casual teachers

Long term casual teacher Robin Bell-Griffin said it was a real shock when she received a pay cut that took her back to new graduate level salary.

The pay cut happened under the new Catholic systemic enterprise agreement, which said casuals who did not have accreditation at Proficient would be paid at a lower rate.

The change affected quite a number of casual teachers: about 70 in the Parramatta Diocese alone.

Thanks to swift action by the Union, the issue has been rectified and no casual teachers will be worse off.

Robin has been teaching since 1999, always as a casual, and in 2004 she took a break to have her three children.

"I have been a casual on appointments and blocks for the flexibility it gives me with my family commitments."

As a result she "slipped through the net" and has been trying to get her accreditation done for the last four years.

"In that time I've expanding my subject areas, by doing extra study at UNE Armidale online."

Robin felt the pay change was done "very quietly" by the Catholic Schools Office, and when she realised the significance of it, she contacted the Union.

"They told me they had already started negotiations on this one, and that they wanted to ensure no one should be made worse off by the changes."



The Union took the dispute with Catholic employers to the Fair Work Commission, with a settlement reached quickly (details see page 3).

"This has been a big thing for me. If it weren't for the Union taking action it would have had a serious affect on a lot of casual teachers.

"The Union was conscientious, quick and efficient.

"I've never heard of anybody being dropped down to a lower level of pay, to levels as if they were fresh out of uni.

"It's unfair for someone in my situation who has worked so hard, has postgrad qualifications, has expanded my subject areas and been teaching for so long.

"I'm so glad the Union was able to resolve it so quickly. It's a fantastic outcome."

Sue Osborne Journalist



"I'm so glad the Union was able to resolve it so quickly. It's a fantastic outcome."

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See 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





If you had told me that I would spend the day after the election Googling 'One Nation early education and care policies' I would not have believed you. You may be as relieved as me to discover that they don't have any!

What will the complete dog's breakfast of an election outcome mean for early education and care services and children's access to early education? I may regret these words later, but I think it may not be all bad.

As this article goes to print it is not clear which party will be able to form a government.

So let's look at each possible scenario in turn.

Coalition wins

If the Coalition has enough lower house seats to govern in their own right, they will still have to contend with a complex Senate. Given they could not get their controversial 'Jobs for Families' package through the previous Senate, they would have to negotiate hard. They may ditch the controversial Activity Test which would see many children excluded from early education as well as their insistence that the extra \$3 billion they have promised for subsidies was reliant on the Senate approving cuts to family tax payments.

Coalition forms a minority government

If the Coalition has to form a minority government, it would probably be with either Bob Katter or the Nick Xenophon Team. Unlike Pauline Hanson's party, the Xenophon team do have an early childhood policy which strongly promotes early education and says that funding should favour community based services. Unless nefarious deals are done, they would be unlikely to agree to the Activity Test. They may also be able to be persuaded to veto the move of budget based Aboriginal funded services

to the mainstream subsidy system. What happens once the legislation goes to the Senate with a Coalition government remains to be seen. However on current numbers it looks like if The Greens and Labor continue to vote against the Jobs for Families package they would only need to get the Xenophon team on side to scuttle it totally, whereas the Government would need to pull in as many as 10 independent senators (such as Pauline Hanson, Jackie Lambie) to get it through. It is hard to see that being successful unless they negotiated really, really well.

Labor wins

If Labor gets to form a government, they have promised a few key improvements over what the Coalition proposed. They have promised to ensure each child gets access to 24 hours of funded early education a week, increase budget based funding for Aboriginal services and

"What will the complete dog's breakfast of an election outcome mean for early education and care services and children's access to early education?"

provide them with a \$25 million capital fund as well as well as creating more education and care places in areas of high demand including via mobile services.

In great news for early childhood teachers they have promised a new early years workforce strategy and a new professional development program to replace the one the Coalition defunded as of 1 July.

Labor has also promised to make submissions to the Fair Work Commission equal wage case for educators and early childhood teachers. Interestingly, one new ALP member, the new member for Longman, Susan Lamb, was a United Voice organiser for early childhood educators. Although Labor's policy going into the election was to retain the two separate Child Care Benefit and Child Care Rebate subsidies, the Department of Education may yet persuade them a combined subsidy system is the way to go.

The Greens were the only party who committed to extend the Universal Access to Early Education funding to the states. The ALP announced they would review the program to increase accountability and improve outcomes for children.

It is clear then that the best possible scenario for early education is if Labor either wins outright or forms a minority government. If this doesn't happen, then the fact that the Coalition would need to enter huge negotiations in the Senate and possibly in both houses to get legislation passed means that the parts of their proposed legislation that would have impacted the most negatively on early education access will need to be moderated.

So the way I read it is that the election outcome, although giving us a full gamut of 'interesting' individuals in positions of power, may well be not that bad for the early education and care sector as it could have been.

Of course, this may not be the outcome if Pauline Hanson happens to be holding a very long lived a grudge against her preschool teacher – and let's face it – something strange had to have happened in her childhood!

Lisa Bryant Early Childhood Consultant

IEUA NSW/ACT Branch Early Childhood Conference 2016

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Keynote Professor

Professor Margaret Sims

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the early
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For enquiries contact Kayla Skorupan on 8202 8900 or kayla@ieu.asn.au

Labour bites



Rio Police threaten to shut down Olympics

Police in Rio de Janeiro have threatened to continue their strike during the Olympic Games, which are set to begin in August.

Brazil's police agents began a strike on Monday in Rio, partially closing police stations to protest.

The police officers are protesting delays in their pay, the lack of materials in their stations and the shortage of fuel for their vehicles.

"Patience is over. Now it's a matter of survival," said Fabio Neira, president of the Association of Civil Police of Rio de Janeiro. "We are collapsing. We will increase the mobilisation gradually, we do not want to be radical, but the government is leading us to that," said Neira. "We are unsatisfied and without the prospect (of a solution), we can't rule out a gridlock during the Olympic Games in August," he added.

Police authorities put out a statement saying they understand the claims, which they also believe are fair. (Source: telesur)



The unfit gym

Dahlia Alie is part of a union drive involving more than 1000 GoodLife Fitness employees in Toronto. "There is a lot of intimidation. I would classify the atmosphere in the workplace right now as one of fear," she said.

Canada's largest health club GoodLife, which employs more than 12,000 group fitness instructors and personal trainers nationally, has made it clear it doesn't want its workers to unionise, but denies charges of intimidation.

Tanya Ferguson, the Workers United Canada Council representative helping GoodLife workers organise, lists a slew of issues raised by workers, with wages being a major concern.

At GoodLife, fitness instructors start at an hourly rate of \$25, while instructors at other Toronto gyms typically earn between \$40 and \$60 per class, according to Alie.

"You'd only get paid for 45, 50 or 55 minutes instead of an hour," Ferguson said. "But when people come for a yoga class, for instance, they might have a question afterwards, and instructors are expected to stay and answer. You'd also arrive early so you could set up. The reality is that people were already working for more than an hour, but now they were getting paid less."

GoodLife requires all of its instructors to be certified under accreditations, which it exclusively provides or owns. These extensive certification requirements, along with a non-competition clause (which GoodLife says is non negotiable), are major points of contention for workers.

Alie says employees no longer feel safe and respected at GoodLife. Despite the company's claim of maintaining an open door policy for addressing concerns. Alie says those who have spoken out have been "singled out, demoted, fired and branded as troublemakers. (Source: Now)



Women denied access to pensions

As many as three million part time women workers are excluded from workplace pensions, according to a new report from the UK Trade Union Congress (TUC).

The report, *Unfinished Business* finds from analysis of official data that 4.6 million UK workers earn less than £10,000, which is the trigger for automatic enrolment into a pension.

Of these, 3.4 million are women. More than half (57%) of part-time workers earn less than £10,000 and by being excluded from automatic enrolment miss out on the employer contributions received by colleagues.

Workers whose earnings from multiple jobs total more than £10,000 also miss out on automatic enrolment.

TUC General Secretary Frances O'Grady said: "Automatic enrolment has been a great success, giving six million more people access to a workplace pension.

"But millions of women workers are still missing out. We need to remove the barrier of the earnings trigger so that the millions of workers in part time work, including those holding down multiple jobs, are automatically enrolled onto workplace pensions too.

"Too many people are only receiving the legal minimum pension contributions. We need a clear plan to increase the money going into pensions to give workers a good chance of a decent retirement." (Source: TUC)



High staff turnover in early childhood

Education experts fear a high turnover in childcare workers will have a detrimental impact on children at a critical point in their development.

A nationwide survey of 1200 childcare workers conducted by the Queensland University of Technology found one in five intended on leaving their job in the next 12 months. The research is being led by developmental psychologist Professor Karen Thorpe, who said the turnover figure was concerning.

Professor Thorpe said follow up interviews at childcare centres revealed three primary reasons for staff leaving — working conditions, paperwork and pay.

"If we've got this turnover and we've got people leaving who are highly dedicated, highly qualified people, that is a real problem," she said.

"[The children] are losing people they're attached to and that's not good for children's learning or emotional and social development.

"The first five years of life is the period in human development where we have the greatest rapid brain development.

"What we know about that is children who have rich experiences in those first five years are set up for life — it makes a big difference — not only for now, but right into adulthood." (Source: ABC)

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

Exchange is not just for teachers



The IEU's popular exchange program offers opportunities for school counsellors as well as teachers. Debbie Robinson, counsellor at Loyola Senior College in Mt Druitt, has swapped places with Tracy Tifenbach, of Johnson Heights Secondary School in Surrey, British Columbia.

These schools draw from a similar socio-economic base and demography. But both women identified a major difference in the role of counsellors in Canada compared to Australia.

Canadian counsellors take a much more active role in areas usually reserved for teachers in Australia, such as subject selection and the transition from primary school to high school.

"There's a lot of involvement for the counsellor in this area, attending meetings doing presentations and spending quite a long time building timetables and helping students select courses," Tracy said.

"Making sure schedules work for kids is a huge task that takes up to 30% of a counsellors' time. There are some advantages in that this gives you a chance to develop relationships with students and they may feel more comfortable coming to see you later about other matters.

"But in Australia I appreciate the opportunity to be dedicated to personal counselling, and having to do only that may allow me to delve further into their mental and emotional health concerns."

Debbie said the school in Surrey is fast growing with 1450 students and three counsellors. Students are divided among counsellors on an alphabetic basis.

"The counselling role is similar to that in Parramatta Diocese as it typically involves individual counselling, psychoeducation, family support and the completion of behaviour related Individual Education Plans," Debbie said.

"As you would expect, a substantial part of the role is to support students in their quest to pass their subjects. Some of the challenges for students include difficult home dynamics, poverty, mental health issues and refugee background.

"However, a notable difference in the counselling role is course planning and post secondary advice. As a counsellor, you are required to consult with students as they make course choices, keeping in mind their post secondary options as they reach the higher grades.

"This means that you need to have knowledge of admission requirements for post secondary institutions to ensure accurate advice is given. Tracy organised for me to attend some of the college and university information days that address these issues.

"Another difference between the two systems is that this Surrey school has various support staff allocated to it because it is designated as an inner



"This ATAR is significantly impacting on students' emotional health."

city school – one which is characterised by poverty and related issues such as challenging mental health.

"These additional workers that provide wrap around student support include an Aboriginal youth care worker, youth care worker, youth educational support worker (provides food and inclusive activities), substance use liaison and safe schools staff.

"Obviously, an exchange situation calls for flexibility and new learning.

While I have been comfortable in taking on the role of course planning, I wonder about it compromising the traditional counselling role.

"Teachers will ask that you discuss with a student their lack of attendance or their suitability for rigorous courses. Even when you couch this conversation in the best interests of the student, it could be seen to undermine the non judgemental and trusting nature of a counsellor's relationship with a student.

"My counterparts in Surrey have echoed these thoughts in addition to the issue of time constraints when personal counselling time is taken up with course planning administrative tasks," Debbie said.

Tracy said the HSC causes a deal of stress for students that is not experienced in Canada, where university entry is based on performance throughout the year and broad based admission requirements, without a Provincially administered final exam.

"This ATAR is significantly impacting on students' emotional health. The Year 11 cohort of students is emotionally and educationally at risk and I have spent a great deal of time addressing their concerns as a result of the half yearly exams and first report card. But I expect that I will be seeing more Year 12 students in Term 3 as the emotional burden of the HSC takes over."

Tracy is on her second exchange. In 2000 she was at MacKillop Catholic College Werribee as a teacher. She has since retrained as a counsellor.

"I appreciated the pastoral care that is provided to students in Catholic schools, the level of care for the students overall wellbeing is good."

Debbie said: "I feel very fortunate that I continue to enjoy this opportunity to be immersed into another school system and culture. It provides invaluable professional experience and the chance to broaden one's perspective on life."

Debbie is also on a second exchange. She previously exchanged as a teacher to Windsor, Ontario. If you are interested in exchange, contact Helen Gregory at helen@ieu.asn.au.

Sue Osborne Journalist

Exchange postcard: Stepping out



Canadian teacher Tom Worthy, on exchange to St Mary's Campus Maitland, reports on his Thursday Island Immersion Trip experience.

One of the pieces of advice given at our orientation before beginning our exchange was to 'say yes to everything'. When I arrived for my staff orientation at St Mary's, this was reinforced by the themed message for the year, in keeping with the Dominican mission of Stepping Out. By stepping out we would not only

expand our personal and professional growth, but also find a way to be of service to the larger world community. Needless to say, when offered the opportunity to travel with Year 11 students on an immersion experience to Thursday Island in Torres Strait, I 'stepped up'!

Immersion experiences with Aboriginal and Torres Strait peoples has been an integral part of programs offered at St Mary's for some years. However, this was the first time it had been organised on Thursday Island, with Our Lady of Sacred Heart School.

The purpose was to expose the students to a meaningful immersion experience in a remote community and find ways to be of service while gaining confidence in new and unusual circumstances. Every student was able to examine their personal strengths and areas for improvement while working with indigenous and transient residents from every part of the world, as the island serves as a hub for cultural preservation, health and commerce for the region.

We integrated with the local school community to assist with their athletics carnival, a community day geared to the interests of children under eight years of

age. We were able to join in meaningful school activities both at Thursday Island and at the sister campus on Hammond Island. Hammond Island was a real highlight for our students, as it required special permission from the Council to visit and engage in traditional Torres Strait songs and dances, led by elders and teachers. Our students were made to feel welcome by the students, staff and residents while making contributions of their own to the school.

Principal Sharon County ensured we had access to and support for all of our needs during our stay and enriched our visit with museum and cultural exhibits.

We punctuated our time away with a visit to Friday Island, which hosts a long standing pearl farm, rich in Japanese tradition and historical significance. Our travels home through Cairns afforded us the additional opportunity of visiting the cultural centre, which gave us additional insights into yet another indigenous set of traditions and cultural practices.

Indeed we 'stepped out', allowing us to enjoy a rich and rewarding experience. I was so proud of how the students met the challenge and represented themselves and St Mary's!

PRESENT TENSE Award increases

Kendall Warren

Organiser

From 1 July, the 2.4% minimum wage increase granted by the Fair Work Commission will take effect. This increase is also applied to all award rates, including those in the *Educational Services (Post-Secondary Education) Award 2010*, the award that applies at any private college that doesn't have an enterprise agreement in place.

For those teachers on Level 2, the annual salary will increase to \$46,552.76, and the casual hourly rate will go up to \$44.59. For those on Level 7, the new annual salary will now be \$52,853.99, and the casual hourly rate will be \$50.63, and for Level 12, the annual salary will now be

\$60,131.01, with a casual hourly rate of \$57.60.

It is worth noting that these are only the minimum rates that must apply. It is open to your employer to pay you more, and the best way to make sure that happens is by negotiating an enterprise agreement with your employer. The *Fair Work Act* contains provisions that mandate good faith bargaining where it can be demonstrated that a majority of employees (or section of employees, such as teachers) wish to start negotiations. Contact your Union to find out how this might work at your college.

Government programs

Many IEU members in the English teaching market are often employed on government funded programs such as the Adult Migrant English Program (AMEP) or the Skills for Education and Employment Program (SEE). Funding for SEE classes is mostly guaranteed until June 2017, and

the government recently extended the existing contracts for the AMEP to the same date.

The Commonwealth Department of Education and Training will soon begin the tender process for the next round of AMEP funding, to commence from July 2017. Meetings with stakeholders are expected to start around September this year, and new contracts are expected to be awarded early in 2017. Arrangements for SEE are yet to be released, but will presumably follow a similar timeline.

Agreements

Regular readers would be aware that your Union has been busy bargaining with various colleges this year. Agreements have been finalised at UoW College, Insearch and EF, and agreements in principle have been reached at Sydney College of English, Access and Universal English College. Negotiations remain

ongoing at Navitas English (though the end may be close here), NewSouthGlobal, WSU The College, Navitas English Services and SELC. Later in the year, negotiations will commence with Australian Pacific College, Kaplan and Embassy.

Visits

Your Union is always eager to come and visit with members in every workplace, and that includes yours. If you would like to meet with officers from the IEU for any reason, all you need to do is ask. Union officers possess the relevant 'right of entry' permits, and so are legally entitled to enter the premises of any college, though equally we understand the sensitivities of the sector, and we are happy to meet off site if that's what you and your colleagues prefer (the IEU also boasts excellent meeting facilities at our various offices). For any enquiries to the Union, call 8202 8900 or email kendall@ieu.asn.au.



Joint approach leads to Band 3 success

The Illawarra Grammar School (TIGS) teachers Jodie-lee Leitch (pictured right) and Megan Arnet belong to a unique group of early childhood teachers in NSW to achieve Experienced Teacher (Band 3) accreditation under the Independent Schools Teacher Accreditation Authority (ISTAA) system.

Jodie-lee has been at TIGS nine years and is currently teaching the pre-prep class. Megan teaches a prep class and has been at the school 11 years.

She said the accreditation process was made less arduous having "Megan alongside me".

"We probably didn't realise how much it entailed and how huge it was when we began," Jodie-lee said.

"At the end we felt that we'd achieved something special though. The school supported us all the way through too."

Megan said she wasn't that keen to undertake the extra work until Jodie-lee and IEU Professional Officer Liz Finlay talked her into it.

"I was happy to continue doing what I was doing in the classroom and staying where I was," Megan said.

"But with Jodie-lee and Liz supporting me and saying 'we can do this' it helped me along."

Liz Finlay is able to provide one on one support for IEU members wishing to undertake Band 3 accreditation.

Jodie-lee and Megan said her support was invaluable.

Jodie-lee said: "Liz was amazing. I don't think we could have done it without her support."

"She guided us the whole way and broke it down into small steps so we could understand it. She gave us small tasks to do between our regular meetings with her."

"She reviewed what we'd done and gave us tips on things to add that the accreditors would be looking for."

Megan also said that without Liz and the Union's help she would have struggled with the process.

"She put me on the path and I could see the end goal and keep working towards it. I think you need a lot of planning and guidance to get through it."

Both women said they would recommend any independent school teachers to join the Union and use its services.

"Liz's knowledge of what the accreditors are looking for is invaluable. Every school programs differently and every teacher is different. She helped us formulate the work properly," Megan said.

"Our position as early childhood teachers was particularly challenging because we use the Early Years Learning Framework rather than BOSTES guidelines, so we had to make that fit the guidelines."

"We've a great sense of achievement thanks to the help we got from the Union."

"We've a great sense of achievement thanks to the help we got from the Union."

Salary Band 3 2017 notice

Experienced Teacher accreditation

Independent schools NSW (teachers) standards based model

The IEU is committed to assisting every eligible member to achieve Experienced Teacher accreditation.

Teachers who are on Salary Band 2 must complete the Experienced Teacher accreditation process with the Independent Schools Teacher Accreditation Authority (ISTAA) to be able to move to Salary Band 3.

During the last 10 years the Union has been highly successful in assisting a significant number of members to achieve the Experienced Teacher level (Salary Band 3).

The IEU is able to help teachers understand the process and assist them with the preparation of evidence and documentation. School based workshops are available with follow up sessions for groups or individuals as required.

There is one intake for applications for 2017 accreditation. Applications are now open.

Closing date: Friday 25 November 2017

Eligibility

- Teachers entering the teaching profession in NSW after 1 October 2004 (New Scheme Teachers). Accreditation at the level of Proficient. Completion of the equivalent of at least five years on Band 2 by the end of 2017.
- Teachers entering the teaching profession prior to 1 October 2004. Completion of the equivalent of at least seven years of teaching by the end of 2017.

Evidence collection period

Thursday 1 September, 2016 to Friday 9 September 2017

It is important to start this process as early as possible after the 1 September 2016.

For assistance with Experienced Teacher Salary Band 3 accreditation please contact Elizabeth Finlay: elizabeth@ieu.asn.au



Guiding lights

"A mentor should be someone outside of your immediate working relationship and not in your line of management."

Amy Cotton

Professional Officer



In the education profession the terms 'mentor', 'coach' and 'supervisor' are used interchangeably and often to mean the same person fulfilling a couple of different roles.

Problems exist where mentors are used as supervisors of accreditation (instead of two separate people). A supervisor is someone who oversees accreditation and advises, or has professional dialogues about accreditation and teaching based professional discussions. They might have a coaching style approach to the accreditation process.

A mentor should be so much more than that. Ideally it's someone outside of your immediate working relationship and not in your line of management. This gives them an objective distance to allow them to act as critical guides, rather than just points of affirmation or directives. Of course a teaching mentor might reference the Standards in discussions, but there's a lot more to the role – advice on school culture, working in the education field, working in the school community and working with colleagues just being a few topics.

This isn't going to be an article about a definition debate. If your school is using mentor and supervisor interchangeably, focus on making the best of the situation. It might be that you want to seek a separate mentor personally.

Here are some questions all early career teachers should consider:

- Do I have a true mentor outside of accreditation processes? If not, how can I find one? Should I be networking more? Am I in networks that simply confirm my existing knowledge, or am I being challenged to think?
- Am I utilising everything that is offered to me: Do I know how many days/hours my employer offers me as an early career teacher? Do I know how to access them? Who can I ask to find out? (Hint: ask your IEU rep.)
- Am I taking advantage of everything membership offers me. That is, are you attending IEU PD and training? Are you using your other professional memberships well? Are you taking advantage of any employer-run networks or PD?
- Am I forming a professional relationship with people I admire? Most teachers care about the next generation – that's why we're in this game. This usually extends to early career teachers. If you admire someone's practice, contact them. Ask if there are opportunities to learn from them.

Entering teaching after a different career

One group of early career teachers that is often overlooked are those who are either becoming teachers later in life or who are returning after a significant break.

Education can be daunting for someone entering a second career. The workplace moves to an entirely different beat, and sometimes the mental shift from for profit to service based work is large.

For those re-entering teaching in NSW, whatever the reason for the gap, technology, curriculum, policies, teaching strategies and worst of all education acronyms have all moved on.

Often this group of mature aged entrants into teaching is overlooked when mentors or supervisors are assigned. But if it's your first year of teaching, you may be entitled to release and professional development (depending on your employer and nature of employment).

However, you may have to make the first move yourself – people may assume that you are an experienced teacher and forget to include you in mentoring programs.

Further reading on mentoring:

<http://www.forbes.com/sites/glennllopis/2012/03/26/5-ways-to-find-mentors-and-make-it-matter/#1045627044ec>

<http://metprogram.com>

A not so taxing time

We all know the advantages of getting your tax affairs in order. Implementing good record keeping systems can help streamline your tax return process.

If you have yet to do this, why not start now and take the stress out of the next tax year?

If you've done your tax and expect a refund, think about how you can use the funds to boost your financial future. You could ask your financial advice specialist about the pros

and cons of using it to repay debt, invest in shares or managed funds, or make a contribution to superannuation.

Of course, you may prefer

to splash out on a much needed holiday, home renovation, new whitegoods or new car. The decision ultimately comes down to what's important to you.

Why not think beyond your tax return and put plans in place to achieve goals such as moving house, going on the trip of a lifetime, or starting the business venture you've always dreamed about?

Preparing for change

There are usually some legal, tax, social security and superannuation changes that come into effect on 1 July each year, and this year is no exception. Preparing a budget and getting good financial advice at the beginning of a new financial year can help you adjust to these changes and make sure you're making the most of your income and wealth.

Consider the 'what ifs'

We often set new health or exercise goals in January, but the start of the financial year can also be a good

time to think about the impact ill health and other life events could have on your financial position.

Protect what's most important to you

Look at your personal insurance – life, terminal illness, total and permanent disability, trauma, income protection and health cover – and your general insurance – home and contents, car, and any other items such as caravans.

Consider if you have the right type and amount of cover to protect you and your family if something unexpected happens? If you aren't sure, ask an insurance specialist for advice specifically tailored for your situation.

Taking these simple steps now can help you start the new financial year on the right foot.



Need more details? Teachers Mutual Bank can help with their selected business partners – contact them today on 13 12 21 or visit tmbank.com.au/insurance and find out more. If you are an employee in the Australian education sector, or are a family member of a Teachers Mutual Bank Limited member – you can join Teachers Mutual Bank. Information contained within this article is of a general nature only and should not be construed as providing advice on any of the topics discussed. Your needs and financial circumstances have not been taken into account. Please consult with your financial and/or tax advisor(s) before making decisions about acquiring the Bank's products or services. Teachers Mutual Bank Limited ABN 30 087 650 459 AFSL/Australian Credit Licence 238981

INDEPENDENT EDUCATION UNION OF AUSTRALIA

NSW/ACT BRANCH 2016 Election

ELECTION NOTICE

Fair Work (Registered Organisations) Act 2009

Nominations are called for the following offices:

President

Vice-Presidents (5) – (one from each electorate specified in rule 6.3 of the branch rules)

Financial Officer (2)

Branch Secretary

Branch Deputy Secretary

Branch Assistant Secretary (2)

General Executive Member (10)

Delegate to Federal Council (17)*

* Note that the Federal Officers other than Federal Executive members are elected by and from the Federal Council members.

Written nominations, which comply with the registered rules of the Union, must reach me **by 4pm AEST on Tuesday 9 August 2016**. Nominations cannot be withdrawn after this time.

Any person wishing so to nominate shall apply either personally or in writing to the Returning Officer for a nomination form; such forms shall be signed by the candidate and by two financial members and forwarded by registered post to the Returning Officer or handed in personally (in a sealed envelope) at the Registered Office of the Independent Education Union of Australia, NSW / ACT Branch and a receipt thereupon obtained.

Nomination forms may be requested from the Returning Officer by emailing nswelections@aec.gov.au or writing to the Returning Officer at PO Box 496, Haymarket, NSW 1240 or from the registered Office of the Union.

Candidate Statements: In accordance with Rule 9.10 of NSW/ACT Branch of the Union, *candidates may include with their nomination form a statement not exceeding 200 words containing only the candidate's personal history and/or policy statement and a passport-sized photograph of the candidate*. In addition to submitting a statement with the nomination form via one of the acceptable lodgement methods below, it would be appreciated if candidates can also email a copy of their statement to nswelections@aec.gov.au

How to lodge nominations

By Registered Post: Attention to Ishtiaq Ahmed, Returning Officer, Australian Electoral Commission, PO Box 496, Haymarket NSW 1240.

By Hand: (in a sealed envelope) Attention Ishtiaq Ahmed, Returning Officer, C/O The Registered Office of the Independent Education Union of Australia, NSW / ACT Branch, 485-501 Wattle Street, Ultimo NSW 2007.

BALLOT

A postal ballot, if required, will open on Tuesday 30 August 2016 and will close at **12 noon AEST on Wednesday 21 September 2016**.

Changed Address? Advise the Union now.

Note: A copy of the AEC's election report can be obtained from the Union or from my office after the completion of the election.

Ishtiaq Ahmed
Returning Officer
Ph: 02 9375 6331
18 July 2016



Join the online conversation

Join the IEU social group
& keep up to date with
US...

[www.facebook.com/
ieunswact](http://www.facebook.com/ieunswact)



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<http://publications.ieu.asn.au>



Reorganisation of schools required – it's time to recognise all teacher work

Alex Leggett from QIEU reported in *IE*, distributed earlier in 2016, the findings of an OECD report into teaching: *Education at a Glance*.

The article indicated that longer hours of work, in Australia 879 hours per year face to face teaching, exceeded Germany, England and Luxembourg. The OECD average is 772 hours per year.

To accommodate the plethora of non classroom based teacher work "the role and function of a teacher requires scrutiny. Professional responsibilities to engage with colleagues regarding teaching and learning

require acknowledgement".

With an ageing workforce of teachers, the data echoes the need to attract the best and brightest to the profession. Teaching hours and the demands beyond the classroom such as non teaching duties and adequate preparation and correction time are big factors in attracting graduates to the profession on a global scale.

This data shows Australian teacher retention policies ultimately must address the increasing hours spent in the classroom.

The report suggests that more time spent teaching may also indicate less time spent

assessing students and preparing lessons, leaving them to perform more tasks in their own time, and having an effect on teachers' personal lives.

If Australia can improve its working conditions and salaries for teachers with less time spent in classes we will be able to retain better quality teachers, and ultimately, a better educated society.

IEU Assistant Secretary Mark Northam indicated that the direct teaching time of teachers must be diminished. The time made available, within existing structures, would then enable teachers to meet new

demands.

To achieve the sharing of professional practice, preparing for lessons, reviewing student progress and observing other teachers, all of which are known to improve teacher effectiveness, reorganisation is an imperative.

Full a full copy of the report and more information on OECD, visit <http://www.oecd.org/edu/education-at-a-glance-19991487.htm>

Mark Northam Assistant Secretary

Environment Grants – apply now!

IEU members are invited to apply on behalf of their schools, colleges or early childhood centres for one of five Environment Grants of \$3000 each, sponsored by Teachers Mutual Bank, to help with your environmental projects.

Teachers Mutual Bank (TMB) has a proud history of funding education projects that bring sustainability projects to life and is the sole sponsor of this initiative.

There is no definitive list of possible activities, but typical projects include habitat conservation, biodiversity and tree planting; outdoor learning areas; vegetable and kitchen gardens, organic produce; water and energy savings; waste, recycling and composting projects and Aboriginal cultural projects.

Eligibility criteria include the long term viability of the project, a link to broader environmental education strategy and effective management of the project.

Key dates	
Applications open:	Monday 13 June 2016
Applications close:	Friday 22 July 2016
Winners announced:	Friday 29 July 2016
Project implementation:	1 August –16 December 2016

For application forms and further information contact Betty Tan at betty@ieu.asn.au

Independent Education Union of Australia
NSW/ACT Branch



Solomon Islands school support staff will soon be offered union membership for the first time. A delegation, Jimmy Soalakana, National Treasurer of the Solomon Islands National Teachers Association (SINTA), Stenneth Bulehiti, Financial Controller of SINTA and Jackson Meke, Principal of Bishop Epalle Catholic School, recently visited the IEU.

IEU Support Staff Vice President Carolyn Collins talked at length to the delegation about the need to include support staff in their ranks, and Mr Soalakana told IEU's June Council meeting he planned to start recruiting when the group returned to the Islands.

The exchange came about through the advocacy of IEU Delegate Jeff Pratt, whose school Mt St Patrick's College Murwillumbah has had a long standing exchange relationship with St Mary's Tanaghai Primary and Bishop Epalle High School in the Solomon Islands.

The relationship developed after a World Youth Day exchange. Jeff has since been over to the Islands five times, sometimes using his own leave time to set up things ready for the students.

"The Solomon Islands Immersion Program is about developing relationships. We learn from them and they learn from us. The students that come to Australia see

a new world and I think the students that go to the Solomon's come back with a new appreciation of what they have," Jeff said.

SINTA was founded in 1980 and employs seven staff at its head office in Honiara, with coverage of 4000 teachers out of 10,000 in employment.

"We have to travel on boats, with outboard motors, to reach islands to convince teachers to join."

Teachers are the lowest paid public servants on the Islands, earning about \$200AUD a fortnight, low even by Islands standards.

Mr Soalakana told council delegates recruitment was a challenge because the Solomons are made up of hundreds of scattered islands.

"We have to travel on boats, with outboard motors, to reach islands to convince teachers to join SINTA," Mr Soalakana said.

He said teachers' mindsets needed to change, with many expecting "overnight results".

Keeping the Union solvent had at times been difficult, but despite these difficulties SINTA was able to gain

support for three extensive strikes during 2013.

Support came from the local community, with parents donating bags of rice to keep teachers' families going.

Mr Soalakana said he hoped for an ongoing relationship with the IEU, and looked forward to officers providing training for his staff in the future.

Mr Meke said the sister relationship with St Patrick's College had provided "a significant lift" for his students, and he hoped the sister relationship with the IEU would provide similar benefits for SINTA.

The Solomon Islands Immersion Program at St Patrick's provides practical help such as new reading corners with shelving in the primary school, improved toilet facilities in the high school, a new playground and freshly painted classrooms and science equipment.

School fundraising allows students from the Islands to visit Australia, and a book drive saw a large number of books shipped over to populate the new reading corners.

A collection at Council raised \$735 for the visitors. If you are interested in helping further, contact Jeff Pratt via jpratt@lism.catholic.edu.au.

Sue Osborne Journalist

Why we need to empower teachers to make schools powerful

Helen Wright, the UK principal and education consultant who headed Ascham School in Sydney in 2013-2014, recently returned to Australia to speak to the Association of Independent Schools (AIS), Macquarie University and a Queensland conference about her passion for internationalism in schools.

She also dropped into the NSW/ACT IEU to discuss her belief that schools can change the world.

Dr Wright has just published a book, *Powerful Schools: How Schools can be Drivers of Social and Global Mobility*, which outlines her belief in putting a global approach at the heart of all schools.

"Young people can connect globally digitally, but they need to be able to connect culturally and emotionally too," Dr Wright said.

Schools should be seen to sit at the centre of communities, on a local and global scale. By admiring and respecting teachers, we empower them to form connections and partnerships with business,

universities, charities and other organisations that can provide further opportunities for their students, she said.

"We underestimate the importance of our schools in their communities. Educators are busy and don't often have time to talk about their school and its place in the community."

In her book's introduction she writes: "Together, social and global mobility are major drivers in developing schooling and education systems across the world: schools have it within their power to make equal opportunity possible. Greater social and global mobility result in fundamentally more equal opportunities, and schools and be powerful catalysts for this".

Dr Wright is an ambassador for Plan International and said everyone has a moral responsibility to ensure every child in the world has opportunity.

Seeing teachers as experienced professionals and schools as investments which can generate

both human capital and capital for the local and larger economy is a major part of Dr Wright's thesis.

Teachers' unions play a role in providing professional support to teachers and speaking out on their behalf.

"Society has got into a situation where it is comparing meaningless stats rather than relying on the deep professionalism of teachers," Dr Wright said.

The book's introduction says it "looks in detail at how schools can stretch themselves to develop still further what they are innately doing to improve the social and global mobility of the young people for whose education they have a responsibility".

"This book is about practical action, and school leaders will very quickly discern whether or not the underlying principles it contains resonate with their own understandings of how society can and should function."

The book is available from www.amazon.com

"Society has got into a situation where it is comparing meaningless stats rather than relying on the deep professionalism of teachers."



Fresh faces swell the ranks



IEU Council swelled significantly at the June meeting with 20 fresh faces joining the ranks. Many were graduates of the IEU's Activist Conference. Held every April, this conference is proving to be an effective recruitment tool for the Union.

One of the Activist Conference graduates Ellie McAdams (centre), a Kindergarten teacher at Holy Family Primary School, Menai, is now Southern Suburbs Branch delegate.

"I am very passionate about rights, wellbeing and optimal conditions for teachers, so that we can do our jobs to the best of our ability and be supported by our employer," Ellie said.

Her first Council meeting was "full on" with lots of content to digest, she said.

"It's given me a better perspective on what else I could be doing at school

and affirming that a couple of things I'm already doing are good."

History, Studies of Religion and Geography teacher Kate Millan of Trinity Anglican College, Thurgoona has been

"When I first thought about joining council I decided I was too busy, then I thought that is precisely the reason why I should go."

an IEU member for 30 years but has only recent decided to get more involved.

The IEU had assisted her with some issues recently and she felt it was time to act now she was in the latter part of her career.

"I've always been a stickler for the rules and things being fair. I want to make things better for people at the

grassroots level, who may not always get recognition," Kate said.

"Since the Union came to my aid I've been learning more about what they do and why it's important.

"Coming to Council is an education for me and it gives me a chance to get to know more people and network.

"I can go back to my school and share what I've learnt with them."

Carmelo Fedele, HSIE teacher at International Grammar School at Ultimo, wanted to get involved with the Union but his school had a great rep already.

Instead he became Central Metropolitan Branch delegate.

"When I first thought about joining Council I decided I was too busy, then I thought that is precisely the reason why I should go.

"Workload issues were a big topic of discussion today. It's been wonderful meeting colleagues from all over NSW and the ACT.

"As well as getting to hear about more issues in our region, it's great to have an opportunity to hear from people farther afield, like today's group from the Solomon Islands.

"It gives me topics of conversation to share with colleagues, and a positive way of starting a discussion about the Union in general."

IT'S BACK FOR 2016 THE IEU RACE DAY

Wednesday 28 September
at Canterbury Park Racecourse

Book a table now only \$85 per person for
more information contact helen@ieu.asn.au



We celebrate and recognise first people's culture

Carolyn Collins

Vice President
Support Staff



National Reconciliation Week was 27 May to 3 June and this year's theme was Our History, Our Story, Our Future.

During this week all Australians were invited to recognise Aboriginal and Torres Strait Islander people as the original inhabitants of our land.

Many schools throughout Australia remembered the sorry past and prayed for healing and a new beginning.

The students from St Michael's Primary School in Nowra each made a hand, which they decorated with symbols and artwork. The hands were then placed in the schoolyard in recognition of Sorry Day on 26 May.

On 13 February 2008 the then Prime Minister of Australia Kevin Rudd made a public apology to Australia's Aboriginal and Torres Strait Islander people. This long awaited apology was welcomed by both Aboriginal and Torres Strait Islander people and non Indigenous Australians.

Debra Hocking, a founder of the Stolen Generations Alliance, said: "It unburdened

me. I felt a lot of things go away when he said sorry. For many of us it's the first day of healing". We hope that all Australians work for a united Australia, where all are welcomed and are at home.

NAIDOC stands for National Aborigines and Islanders Day Observance Committee and this year NAIDOC Week was held on 3 to 10 July. Its origins can be traced to the emergence of Aboriginal groups in the 1920s which sought to increase awareness in the wider community of the status and treatment of Aboriginal and Torres Strait Islander people.

It is a time to celebrate Aboriginal and Torres Strait Islander history, culture and achievements and is an opportunity to recognise the contributions that Indigenous Australians make to our country and our society.

It was celebrated during the term break. This gave school staff an opportunity to join in the celebrations in their region.

For many Aboriginal and Torres Strait Islander staff in schools, it was a busy time with organising school and community events. It was a time to celebrate Aboriginal and Torres Strait Islander history, culture and achievements and an opportunity to recognise the great contribution that Aboriginal and Torres Strait Islander people make to our society and our country.



Three decades of support



The IEU recently honoured Esther O'Brien with a 30 year membership badge. Esther has worked at the same school, St Clare's College in Canberra, throughout her career, teaching Maths and Studies of Religion.

Esther and her husband Gavin were among the first to join the Independent Schools Staff Association (ISSA) ACT Inc that eventually evolved into the IEU.

The ACT Catholic Schools Staff Association was founded in July 1978 (with union dues of \$5 a year). This became ISSA in 1979, with 200 members. ISSA became part of the IEU in 2003.

Esther migrated from the Philippines and said she was surprised to find a developed country like Australia had lesser rights and conditions compared to her home country.

"I already had maternity leave with pay in the Philippines and I was shocked it wasn't offered here. I went into the Catholic Education Office and said 'do you want all your teachers to be spinsters or have no children?'"

She said the CEO had trouble acknowledging her 16 years experience in Catholic schools and Masters degree in School Administration and Supervision from

St Louis University in the Northern Philippines. She has since completed a graduate diploma in Religious Education (Signadou Campus) ACT to keep her skills up to date.

Esther has never hesitated supporting the Union over the decades.

"It's always good to be part of the Union, supporting other staff and being supported by them," Esther said.

Sue Osborne Journalist

Union still working hard for best outcome in enterprise agreement

Pam Smith
Principals Organiser



The IEU thanks principal members for their support during Term 2 and hopes that principals and staff can have some well earned time for rest and renewal during the July school vacation period.

Congratulations once again to Sidonie Coffey, Louise O'Sullivan and John Farrell on their election as principals' representatives to IEU Council and it was

great to have their presence at Council on 18 June.

Workload issues are of major importance to all IEU members and appreciation is expressed to Principals Branch members for their response to the request at the Term 2 Branch meeting to identify some of the assessment, compliance or other data being required at present and whether this comes from federal or state/territory governments, bodies such as the CEC or the AIS, or directly from a diocesan office or an independent school board etc.

Further input from principals is most welcome to enable the IEU to obtain an overview of current workload demands and where these are being generated.

A specific area of concern is around the expectations on programing and how this can be better streamlined and managed.

With regard to the Catholic systemic enterprise agreement (EA) negotiations, the IEU is continuing to meet with the Catholic Commission for Employment Relations (CCER), most recently on 15 June. The Union still has some significant concerns about the current CCER offer, including in relation to salaries, and a further response from CCER is awaited. We look forward to consulting with our principal members when the next CCER proposal is received.

Thank you in particular to Principals Branch member Jude Ryan for arranging

a phone conference for Wilcannia-Forbes principal members on 14 June. At this stage, Wilcannia-Forbes Diocese is not part of CCER's negotiations with the IEU for the next principals' EA and the Union is concerned to protect the interests of Wilcannia-Forbes principal members. The IEU welcomes opportunities to meet with principal members at local, regional and diocesan levels.

In the Sydney Archdiocese, the principals' EA is only for 2016 and the IEU is keen to clarify Sydney's intentions in relation to either continuing a separate EA or whether they wish be part of an inclusive NSW/ACT agreements for principals.



IEU celebrates opening of Parramatta office

The Union recently celebrated the official opening of its new offices at Ross Street, North Parramatta. The opening was attended by Parramatta MP Julie Owens, union officers, staff, executive members, and member benefit sponsors. The new office will provide a great service to the growing membership in the western Sydney region.

Letter to the editor

I have a child with dyslexia

She is amazing – bright, funny, caring and courageous with high expectations of herself. She also lacks self confidence and at times can be angry, hostile or defensive as a result of feeling inadequate.

Unfortunately, she wasn't diagnosed until the end of Year 4, as we incorrectly thought dyslexia couldn't be diagnosed below age nine. By this time she had built an amazing number of coping mechanisms into her daily life to try and 'fit in' – but deep down she knew that there was something different. This was (and continues to be) incredibly isolating for a child intelligent enough to realise they aren't getting the same results as their peers no matter how hard they try.

As parents, we noticed inconsistencies: she was articulate but behind in reading, she could answer any maths problem we threw at her verbally yet struggled with her much simpler written homework, her vocabulary was good and her spelling atrocious,

she wanted to learn and tried so hard and yet often just couldn't get it. We Googled, read books, and spoke with many teachers, specifically asking if they thought she could be dyslexic.

Every teacher we asked advised us that she was not dyslexic. Here is what I wish the teachers had told us instead: 'We are not trained or qualified to identify dyslexia. Should you have concerns, please seek independent advice'. Hopefully they could have assisted in pointing us in the right direction. 'We are noting inconsistencies and your daughter is not performing to the standard expected. We will work with you to understand this, and help her succeed'.

Our whole family is benefiting from an amazing teacher this year. She has done wonders in assisting to rebuild my daughter's self esteem, and making appropriate accommodations in an inclusive way. The most important difference has been acknowledging my daughter's efforts.

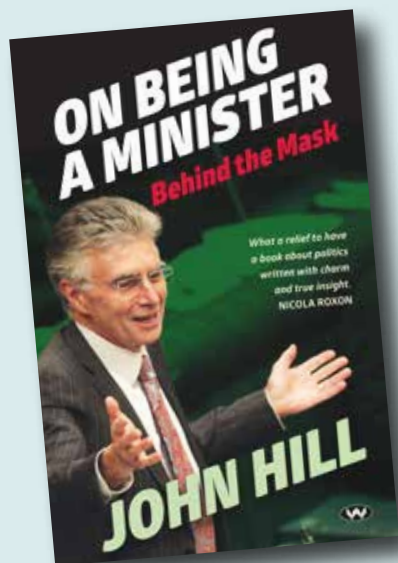
Dyslexia is a genetic condition in which the brain processes information differently. Whilst you can learn coping strategies, it cannot be cured. It is believed to effect up to one in 10 people to varying degrees. That means that there are likely to be two to three children impacted in every class.

I appreciate that there are many and varied challenges in teaching, of which dyslexia is only one. However, I hope that you may consider supporting dyslexia empowerment week in your schools this October.

I would love to see all schools encouraging young people to believe it is okay to be different and helping them acknowledge that they can still be clever, even if they struggle with our highly reading oriented curriculum.

Bronwyn Hardy Dyslexia Empowerment Week
<http://dyslexiaempowermentweek.com.au/>

Giveaways - email entry now available



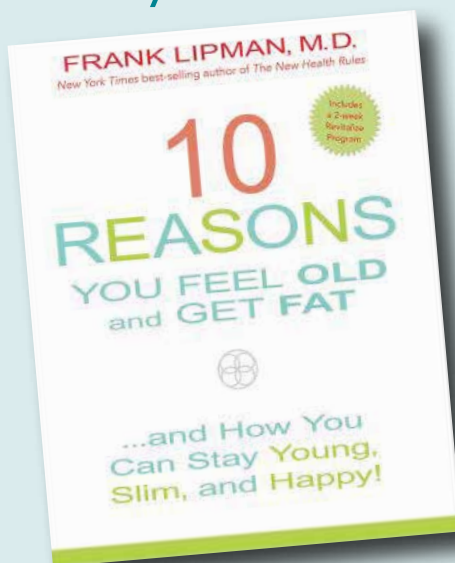
On Being a Minister: Behind the Mask

Author: John Hill

Publisher: Wakefield Press

Three copies to give away

An intimate and disarmingly frank peep into the mind of a policy focused minister who thankfully did not take himself too seriously. John Hill gives us an engaging, and only too rare tour of the inner working of one of the last secret societies – a minister of the crown. It is written with deft touch.



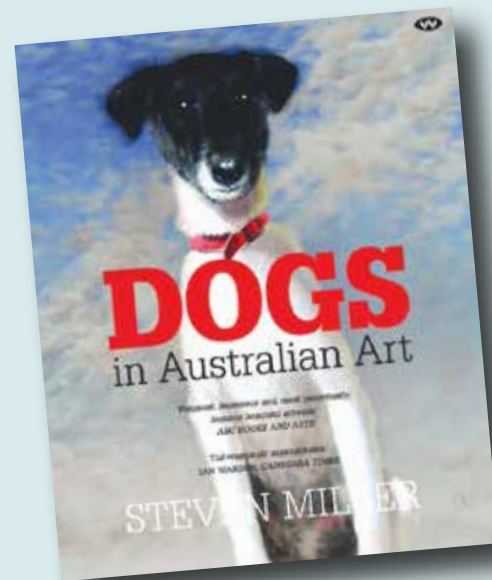
10 Reasons You Feel Old and Get Fat

Author: Frank Lipman

Publisher: Hay House

Three copies to give away

Are you tired of feeling worn out, sick and overweight? Why is it we experience weight gain, fatigue, aches and pains, illnesses and memory loss as we get older? And, more importantly, do we have to? We are perfectly capable of remaining slim and vigorous, and our brains can stay clear and sharp, if we give them what they need, argues Dr Lipman.



Dogs in Australian Art

Author: Steven Miller

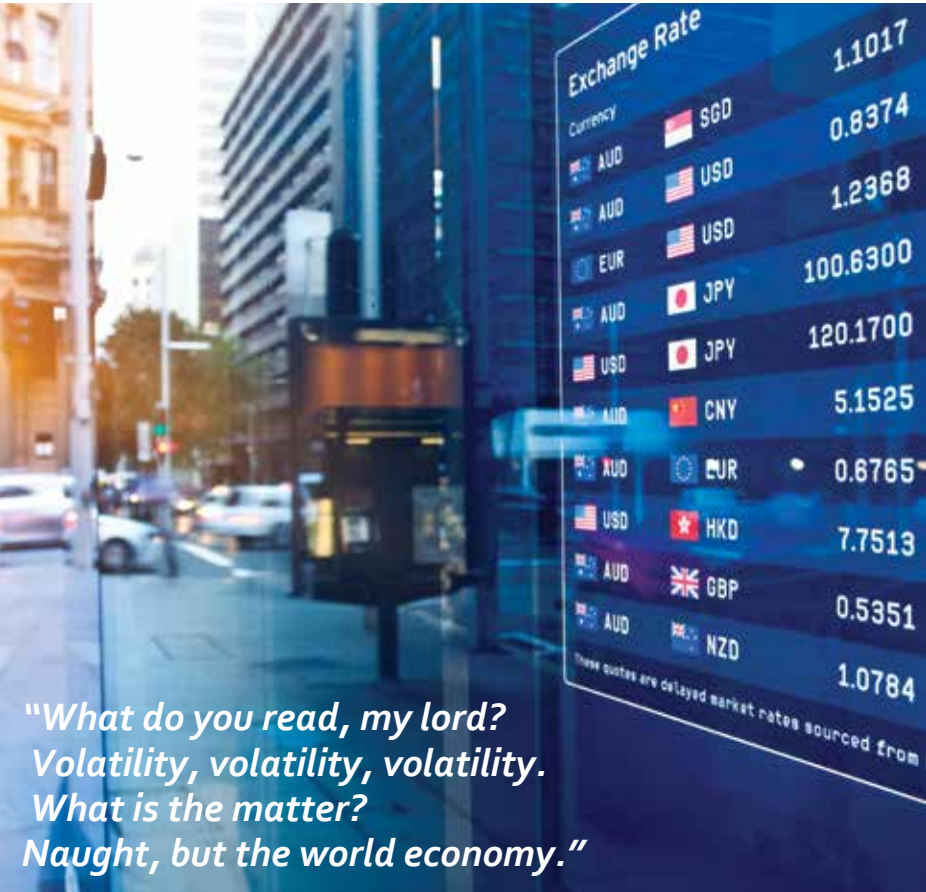
Publisher: Wakefield Press

Three copies to give away

This attractive book showcases 150 masterworks that illustrate the deep bond between Australians and their best friends. Steven Miller's whimsical text argues that all the major shifts that have occurred in Australian art, really occurred because of dogs. His book is also a study of how the various dog breeds have been depicted from colonial times until the present.

Email entries to 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 19 August.

Investment markets



*"What do you read, my lord?
Volatility, volatility, volatility.
What is the matter?
Naught, but the world economy."*

**ngs
Super**

**Bernard
O'Connor**
NGS Super



Superannuation analysts were predicting a low single digit annual return for default options this financial year prior to Brexit knocking 4% off the Australian share market. So at the time of writing (late June) it's a line ball call as to whether median funds will finish the financial year in positive or negative territory. It's been a year marked by low interest rates, low inflation, low oil prices, political instability and share market volatility. Kickstart measures such as quantitative easing by central banks have assisted world economies, but political and economic instability have soured investor sentiment and 'recoveries' have been sluggish at best.

As at 31 May 2016 NGS Super Diversified (MySuper) was returning 4.33% placing it in the second quartile. At the same date the Master Trusts Median (retail) was 2.89% and the not for profit median was 4.17% demonstrating the industry fund outperformance. The Australian cash rate sank to 1.75%, a historical low. International fixed interest manager, PIMCO, has predicted that "radical uncertainty" about the future of global economies, markets and policies will be with us for the next three to five years.

So what should we expect for the new financial year? Which asset classes will be the top performers? Are past paradigms for investment strategies still relevant or does the brave new world require fresh approaches? How do fund members build their super balances in an environment of low investment returns and market volatility?

These are the questions that investment managers and trustees are grappling with

at present. The perennial dichotomy of active versus passive management may be relevant in the sense that active managers seek to outperform the index. Selecting the correct sectors for investment and improving portfolio asset allocation are the tools at the disposal of active managers who are looking for above index performance.

Members attempting to build their super balances should remember that 'wealth' is achieved not only through investment returns, but also through their levels of contributions. Salary sacrifice is an effective tool for building wealth as contributions are taxed at 15% rather than the marginal tax rate. The current cap for salary sacrifice and SG (Super Guarantee) contributions is \$30,000 for members under 50 and \$35,000 for members over 50. So subject to the cap, a worker on \$37,000 to \$87,000 per year would generally save 17.5% on salary sacrifice contributions. It should be noted that the government has proposed a universal cap of \$25,000 for all SG and salary sacrifice contributions starting from 1 July 2017. For non concessional (after-tax) contributions, there is no tax payable upon receipt by the fund and the current annual cap is \$180,000. Again there is proposed legislation to limit all lifetime, after tax contributions to \$500,000 per individual retrospectively to 1 July 2007. So the window for making extra contributions may become smaller.

After a period of sustained growth for default funds, this financial year has proven to be a challenge from an investment perspective. Super Ratings has reported the median balanced option return over the past five years at 7.7% (30 April 2016). This number will not be reached as at 30 June this year, partly because of the large swings which have characterised investment markets with "radical uncertainty" prevailing.

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



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PD and Conferences

- | | |
|--|--|
| 19 Jul Smarter Assessment, Unanderra | 22 Aug TeachMeet Wellness, Speers Point |
| 19 Jul PIP How NSW Accreditation Works, Liverpool | 23 Aug Accreditation at the Higher Levels, Newcastle |
| 20 Jul PIP How NSW Accreditation Works, Online | 24 Aug Refugee Experiences and the Classroom, Ultimo |
| 26 Jul Accreditation at the Higher Levels, Wollongong | 24 Aug Smarter Assessment, Ballina |
| 10 Aug PIP Work Hoarse, Voice Care, South Hurstville | 30 Aug PIP Maintenance of Accreditation, Baulkham Hills |
| 10 Aug PIP How NSW Accreditation Works, Armidale | 31 Aug Smarter Assessment, St Mary's |
| 11 Aug TeachMeet Sustainability, Penrith | 1 Sep Smarter Assessment, South Hurstville |
| 11 Aug PIP Maintenance of Accreditation, Castle Hill | 5 Sep PIP How NSW Accreditation Works, Bateman's Bay |
| 15 Aug PIP How NSW Accreditation Works, Dee Why | 5 Sep PIP How NSW Accreditation Works, Lismore |
| 17 Aug PIP How NSW Accreditation Works, Bankstown | See www.ieu.asn.au for details, updates and bookings |

Reps training dates for 2016

- | | |
|-------------------------------------|--------------------------------------|
| 29 Jul Cattleman's Dubbo | 31 Aug IEU Ultimo |
| 12 Aug Family Hotel Tamworth | 2 Sep South Coast (Venue TBC) |
| 26 Aug Gosford (Venue TBC) | 16 Sep IEU Ultimo |

For IEU meeting dates see 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

Don't miss out BOOK TODAY

NSW/ACT IEU Women's Conference 2016

Women, Work and the Wider World

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

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



Independent
Education Union
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Dr Sheree Gregory
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**INSURANCE
FOR YOUR
PEACE OF MIND.**

**BECAUSE YOU
ARE YOUR
BIGGEST ASSET.**

Although we don't like to think about bad things happening to us, the reality is that it can happen. Of the working population in Australia, one in six men and one in four women from the age of 35-65 are likely to suffer from a disability that causes a loss of six months or more from work¹. So having a back-up plan in case something happens, is something worth thinking about.

As a member of NGS Super, you receive award-winning insurance automatically². This means you have life, disability and income protection insurance that is top of its class! Automatic cover from the winner of *Best Fund: Insurance*³ in 2015 means automatic peace of mind knowing that you have the best cover possible, just in case.

To learn more about our
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¹Based on Australian insured lives and disability income business experience from 1989 to 1993 (Table IAD 89-93) published by the Institute of Actuaries of Australia.

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³NGS Super was awarded 'Best Fund: Insurance 2015' by independent rating agency, Chant West.

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