

newsmonth

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FEDERAL ELECTION

What do members want?

John Quessy IEU Secretary

"What do your members want out of this federal election?" I was asked by a respected print journalist recently. On the surface a very simple question and to some extent there is a simple answer. Our members want to be consulted about education policy that impacts on their work as teachers and support staff in schools. They want a seat at the table and they want an analysis of how any changes to policy or process will impact on them, the workers on the ground who have to implement proposed changes or 'reforms'.

In addition, our teacher members want their professional judgement respected and acknowledged. The current government has totally ignored teachers,

preferring to consult with themselves and various non teacher 'experts' about what works best in schools. In the life of this government there has not been a single stakeholder consultation to consider any education policy or curriculum initiative.

Following ministerial meetings stakeholders have simply been briefed on decisions. This is the government that removed teacher representation from the board of AITSL, the body they claim defines and directs the teaching profession.

The recent budget announced the introduction of a NAPLAN style numeracy and literacy assessment for students in Year 1 to identify those who need additional support. Such an assessment for six year olds needs to be administered on a one to one basis. One teacher, one

student. One UK testing instrument being proposed requires two phases of 15-20 minutes each and up to 30 minutes to create the report for each student. In total about an additional week of work for the teacher of a class of 30.

The budget provides no extra funding or resourcing for the test nor, importantly, to allow for early intervention once the need is identified. The test is merely more data collection for its own sake. Data which, if Year 1 teachers were asked, they could readily provide. Teachers know which of their students require early intervention. Government needs to trust teachers' professional judgement and concentrate on resourcing programs to assist those at risk of falling behind.

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International Education Support Staff Day 2016

Careers that matter p2 report



Newsmonth

(vol 36 #4) June 2016

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Education support staff:
Careers that matter

Gloria Taylor

Deputy Secretary



On 8 June 2016, IEU and the New Zealand education union NZEI TE RIU ROA joined together to celebrate the valuable work performed by education support staff in our schools.

The IEU was eager to participate in this inaugural event that highlights the contribution of support staff to quality education. The Union is committed to building on this initiative in the years to come.

The International Education Support Staff Day was endorsed at the seventh Education International (EI) World Congress held in Canada last year. Education support staff across the world experience significant challenges relating to job security and working conditions.

Poor pay, casualisation and a lack of professional development and recognition are global issues. EI resolved to improve the

welfare and status of education employees "through the effective application of their human and trade union rights and professional freedoms".

In our schools, education support staff encompass a growing number of careers including those who work as administrators, school assistants, business managers, boarding house staff, lab assistants canteen and uniform workers and office staff and diverse other roles. Nurses and counsellors play critical roles in their direct support of students, as do specialist school assistants and Aboriginal education workers. Cleaning and outdoor maintenance also are necessary roles in ensuring the safety and effective management of the school environment.

A collective voice through strong union density is needed in our ongoing campaign to improve salaries, job security and working conditions for all those employed in education communities. While IEU membership continues to grow among support staff, there are significant variations in Union membership from school to school. We ask IEU reps and members to actively engage with all categories of school staff and encourage them to join the union. It is a key responsibility of the Union to recognise the contribution of support staff and to identify and respond to issues impacting on their work.

"It is a key responsibility of the Union to recognise the contribution of support staff."

Union signs new prac deal with Monash University

Mark Northam

Assistant Secretary



When his school was contacted by Monash University with a request to offer practicum experience at a rate of \$21.20 a day for the supervising teachers, Riverina Branch President and Holy Spirit Primary Lavington Rep Simon Goss knew something was wrong.

"I knew the Union had been negotiating for 12 to 18 months with universities to establish a fee greater than that," Simon said.

"This was in consideration of the fact the fee hadn't changed since the early gos.

"I advised teachers at my school to wait while I contacted the Union, who immediately instigated negotiations with Monash.

"Without the Union support we would not have been able to achieve this change. Prompt member action pays dividends." The agreement provides the following rates:

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

The universities listed below have signed a memorandum of understanding with the IEU.

Australian Catholic University
Australian College of Physical Education
Avondale College
Charles Sturt University
Macquarie University
Southern Cross University
University of Newcastle
University of New England
University of Notre Dame
University of New South Wales
University of Sydney
University of Western Sydney
University of Wollongong
Wesley Institute

The agreement also stipulates:

- the importance of a well structured and supported Professional Experience (PE) Program in the development of teacher education students undertaking their initial teacher education course
- that fair and ethical practice in the PE is based on effective information and communication, clear expectations and sound professional judgement
- that a high quality PE Program is dependent on the professional

commitment and collaborative efforts of both teachers in schools and the University

- the importance of the development of future teachers and are committed to sustaining and building the quality of teachers' PE
- schools and school systems have a right to determine the basis upon which they provide and support PE placements in the interests of their schools and of the quality of the profession, and
- initial teacher education providers have a right to determine their enrolments and the structure of their initial teacher education programs.

Interstate universities that make contact with schools or teachers regarding practicum or internship placements may not have signed such agreements and will pay a lesser rate.

It is pleasing to note that Monash University has entered into negotiations with the IEU to pay NSW rates. These negotiations stemmed from member action. The action is relatively simple. Say 'no' to universities who refuse to pay NSW rates. Contact the Union should you require further details.

FEDERAL ELECTION What do members want?

continued from page 1

John Quessy

Secretary



Some months ago the branches of our Union around the country set out a number of key industrial, education and social issues which have been formulated into an 'Ask' of all political parties contesting the 2016 federal election. We are not satisfied to simply report their stated policy positions on matters that go to the heart of the work our members do and the conditions under which they carry out that work.

We have taken this proactive approach to ensure that those who are elected to the 45th parliament are in no doubt about what our members expect from government

over the next three years. The full details of our 'Ask' were reported in the February issue of *Newsmonth* and are reproduced on our website www.ieu.asn.au. Six key issues are addressed: funding, access, representation, work/life balance, industrial legislation and humanitarian concerns.

"Government needs to trust teachers' professional judgement and concentrate on resourcing programs to assist those at risk of falling behind."

Not surprisingly we are seeking the certainty and fairness of the needs based funding model established by the previous ALP government and agreed by most states. We ask that all parties commit to fully fund and

index that model through to 2018/19. In addition, we seek commitments to full funding of the actual costs of learning adjustments for students with disabilities.

We demand also an unequivocal commitment to stability and certainty of resourcing for early childhood education and care, the continuation of universal access, the Early Years Learning Framework and guarantee of additional funding for professional salaries.

Our ask of the next parliament is that they ensure access to high quality, affordable continuing education and prioritise Aboriginal and Torres Strait Islander health, education and well being.

We insist that the current paid parental leave provisions be maintained, rights to return from parental leave to part time work are strengthened and paid domestic violence leave introduced.

Above all, we want you to be consulted by government before decisions are made that will add more to your workload.

Independent schools key issues

Carol Matthews

Assistant Secretary



All IEU chapters should have received copies of our May NewsExtra setting out the Union's claims for members in NSW and ACT independent schools. As members will be aware the current multi-enterprise agreements (MEAs) for teachers in NSW and the ACT and the MEA for support and operational staff in NSW expire at the end of 2016. The ACT Support and Operational Staff MEA expired at the end of 2015.

Chapters have been urged to meet and endorse the Union's claims and let the IEU know that you have met. Any additional matters that chapters wish to raise should be included in your response to us. Do not hesitate to contact your union organiser if you would like them to attend the meeting or if you do not have a IEU rep in your workplace.

A key issue is the maintenance of side deals in schools that currently have them. A side deal is a payment that sits on top of the MEA rate, for example an extra 3% above the MEA rate. If your school does not specifically agree to maintain the margin in the side deal, then it is possible that future MEA increases of, for example 3%, will absorb the old side deal margin and members will get no net increase under the new MEA. It is crucial that this issue is clarified in writing by your school well in advance of the vote on the MEA.

Loquat Valley dispute

The Union has been in dispute with the Anglican Schools Corporation about precisely this issue under the current 2015-2017 Teachers MEA. In 2014 the school decided the existing side deal would not be maintained and the higher rates would be absorbed against the increases in the 2015-2017 MEA. However, teachers were not informed of this prior to the vote on the MEA and the Union has argued the employer misrepresented the effect of the MEA vote to teachers because there had been clear undertakings by the Association of Independent

Schools (AIS) before the vote that side deals would be maintained.

Following a recent meeting with the AIS and representatives of the Anglican Schools Corporation, the Union is now optimistic that this matter can be resolved to the satisfaction of members.

Commencement of bargaining

The Union anticipates bargaining will commence with the AIS in mid June.

We expect that the notice of employee representative rights will be circulated by schools around this time as this is a necessary first step in the process. If your school has not issued this legal notice by the end of Term 2, contact your organiser immediately as it may mean that either your school will not be included in the bargaining for the new MEAs or that the school has overlooked the legal requirement to issue the notice. We will then need to follow up what is happening in your school with the AIS.

Do not hesitate to contact the Union if you would like more information about the bargaining process or about the Union's claims.



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

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IEU assists with accreditation

When Qibla College was given a month to close down, two IEU early career teacher members were facing the possibility of trying to find new work, but without their Proficient accreditation.

The IEU acted quickly to offer accreditation assistance to the two members. Their principal, also an IEU member, was supportive of their accreditation, but getting the paperwork completed even as the school commenced closing down was an uphill battle.

Both members had been at Qibla College for a while, and they had demonstrated their proficiency in their practice. It was just a matter of gathering their evidence together, making their annotations and submitting the paperwork. This is a task that many teachers feel is daunting, and often it is put off.

The IEU's accreditation team visited Qibla College to explain accreditation, and demonstrate the ease with which their evidence could be collated, and annotations made. They were able to

access Matt Esterman and Amy Cotton, IEU's Professional Officers, for feedback and assistance as they put their documents together. The principal was also able to seek clarity about her tasks as Teacher Accreditation Authority.

"I can't thank Amy and Matt enough for all their help and support in gaining my Proficiency in teaching. I didn't think it could be done so quickly and easily!" one grateful member said.

The good news is that even though the school was announced for closure,

with assistance from the Union, these members were better placed for Proficient accreditation.

If you need help understanding accreditation, either as a beginning teacher or a supervisor or mentor, IEU members can access our Professional Officer team at accreditation@ieu.asn.au. We're here for you.

*It was recently announced that Qibla College will now stay open until the end of 2016.

Amy Cotton Professional Officer



Teaching and LEARNING is our business

IEU members of March Council and recent branch meetings have been refining work intensification issues to be components of a log of claims in both Catholic systemic and independent schools.

The focus in independent schools (as per the recently distributed NewsExtra) will centre on establishing consultative committees to distil specific school based issues requiring resolution and certainty for members.

In both school sectors, the priorities (after salary increases) hinge on protecting teaching and learning.

Members are not dismissive of the expanding role of a teacher but firmly believe that to not shield the classroom from excessive (often repetitive) intrusions is counter productive and will not enhance outcomes.

The multiple agendas teachers grapple with demand clarification of purpose and prioritisation. Multiple competing compliance agendas require a reduction in face to face teaching to achieve what is being expected of classroom teachers. To date, the issues emerging which members have highlighted as being inadequately addressed in enterprise agreements or work practice agreements include:

- meetings in all their manifestations but in particular staff briefings and meetings being defined
- data collection, analysis and discussion of same
- special needs – the preparation of IEPs, associated case conferences, funding applications and challenging behaviours
- programing – excessive demands (beyond that of BOSTES) and insistence (especially in primary

schools) of generating a totally unique document rather than working from and contextualising/ adapting an accepted model

- constraining expectations in regard to email communications, and
 - accreditation processes – tangible support for mentoring/induction, graduate and proficient status. This is emerging but must be included in enterprise agreements.
- The protection of RFF arrangements, management of overnight camps and excursions, VET and

"It is time to give serious consideration to a revamped industrial model which provides time blocks for teachers to meet the demands being made of them."

technology expectations rank highly.

The central issue is the inclusion of the expanding notion of 'what a teacher is' into existing workload patterns. Tasks that require a teacher's professional judgement must remain the domain of a teacher. The direct teaching time of teachers must be diminished and that time utilised for collaborative planning time and professional learning opportunities which are being demanded by both state and federal

governments (and supported avidly by employers). It is time to give serious consideration to a revamped industrial model which provides time blocks for teachers to meet the demands being made of them.

Mark Northam Assistant Secretary



Facebook comments Workloads

Robin: Just connected with a 37 year old whom I used to teach and as part of our dialogue I was able to write a 'report' on him, which he perceived as very accurate... from his days at primary school with me. He was reading through all of his old reports at home. Teachers need to be in front of students not at endless meetings.

Emma: So glad the Union are prepared to tackle this issue. So much time wasted on collecting and analysing data. Teachers used to be able to use their gut feelings as respected professionals to determine how and what to teach. Now we waste so much time justifying what we do that it reduces the amount of valuable time spent actually teaching.

Michelle: Ditto to all the above. Thanks IEU for being our voice.

Data does a number on teachers

Information and communication technology, meant to enhance student learning outcomes, is creating major challenges for teachers.

As a teacher at a typical Catholic primary school, St Brigid's Marrickville, I have seen how technology is escalating teachers' workloads.

Through my own experiences and my interaction with colleagues as an IEU Executive member, I have seen a steady increase in extra tasks being handed down from management to teachers.

The implementation of data collection is a major example. In some primary schools one to one testing of reading or 'running records' of a whole class of students without release time is common.

This means the teacher is absent from instructing the class. Another task primary teachers may be familiar with is the replication of data for a 'data wall'.

Appropriately synthesised data can inform teaching strategies. But, are teachers given time to analyse it effectively to inform their teaching?

My colleague Barbara Leiton is an elearning coordinator and oversees operation of a range of devices including Chromebooks, PCs, Macbooks and tablets. She says the Google network is not reliable enough for efficient use in the classroom.

"Teachers are experiencing loss of connectivity, student network access problems and a myriad of other disruptive issues that really hinder the teaching and learning environment," she said.

"Teachers are planning to use ICT in the classroom and their lessons are being disrupted by matters that are really out of their control".

Secondary teachers are also finding themselves under pressure. Teaching multiple classes of various year levels takes planning and preparation.

Marking and feedback to students are also tasks that require appropriate time allocation to be completed effectively. Are teachers being allocated the time necessary to complete these tasks?

Members need to discuss issues of workload in their school, and talk to their IEU reps about it.

Members must be ready to ask themselves and their school leadership 'How will this task directly improve student learning'?

While classroom devices and school networks cause torment for teachers and students during lesson time, teachers are finding that computer networks and systems are magnifying workloads surrounding 'data'.

"Teachers are being expected to duplicate the entry of data because of inefficiencies in the system. It is a waste of teacher skills to have them doing data entry at all, let alone entering the same data twice," Barbara said.

"It seems that the move to 'the cloud' is resulting in teachers being taken away from their core task of producing effective, engaging lessons."

The current workload agreements for teachers have been part of Catholic systemic agreements since 2009. Such agreements have been an essential instrument for protecting teacher conditions.

Regulated Relief from Face to Face teaching (RFF), limits to meetings and cocurricular activities, school attendance hours, class size limits, large class support, and even the requirement for five professional development days per annum are some of the conditions that have been won by the IEU and are included in the current work practices agreements of various dioceses.

Conditions such as these assist teachers to focus on their core responsibility of student learning. Without such agreements, teachers would be inundated with any number of extra duties that take them away from their core job and passion of actually teaching students.

Non members are likely to be unaware that beneficial workplace conditions such as these were earned by IEU members over the years, and were not simply offered by employer groups.

It is only through Union advocacy that we can keep workload agreements up to date with the changing school environment, so that teachers can be allowed to teach.

James Jenkins-Flint
IEU Executive Member

"Teachers are being expected to duplicate the entry of data because of inefficiencies in the system. It is a waste of teacher skills to have them doing data entry at all, let alone entering the same data twice."



Facebook comments James Jenkins-Flint work loads

Lucinda: Everything is about data! We have every second staff meeting about data and sharing our data. Yet no release for planning or reports. Such a waste of time!!

Denise: I agree. It seems to be that the focus on data has ignored the actual definition of 'data' which is 'meaningless facts'. Data by itself is pointless and once organised into more importantly 'information' can, often, glaring state the obvious eg 'this student has a learning difficulty'.....and so becomes a distraction dressed up as cutting edge PD.

Amanda: Between excessive programing requirements and the collection of time consuming and irrelevant data, I'm ready to throw in the towel!

Bini: Data data data data

Languages network gets teachers talking



Liberty Campbell is the Project Officer for Languages in the diocesan school system in Broken Bay.

Liberty works across the 44 primary and high schools that form the Broken Bay Diocese, putting language teachers in touch with each other.

She fulfils this role one day a week, whilst also working as a Japanese teacher at St Paul's Catholic College, Manly.

This new role for Liberty coincided with the start of a BOSTES languages advisory panel, which aims to improve language delivery in NSW. Liberty is the Catholic sector representative to BOSTES on this panel.

Liberty said there is a push to strengthen language teaching at the primary and secondary level, and her role is to facilitate networking between

secondary and primary teachers.

"This is such an important role because in the past primary language teachers in particular, have been quite isolated," Liberty said.

"Primary teachers are usually the only language teacher in the school, so

"Teachers are more talented and capable than they realise and with strong networking they can achieve so much more."

they lack the support of a faculty with whom they could share problems or discuss issues."

The role of Project Officer provides a central contact for the teachers to connect.

"Teachers are more talented and capable than they realise at times and

with strong networking they can achieve so much more."

An example of this is the recent sushi day at St Mary's Catholic Primary School, Manly, that was supported by students from St Paul's Catholic College.

Liberty said it was a beneficial

experience for both schools and enabled the Year 9 students of Japanese to act as role models to their primary peers.

Another example of teacher empowerment is Liberty's decision to write her own Japanese textbook series called Jblog. This series reflects

the input of students and teachers and aims to be more relevant to students with its emphasis on current images and interesting cultural details.

She also urged language teachers to join their professional associations, such as the Modern Languages Teachers Association, to make contact with their colleagues and share ideas.

Liberty is optimistic that the new push on languages will be a success in NSW.

For more on the Jblog textbooks see <https://sites.google.com/site/mantenresources/home> or Facebook page is <https://www.facebook.com/mantenresources>

Sue Osborne Journalist

IEU response to draft K-10 Languages Framework

Positive aspects of the Framework

It is encouraging for language teachers to see a new syllabus for their subject discipline being developed and open for consultation. The process of teachers revisiting programs with a new syllabus will have the positive effect of revitalising their practice.

Recognising the range of students' prior learning with Option 2 mapping out two pathways is a constructive step towards maintaining student interest in their language study.

Concerns

The short timeline for writing, familiarisation and implementation is going to have a significant impact on teacher workload. The suggestion from BOSTES is that the Chinese and Japanese syllabuses would be written by the end of this year. Up until the release of the Framework, language

teachers in NSW have been led to believe that a new syllabus would be many years away.

This means that they have not fully engaged with the Australian Curriculum: languages from which the draft Framework draws its main structure.

"The process of teachers revisiting programs with a new syllabus will have the positive effect of revitalising their practice."

To assist teachers in being ready and equipped to teach from a new syllabus, more detail or supporting documentation regarding assessment, reporting and standards is required to fully comprehend if this Framework is viable. Moreover, it would be helpful if an indication of teaching hours was given.

There is a need for more detail regarding the provision of support in the life skills content, along with how teachers could extend more able or background/heritage speakers.

There is a lack of detail in the suggested outcomes for each Stage

which is due to the draft Framework being non language specific.

Option 2

The dual pathway suggests more work will be needed for planning, assessing and reporting for teachers – what implications for classroom practice? Additionally, this raises the

question of whether a student would ever be able to switch pathways along the continuum of K-10. It also implies pre-assessment and placement that may be beyond the scope of many schools to achieve.

There would be serious problems within schools with inconsistency in programming, assessment and reporting different languages if there is a staggered release of the different syllabuses.

Calling the Framework/syllabus 'task-based' is a serious concern as, while tasks are helpful when offered as suggestions for teachers, this should be clearly only a suggestion. It needs to acknowledge that there is more than one accepted approach to second language teaching.

Fiona Boughey is filling the IEU position on the BOSTES K-10 Languages Board Curriculum Committee.

Sleeping on the job

Amy Cotton

Professional Officer



The temptation for teachers to stay up later to mark, program or prepare is strong. But by putting in those extra hours, are you actually making things better?

Forgetting the instances where things pile up and you just need to put in a night's work to get through things, if you're habitually working late into the night or weekend, something's amiss in your work/life balance, and often it's sleep that pays the price.

Sleep debt

If you're habitually getting less than seven to eight hours sleep, you might be owing your body sleep. If you regularly skip a couple of hours sleep a night, you're subjecting yourself to sleep deprivation. Sleep deprivation leads to impairment of judgement, both intellectual and emotional, as well as reduced motor dexterity. Not a great combination of impairments for a teacher in front of students – many of whom might be sleep deprived themselves.

Self-perpetuating cycle

Here's the problem, you stay up late on multiple nights to get a few things extra done, to make it easier on yourself the next day. However you're then not functioning at 100% the next day, which means you make mistakes or take longer to do things, so you're likely to be doing more work the following night. And so the cycle continues until you're sleepless from not getting things done.

I'll sleep in on the weekend

The solution most people reach for is the Saturday or Sunday sleep in. If you're suffering sleep deprivation, your body takes that opportunity to perform repairs on your immune system rather than allow REM sleep. In addition, if you stay up late before a sleep in, you're actually giving yourself jetlag; that is, getting up on Monday morning will be so much worse than normal.

It's not Mondayitis, it's tiredness!

So, what can I do?

Make a commitment to sleep. Go to bed earlier – and sleep, don't read or binge watch on a device.

Take the time to identify what needs to be done, in order of priority. Start with the top of the list, not the easiest on the list.

Set time limits for getting things done – make a game of it with a stopwatch, for example, two minutes per student's correction, five minutes to find new resources. Prepare sequences of lessons instead of just what you need for the next days. If it's taking you longer to prepare a single lesson than to teach it, rethink your strategy.

Don't be a perfectionist with your resources. The students benefit more from you being alert and able to cope with the demands in the moment.

They don't want a sleep-deprived zombie with beautifully formatted resources.

Ask colleagues if there is a better way to do things. If you're spinning your wheels on a task, look for inspiration from experienced colleagues. Short cuts sometimes need signposting.

Don't assume technology is making things easier – if you can do it better on a piece of paper with a pen, do it that way. Just get it done quickly and with intention. Don't fiddle away time on formatting.

Apps

Some companies are actually running incentive programs to encourage employees to sleep more. The employees volunteer to use an app to record their sleep patterns.

There are many sleep monitoring apps, as well as meditation and yoga apps designed to promote sleep. They vary in style and price, but if you need assistance clearing your mind in preparation for sleep, apps on the phone can help.

Don't forget that boring podcasts are another way to send you to sleep: http://www.slate.com/blogs/the_drift/2015/11/20/in_search_of_the_perfect_podcast_to_help_you_fall_asleep.html

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Bringing light to the refugee debate: Refugee Council of Australia and IEU in partnership



Growing up on the northern beaches of Sydney was not a difficult experience. Perhaps as a teenager I thought at times that the world was against me or that adults just didn't understand. I may have disliked school at times or preferred my own company in the safety and seclusion of my home. Despite being sporadically grumpy, I always had food in the pantry, a loving family surrounding me, a roof over my head, and opportunities galore.

It isn't until we start to experience the lives of others that we realise the position we have in the world is so often determined by sheer luck of circumstance. In Australia, for many people, luck is on our side thanks to mainly stable political and social structures (except perhaps for leadership positions), little corruption, national wealth that is shared to some extent through an economy that hasn't gone backwards in over 25 years.

For about 60 million people (around 1% of the world's total population), a typical middle class Australian lifestyle is sheer opulence, something not to be dreamt of too often lest reality come crashing, and crushing, over you when it becomes clear that lifestyle is out of reach.

For these 60 million displaced people, there is no guaranteed shelter, nor food, nor even a family or identity, for they have been forced to flee their country

of origin for fear of persecution. Often at a moment's notice, grabbing only what they can carry – which is sometimes young children, not supplies – they enter the uncertain and fearful world of the refugee.

On 17 May in Bankstown Sports Club, the Union hosted the Refugee Council of Australia with Paul Power, CEO of the Refugee Council and Deena Yako (pictured), one of the Council's Face to Face speakers. The audience was active, asking many probing questions and participating fully in the interactive parts of the workshop.

Paul gave a detailed overview of the reality of policy and practice in the refugee space, including some quite alarming statistics around the current numbers of people who are refugees or seeking refugee status. He told stories of struggle and stories of success in the Australian context, where policies that are compassionate and supportive lead to excellent outcomes for many people. Paul also smashed some popular myths about the people behind the numbers and even the numbers themselves – both of which are manipulated by interest groups for their own purposes.

Deena's story of survival was inspiring. Leaving her home country of Iraq as a nine year old for an uncertain future for four years in an Iranian refugee

camp, where she did not receive formal schooling or any type of assurance of resettlement. Eventually she and her family arrived in Australia to make a new life for themselves and, like so many of those who join us, there was a period of struggle before success came along. Having no English, Deena began at an intensive English centre for three terms before being sent into a mainstream Australian school, eventually completing the HSC at the same time as the rest of her age cohort. This was five years after she began speaking the language for the first time. Amazing.

Deena said that she wished there were programs such as that run by the Refugee Council when she was at school so she could have felt proud "for a split second". Paul reiterated this and articulated the Council's vision that every school student has the opportunity to connect with a refugee experience such as Deena's by the time they graduate.

The Union is proud to have partnered with the Refugee Council for this event. The next workshop will be held in Ultimo in August.

Matt Esterman Professional Officer
Ann-Maree McEwan Organiser

Mary moves with the times



The evolution of Mary Sherry’s long career with Parramatta CEO is reflective of the changes to the diocese itself.

Recently retired, Mary started as a cleaner at Mt Carmel Primary School in 1981 after her former principal Sister Sheila offered her a job when she was experiencing difficult times.

Mary appreciated the opportunity and loved the job.

“It was wonderful mingling with the teachers and I became close friends with quite a few teachers,” Mary said.

In 1982 she started at Wentworthville CEO’s office as a part time cleaner. She continued on at Mt Carmel as well until 1987.

At that time there were no separate dioceses such as Broken Bay or Parramatta – Sydney covered the whole area with an office at Wentworthville.

After a year working as a cleaner at Wentworthville Mary was offered a position photocopying documents.

“They saw my potential at that time and took me along with them as the organisation grew.”

The stand alone Parramatta CEO was established at Flushcombe Road, Blacktown, around 1986, with Anne Clarke appointed director.

Mary’s role was soon expanded to photocopying, bulk mailouts and catering. She moved away from cleaning.

“It was my greatest pleasure to prepare Anne Clarke’s tea. She wanted a white tea with two ANZAC biscuits every day at 10.30 so at 10.20 I would be off to the kitchen.

“If there were visitors I was there, I got to know all of them.”

The diocese was rapidly expanding and principals worked for six months to a year in the head office before they started at their new school. Mary bore witness to their development.

In 1989 the CEO moved to its present location at Parramatta and Mary went too,

still photocopying five days a week. “I treated everything with the greatest confidentiality. If anyone asked me, I didn’t know the details, I was professional about it.” In 2000 Mary went part time for five years to support her children.

In 2005 she returned to full time work and was assigned to central records for filing duties. She received some inhouse IT training and was part of the transition to a paperless system.

“I was able to achieve so much in records, I really loved it,” she said.

In 2006 Greg Whitby became the Parramatta CEO Director. He requested that Mary spend three days a week on reception and two days a week in records.

“I had mixed feelings about this because I loved records and I was still learning there. I had to learn how to do reception from scratch.

“But Greg thought I would be the best person for the job. So I was prepared to take the challenge and got to know so

many people at so many schools. “When I look back I wonder what I was worried about, but change is hard.” It was during this time of change that Mary joined the IEU.

“I was a bit concerned at the time, but it turned out alright. The IEU organisers were regular visitors to our workplace and I got to know them really well.”

The Parramatta CEO has a large chapter with 100 members.

“I would encourage all support staff to join as there’s a lot of support and it’s very informative, especially what’s contained in *Newsmonth*.”

Mary plans to stay on as a retired IEU member and attend some IEU events she has never had time to go to before, such as the forthcoming Women’s Conference.

“There’s nothing stopping me now,” she said.

Sue Osborne Journalist

PRESENT TENSE Navitas impasse



Kendall Warren

Organiser

Navitas

Regular readers would be aware that your Union has been negotiating for a new agreement with Navitas English for well over a year now. Discussions have certainly reached an impasse, with management unable to get their agreement approved, but unwilling to improve their salary offer.

IEU and Navitas management met in late May, and some small breakthroughs were achieved. Your Union had tabled a workloads clause, which laid out parameters within which appropriate workloads should be developed, and this clause was accepted by NE. Management also accepted, with some modification, an expansion of the coverage of the ‘off-site hour’ for teachers, so that it can now apply to part timers and regular casuals.

However, salary is still a sticking point, with the long standing offer of 2% (from 1 July 2015) plus 2% (from 1 July 2016) plus 2.5% (from 1 July 2017) unchanged. Management did offer to improve back-pay arrangements for casuals, which would offer a significant one off payment for the 48% of staff that are casuals.

Members feel that these small moves, welcome as they are, were insufficient to end the dispute, and so members

undertook a further bout of industrial action, for two hours, on 9 June.

New South Global

Your Union, in conjunction with the NTEU, has been meeting with NSG since February, to draft an agreement which would merge the two previously distinct operations of Foundation Studies and the Institute of Languages (UNSWIL). The parties have been meeting fortnightly. In early June, management tabled what they claimed was their ‘final’ offer, of 3% per annum, along with a range of other matters already agreed, though there are still many areas of disagreement.

Both Unions have applied for and been granted orders for a Protected Action Ballot, in order to allow members to undertake industrial action if management does not improve their offer sufficiently. Ballots will be sent out to members in the week starting 6 June, and all members are encouraged to take part.

Other agreements

Your Union has also been busy bargaining at several other centres, including WSU College (alongside the NTEU and the CPSU), Mission Australia (with the ASU), Navitas English Services, Navitas English ACT, Sydney College of English, Access Language Centre, and Universal English College.

Of these, negotiations at WSU College are most advanced. Management tabled an offer of 2.5% per annum in March, but this was rejected by members.

The Unions are seeking an improved salary offer, along with improvements in superannuation, job security, and arrangements for curriculum coordinators. Further meetings are scheduled for 15 and 22 June.

Election News

With the federal election now confirmed for 2 July, members should be on the lookout for offerings from the major parties. The most high profile policy affecting this sector so far has been the ALP’s pledge to cap HECS payments for students at private VET colleges to \$8000 per student. This sector has seen many scandals involving colleges preying on vulnerable students, and while this should make such practices much less attractive, care needs to be taken so that the more reputable colleges do not suffer collateral damage.

Teachers may also take the opportunity of the election to teach their students about the Australian political system. There will be no end of possible resources put through your letterbox between now and election day, and the mass media and on-line sources will have lots of information that can be used.

Minimum Wage increase

At time of writing, the Fair Work Commission handed down its annual minimum wage decision. The Minimum Wage will increase by 2.4% from 1 July, and all award rates, including those in the Education Services (Post-Secondary Education) Award 2010, will increase by the same amount.



Workplace health and safety for reps



The IEU's first Workplace Health and Safety for IEU Reps training was held on 2 May at the Wattle St office.

This coincided with a visit by Bono, a guest of APHEDA. Bono, the General Secretary of SERBUK, an Indonesian trade union based in West Java, had come to Australia in support of the 'Asbestos Not Here Not Anywhere' campaign.

Reps at the training were able to hear first hand the damage asbestos is inflicting on workers in Indonesia. Bono, himself, has developed asbestosis after working 15 years for a roofing company.

Reps also got to hear about the role of unions in developing Workplace Health and Safety laws and a little of the legislation itself.

Most importantly, reps learnt of the importance of having a trained Health and Safety Rep (HSR) in their workplace and the role WHS can play in organising at the school level.

Evaluations of the training were overwhelmingly positive and it is hoped that we will be able to run further days in both metro and regional areas.

International Workers Memorial Day: Strong laws, strong enforcement, strong unions

Organisers from the IEU Canberra office joined with officials and members of other unions on International Workers Memorial Day on 28 April to remember those workers killed or injured as a result of workplace accidents.

The remembrance ceremony was held at the National Workers Memorial, Kings Park, Canberra.

In the Workers Glade, 41 white wooden crosses recognised those 41 Australians killed at work so far this year.

The crosses were placed on the concentric ripples that radiate from the eight stone columns positioned to reflect the outline of Australia.

The ripple effect acknowledges the profound impact work related loss has on communities and families.

Every year more people are killed at work than in wars. Annually more than 200 workers go to work and don't come home due to traumatic injury.

Over a thousand Australians a year die from asbestos related disease due to exposure at work while thousands more

sustain serious injuries due to workplace incidents.

While they are lucky to survive many are left to suffer physical and financial hardship as their employment crumbles.

In Australia we are seeing growing attacks on health and safety protection by Liberal governments at both state and federal levels.

These governments have continued to water down health and safety regulations and strip away our protections including our right to fair and just workers compensation.

In education, although we don't see many deaths in the workplace, we still need to be vigilant that school policies, procedures and practices support the wellbeing of employees and permit a healthy work life balance.

The IEU is evaluating current work practice agreements to ensure they support and enhance healthy and safe work environments.

Remember the dead and fight for the living.



"Every year more people are killed at work than in wars."



Snapshot: A fortnight in the life of a teacher

Kathryn O'Sullivan, a teacher at McCarthy Catholic College Tamworth, has mapped out her typical fortnight in minutes.

The fortnight consists of 336 hours. Of those hours, our current teaching award and conditions suggest that we will spend 70 at work, leaving us with 266 hours to do with what we please.

It is recommended that you would spend 6-8 hours each night sleeping (let's take an average of seven), so that leaves you with 168 waking hours of your own blessed 'free' time.

You probably eat, right? So let's also take out two hours per day for the preparing and eating of weekday meals (assuming that you only eat lunch at work and have your breakfast and dinner at home – we know many who are at work for one or the other, but let's call them 'anomalies' at this stage); and let's say that on the weekend this extends to three hours.

You now have 136 hours of 'free' time. Sounds like teachers just have it all! So much room for activities! Let's jump into that 70 hours you spend at work and see how it looks up close.



Reasonable or not?

Each fortnight, a high school teacher spends 40 hours face to face with students in the classroom. That leaves 30 hours for preparation of materials, marking student work, and general teaching duties, like meetings and what not. That seems completely reasonable! Or does it...

Let's convert this to minutes – 30 hours becomes 1800 minutes. 1800 minutes of time at work to get everything done.

180 minutes of that time is given to Homeroom and assembly supervision. 100 minutes goes to other supervisory duties. 75 minutes goes to the fortnightly staff meeting. 60 minutes goes to the fortnightly KLA meeting. Many teachers are in more than one KLA, but let's just plan for one. There's a 20 minute briefing on Monday morning and a Friday morning 'Gospel' for 20 minutes of staff prayerfulness.

Of your original 1800 minutes of preparation time, you now have 1305. Which balances out to around 2.17 hours of preparation per working day – that is heaps!



Counting down

But in this fortnight you also get an extra/supervision lesson (50 minutes). And there is a Mass on during your double period away from face to face (120 minutes). Your bus arrives back first from Mass and there are no duty teachers there yet, so you step up and cover until they arrive (15 minutes). You volunteered to supervise at Study Club this year once a week (120 minutes). And of course there has been an email about an online compliance module that needs to be completed (60 minutes). You are now down to 940 minutes.

You go on a day's excursion for CCC Hockey. You miss one prep lesson and have to leave lessons for your classes (80 minutes). There is a lockdown/evacuation practice (30 minutes). A parent calls (20 minutes). You are rostered to set an across form assessment task (60 minutes). A student calls you to the office (20 minutes). A casual teacher is working outside their KLA and needs a bit of assistance clarifying a lesson plan they've been left (20 minutes). You agreed to a collaborative meeting with peers to discuss data as part of your required Teacher Identified Professional Development schedule for BOSTES accreditation (60 minutes).

There are 60 minutes of other random interruptions, like people passing your desk to say hello, colleagues checking in with a query about a resource you shared, announcements over the loud-speaker, the internet cuts out for a random diocese wide update. You have to check your emails (200 minutes) 390 minutes.

That is 39 minutes each work day to prepare for four hours of face to face teaching; to mark the work of the 100-150 students you taught that day (23.4-15.6 seconds per child); to analyse the data of that marking and evaluate where to go next with the lesson tomorrow; to differentiate your lessons so that they are inclusive for those with disabilities, learning difficulties, identified as gifted and talented, behavioural problems, varied socioeconomic backgrounds, language backgrounds other than English, Aboriginal and Torres Strait Islander backgrounds, eight different learning styles, and 100 different interests.



Worth a fortune

I know! We could use some of that 136 hours of 'free' time! Just this one fortnight; just to ensure that you can meet the requirements of the job. It won't be like this every fortnight, right? 136 hours = 8160 minutes – that is a fortune!

You do an extra 100 minutes of prep time per teaching day (1000 minutes). You cut back on marking to one task per class, per fortnight. You know that feedback is the most valuable tool for improvement, but you'll just have to up the verbal, peer, and self-evaluation in class. Six classes of 25 students = 150 students. You spend eight minutes on each piece of work (1200 minutes).

You make some wide scale adjustments to your lessons to make learning more accessible to everyone (240 minutes). You skip the close data analysis and go for anecdotal and intuitive assumptions instead. 5720 minutes.

Supervise everything

You coach a sporting team and attend the game (120 minutes). There is a

school disco and you supervise first half (120 minutes). You supervise Clean-up Australia Day/ANZAC March/Red Cross Shield Appeal/Year 12 Twilight Retreat (120 minutes). You attend the theatre performance/music night/sporting event/debate/public speaking forum/poetry recital/eisteddfod some of your students are in (120 minutes). There is an article on teaching theory you need to read for the next staff meeting (60 minutes).

You schedule an observation lesson (50 minutes) and then follow it up with a meeting to discuss said observation (40 minutes). You check your emails again, because you only got through the first 17 last time (200 minutes). 4890 minutes. 4890 minutes = 81.5 hours.



That's still a lot of 'free' time isn't it? Isn't it? Except your 70 hour work fortnight just became a 124.5 hour work fortnight. That's over 60 hours of work per week.

But surely it won't always be like this. That can't be every fortnight of teaching, can it? I mean, there have to be times when things ease off and there's not much happening. Or maybe in a few years, when you're an experienced teacher, then it won't take so much time to plan and mark, right? This can't be the reality of teaching.

Of course not! Twice a year we also need to write reports. In those fortnights we would add a further 20 hours. At least we get all of those holidays; we could really use that time to get up to date with our 24 hour access Google classrooms.

Teachers Mutual Bank supporting the education community

Teachers Mutual Bank founded by teachers for teachers has a longstanding commitment to supporting the education community. As the bank approaches its 50th anniversary in September this year, the commitment is stronger than ever. As a partner of the Independent Education Union, Teachers Mutual Bank offers a range of scholarships and programs to support both individual teachers as well as schools.

The Future Teachers Scholarship provides financial assistance to university students studying education who are facing financial challenges and since its inception the bank have awarded over \$200,000 in grants to more than 60 education students around the country.

Applications for the next round of scholarships open in September and offer a great opportunity for student teachers to apply for financial support. Keep an eye out for more information in the coming months.

Alongside a range of other programs such as the NSW Premier's Teachers Mutual Bank New and Emerging Technologies Scholarship, the WA

Education Awards and supporting School Sport in the ACT, the bank has awarded grants to over 150 schools through the Teachers Environment Fund.

The Teachers Environment Fund is designed to promote sustainable living, while reducing our own environmental footprint. The Fund provides grants for primary and secondary schools with smart ideas for environmental projects. Since the launch of the Fund the bank has provided almost \$400,000 to over 150 schools around the country.

The bank's commitment to supporting the education community through these types of initiatives and its focus on delivering a great service for its members has been recognised with a number of awards. The bank was named 'Bank of Year 2015' by Roy Morgan for customer satisfaction and is one of only five banks around the world to be recognised as one of the World's Most Ethical Companies in 2014, 2015 and 2016.

To find out more about Teachers Mutual Bank and its support for the education community visit tmbank.com.au





TeachMeet turns 10 and you can be part of it

Union members have for several years known the power of TeachMeet as an organic, fun, self sustaining movement of teacher professional learning in Australia that is led by teachers and for teachers.

Teachers have, of course, been gathering informally to chat about their practice since ancient times. However, it is a recent phenomenon that such gatherings have been held as a counter culture to the prevailing dominance of top down, expert heavy, spray and pray approaches to professional learning.

TeachMeets began in 2006 as an informal gathering in the Jolly Judge pub in Edinburgh, by a few keen teachers and even a keynote speaker from an edtech (education technology) conference that was too much selling and not enough learning.

Sharing ideas and thoughts in a collegial manner, with only enough rules to make

sure everyone who wanted to be heard would be, led to a growing movement and spinoffs around the world.

Ewan McIntosh, one of the founders of these fledgling events is now – perhaps ironically – a world-travelling speaker and consultant at NoTosh, focusing on bringing design thinking approaches to all aspects of education.

TeachMeets are not about any one person. In Australia, I was lucky enough to hear about them at an ACEL Emerging Leaders conference and to pick up the ball with a few other keen beans in Sydney in 2011.

By March 2012, we had the opportunity to host a massive TeachMeet at the Australian Technology Park at Eveleigh with 300 people taking part on a rainy Friday evening.

It was simply a billboard for others to take on the challenge and since then, we estimate over 10,000 individual teachers

have attended or hosted their own TeachMeets in pubs, classrooms, libraries, even zoos and the Sydney Opera House.

Every single time, a teacher led the event and the best ones are those where the MC almost instantly becomes invisible and is only there to make sure no one dominates. Sometimes we have had to block companies and other interests from attempting to demand airtime.

Sometimes we have partnered with great stakeholders who let the teachers do their thing and ask for little in return. Openness, transparency and honesty are critical to the success of TeachMeets, especially in a world where the truth is only a tweet away.

No one owns TeachMeet which means that it is up to teachers to take the responsibility to protect it as an organic community and movement. No company can claim it, no formal association can

take control of it, no employer can dictate terms, not even the Union would think it has the rights to manage its future.

In this 10th anniversary of TeachMeets, we encourage you to take hold of your professional learning pathway and join in or host your own. There are few rules, and they're there to make sure everyone gets the chance to tell their story if they want to.

It takes a village to raise a teacher, and the TeachMeet movement is a vibrant, thriving village of professional learning.

Search for TeachMeet Sydney in your browser to find what's going on in your area and to get involved.

Matt Esterman
Professional Officer

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





Government fails early childhood education

The NSW Government continues to underfund early childhood services as compared to other states and territories. The Auditor General in a recently released report found:

"That fees for families in NSW are higher and the NSW Government's contribution per child is lower than in most other states and territories".

The Auditor General's Report also found that while access to early childhood programs has been increasing, the Government has continued to underspend the early childhood budget allocation.

The 2014-2015 fiscal year resulted in a \$98.2 million underspend (\$361.1 million was budgeted for and \$262.9 million was spent). The report states that from 2011 to 2015 the NSW Government has underspent by \$350.4 million.

This is certainly not new for our early childhood members who have been calling on government to increase funding particularly for preschool for a number of years.

Our members continue to meet with the Minister for Early Childhood, Leslie Williams and their local members to tell their stories of the underfunding of preschools and the effect it has on the community.

Until the NSW Government accepts that they must put more money into early childhood education, preschools in NSW will continue to have the highest fees and a lower participation rate than other states. Instead of building roads and tunnels, Mr Baird should invest in early childhood education – where for every dollar invested, there is substantial return.

Countdown to early childhood teachers' accreditation

All early childhood teachers have until 18 July to become accredited. If you are not accredited by this date you will not be able to be employed as an early childhood teacher in NSW.

Who must be accredited:

- early childhood teachers (ECTs) who are currently employed in full time, part time or casual teaching positions in an approved early childhood education and care service and early intervention or inclusion support teachers who are engaged by an approved service
- hold an early childhood teaching qualification approved or recognised by the Australian Children's Education and Care Quality Authority (ACECQA), and
- deliver and assess against the Early Years Learning Framework.

What need to be done:

1. You must register online to create an account (<http://www.nswteachers.nsw.edu.au/current-teachers/early-childhood-teachers>) and complete the 10 step accreditation process.

2. Post your documents to BOSTES.

3. You will need to provide:

- certified copies (Justice of the Peace signed) of your ACECQA approved or recognised teaching qualification
- certified copies of two forms of identification, eg drivers licence, passport or birth certificate
- evidence of a current NSW Working with Children Check clearance, and
- a Statement of Service on employer letterhead, signed by your employer and verifying your engagement as an early childhood teacher in a NSW early childhood education and care service (please ensure the letter confirms the dates you have been working as an ECT at that service).

While you will not be officially accredited until 18 July, BOSTES will advise you if you have provided them with the correct information.

Any questions or queries contact accreditation@ieu.asn.au or BOSTES. Contact us at bostes.nsw.edu.au

IEUA NSW/ACT Branch
Early Childhood Conference 2016

YOUR PROFESSION. OUR PRIORITY.

Mercure Sydney

Keynote Professor

Professor Margaret Sims

8.30am to 5pm

Saturday 10 September 2016



the early
childhood
education union



To register visit: <https://www.eventbrite.com.au/e/your-profession-our-priority-ieu-early-childhood-conference-tickets-25688860072>

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

Explore social justice, inspire and celebrate



"I don't hear the sound of the wealth trickling down. I hear the sound of the excluded still waiting."

The Edmund Rice Centre organised **Justice Through the Arts** to explore the role of artists in working towards social justice, human rights and eco-justice.

The event focused on the issues of Aboriginal and Torres Strait Islander peoples and reconciliation, refugees and asylum seekers and the urgent need to take action on climate change.

The Edmund Rice Centre is a research, community education, advocacy and network committed to the promotion of human dignity, social justice and eco-justice. Our focus is on working with Aboriginal and Torres Strait Islander people, refugees, asylum seekers, young people and other excluded groups in society.

The event was held at the end of the first week of the 2016 federal election campaign. Master of ceremonies, former ABC journalist John Highfield, urged participants to remember that the arts can be used as a force of good, as well as bad.

He pointed out that during election campaigns, spin doctors use the arts to convey political messages that may

not always be the truth – something to ponder over the next few weeks.

Given the number of students and teachers who took part in the day, it was fitting that there was a strong educational focus in the discussions. A major aim of the day was to ensure that the insights from presenters could be applied in the classroom.

For example, Melina Marchetta, the author of the internationally acclaimed *Looking for Alibrandi* discussed how her "work is designed to ignite discussion in the classroom...and get people talking".

Even her fantasy novels include comment on issues in contemporary society.

The coproducer of *Rabbit Proof Fence*, Christine Olsen, provided powerful insights into the themes of the film. In response to a question about why she uses film to explore issues of social justice, Christine said: "When you're making something, it's because you have something to say. But there's a way of doing it. I don't like films that badger me. In *Rabbit Proof Fence*, the context is the stolen generations,

but that film is about home and relationships".

John Falzon, the CEO of the St Vincent de Paul Society, delivered a stinging rebuke of society's obsession with economics and materialism: "I don't hear the sound of the wealth trickling down. I hear the sound of the excluded still waiting".

Cassandra Gibbs from the Australian Catholic University, formerly Edmund Rice Indigenous Education Officer, explored the importance of Aboriginal art. Cassandra discussed the way in which art is at the heart of her identity: "It's more than just about dots. It's about family, it's about country, it's about who we are, it's about my children."

IEU was a supporter of this event. For further information about the way teachers and support staff can explore social justice issues through the arts, or in the classroom more generally, contact the Edmund Rice Centre on 8762 4200 or email erc@erc.org.au.

Dominic Ofner Edmund Rice Centre

Giveaways - email entry now available



Let's Explore Ocean

Author: Pippa Curnick
Publisher: Lonely Planet Publications
Three copies to give away

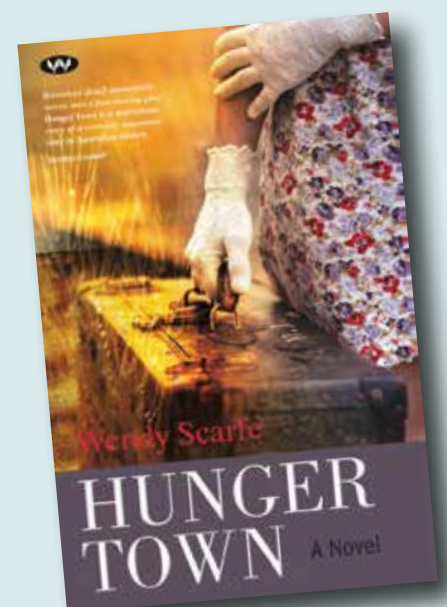
An undersea adventure awaits! Meet incredible creatures, decorate scenes with stickers, complete fun puzzles and more. Kids will love discovering how amazing the ocean can be in this book.



Crabbing with Dad

Author and illustrator: Paul Seden
Publisher: Magabala Books
Three copies to give away

Crabbing with Dad is a beautiful children's picture book debut from Darwin based author and illustrator Paul Seden. Aimed at a younger audience, children will love reading about the adventures of two small children as they go out in the boat with Dad to set crab pots in their secret spot.



Hunger Town

Author: Wendy Scarfe
Publisher: Wakefield Press
Three copies to give away

In the violent and despairing years of Australia's Great Depression, Judith Larsen grows up on a coaling hulk in the Port River. Unemployment, hunger, protest and police reprisals are spawning new radical ideas in the Australian political landscape. Judith falls in love with Harry, an idealistic dreamer who embraces the Communist Party. When Harry's life is threatened, Judith embarks on a perilous journey across the world to save him, and comes face to face with fascism and those who fight against it.



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 15 July.



May Day 2016 Sydney and Newcastle



"May Day is a celebration of the work that our members do each day to advance the interest of their workmates."
Daniel Wallace Secretary,
Hunter Workers.



Don't miss out BOOK TODAY

NSW/ACT IEU Women's Conference 2016

Women, Work and the Wider World

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

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



Independent
Education Union
of Australia
NSW/ACT Branch



Dr Sheree Gregory
Western Sydney University



Associate Professor Pep Serow
University of New England

Labour bites

McDonald's closes



The McDonald's Corporation has temporarily closed its suburban Chicago headquarters for a third year in a row as fast food workers protested at the company's annual shareholders meeting with calls for wages of at least \$15 an hour and union rights.

The Fight for \$15 campaign has been backed by the Service Employees International Union (SEIU) since 2012 has had a hand in convincing some lawmakers and big employers to boost minimum wages and improve working conditions.

McDonald's last July raised average hourly pay and began offering paid vacations and other benefits for the roughly 90,000 workers at its company operated US restaurants.

While executives and shareholders have reaped rewards via salary hikes and gains in the stock price, frontline workers say they have not shared in the wealth.

"Corporations ought to invest in workers so they don't need food stamps, subsidised housing and other benefits," SEIU President Mary Kay Henry said. (Source: Yahoo)



Union membership on the rise

In the UK new figures for trade union membership published by the Office for National Statistics show that the overall number of trade union members has increased by 36,000 to 6.49 million people. And the number of trade union members in private sector employment has increased for the fifth consecutive year.

Trade Union Congress General Secretary Frances O'Grady said: "It's great news that more people are part of a trade union. Joining a trade union is the best way to get fair pay and respect at work".

"Employers benefit from their staff being in trade unions too, such as the workplace training unions help organise. And the economy benefits from the boost to productivity that comes from a trained and well organised workforce," she said. (Source: TUC)

Indian Consulate unjust and unreasonable

The Fair Work Commission has ordered the Indian Consulate in Sydney to pay \$10,620 to a former driver who claimed unfair dismissal last year.

The Consulate chauffeur was dismissed in March last year and subsequently petitioned the Fair Work Commission

on 30 March 2015 claiming that he was dismissed after he raised concern about malpractices at the consulate, including issuing passports without conducting required police verification and misuse of etags issued for consular cars. He also claimed he was underpaid.

Ruling in favour of Mr Kumar, the Fair Work Commission found the dismissal of the applicant was unjust and unreasonable.

The commission rejected the Indian Consulate's plea of unsatisfactory performance for Mr Kumar's dismissal.

The Indian Consulate in Sydney has been ordered to compensate Mr Kumar for loss of wages for 12 weeks.

Transport Workers' Union NSW Acting Secretary Richard Olsen said the order sends a message that no employer is above the law, "even if you have diplomatic immunity, you still have to play by Australian workplace laws." (Source: SBS)

Uni walkout

Members of the University and College Union (UCU) have launched a two day strike across the UK in response to falling salaries and precarious contracts after the employers' final offer was viewed as "an insult." The walkout comes after the Universities and Colleges Employers Association (UCEA) made what it referred to as a "final offer" of a 1.1% salary increase. The University and College Union (UCU) said the deal does not come close to declining staff pay, which in real terms has dropped by 14.5% over the past seven years. The union has also pointed out that the offer pales in comparison to the 5.1% increase offered to university vice chancellors. (Source: Education International)



Early childhood funding squeeze

Kindergartens and early childhood education centres in New Zealand will face an even bigger battle to maintain quality teaching and learning following the budget announcement that there will be no increase in funding.

This is the fifth year in a row that funding for early childhood education has effectively been frozen, says New Zealand Educational Institute (NZEI) National President Louise Green.

"This year funding will not even keep up with increased costs that kindergartens and ECE centres will face.

"It undermines quality learning and means that parents will likely have to dig deeper into their pockets.

"It's ironic that the government talks of increasing teaching quality while squeezing the funding for this important area of education.

"Quality early childhood education is vital for children, especially those from vulnerable backgrounds, so once again, the government's actions do not match its rhetoric." (Source: NZEI)

A right royal exchange



Fancy going to a garden party at Buckingham Palace? For one of our teachers currently on exchange to the United Kingdom, this was a dream come true.

Lisa Murphy is currently undertaking an exchange to Edinburgh and was lucky enough to receive an invitation for her and her husband to attend one of the three garden parties hosted by the Queen each year. The sun was shining, the fine china was in use and the cucumber sandwiches and raspberry tarts were divine.

Lisa has told us that the Queen was looking resplendent in blue as she strolled through the garden chatting with some of the guests. Also present were the Duke and Duchess of Cambridge. Will was looking very regal in a top hat and tails and Kate looked just elegant in cream. Unfortunately, it not protocol for guests to be taking selfies with the royals so no photos to share here!

To quote Lisa's own words from her Facebook post after attending the event:

"We would like to sincerely thank the Queen for having us. It was a truly amazing afternoon. You looked so elegant in blue and we had the privilege of seeing you as you chatted to guests. An excellent adventure."

The Murphys were also fortunate enough to attend Westminster Abbey early in the year when the Queen and other members attended to hear Coffey Annan give the keynote address at the annual Commonwealth Day Service.

While invitations to Royal events aren't guaranteed, if you are interested in applying for an exchange in 2017 see the information at www.ieu.asn.au.

Helen Gregory
Exchange Coordinator

Royal visitor for the IEU



"The decline in exchange reflects what's happening in education in the UK, particularly in England."

Helen Jones, Director of Youth Affairs and Education Programmes, The Royal Commonwealth Society, spent time at the IEU recently, discussing ways of improving the teacher exchange program between the UK and Australia.

Helen met with IEU Exchange Coordinator Helen Gregory and her opposite number from the Department of Education, Tracy Davies, Lead, Teacher Exchange.

In recent years the numbers of teachers exchanging from the UK has dropped significantly.

Helen (Jones) said about six years ago the UK government withdrew funding support for the program. Now UK teachers have to pay higher fees for exchange.

"Effectively it was privatised, although we operate as a charity," she said.

Also, work intensification in the UK is a problem.

"The decline in exchange reflects

what's happening in education in the UK, particularly in England," Helen said.

"The OFSTED regime [school inspections] and emphasis on results has made heads think very carefully about letting teachers go overseas," Helen said.

Scotland has bucked the trend somewhat, with a few exchanges continuing. Helen puts this down to the international outlook in Scotland, and the recent Glasgow Commonwealth Games.

"We're looking at improving matches and a more flexible model. Maybe a full year is too much for some people. We want to try and get numbers back up.

"The more teachers go on exchange the lower the fees they have to pay."

As well as being involved in teacher exchange, Helen is working on the Commonwealth Games preparations and will visit Queensland.

Sue Osborne Journalist

Compiled by
John Quessy Secretary



Join the conversation
facebook.com/ieunswact



Smooth transition from college executive to union rep

After eight years as a member of the executive at Al Sadiq College, Greenacre, there were some raised eyebrows when Naz Osta stepped down from that position and became the IEU rep.

Naz left the role of Head of Welfare at the senior college at Greenacre to spend more time with his growing family and concentrate on teaching economics, business and legal studies.

Coincidentally, a new IEU rep was required, and Naz was happy to put his hand up.

"Since my time at Sydney University I've always been into social justice and the concept of a fair go," Naz said,

"The Union provides what the capitalist system can't – a fair wage – and looks after your rights."

As Head of Welfare Naz was concerned with issues of bullying, discipline, and behaviour among students and staff welfare, so it wasn't such a big leap to become IEU Rep.

"I definitely found my skills to be transferable. I'm in a unique position, as there aren't many people who've been on the executive and then become a union rep," he said.

"When I was on the executive I had to write a lot of letters to the Union from the employer's perspective.

"But I've never seen it as a black and white, 'them and us' situation.

"We have to work together and

develop relationships, otherwise we would not get any results."

Naz said the college's culture of social justice is receptive to unionism. He previously worked at Patrician Brothers Fairfield, and said the two schools were similar.

Naz is an effective rep. He gained a lot from the IEU Rep's training, and this year he's signed up about 10 new teachers at the senior campus, and a couple of support staff.

"The problem is a lot of teachers, especially the new ones, don't know what the IEU does.

"I just approached people and compare joining the IEU to taking out car insurance.

"You insure this hunk of metal so why wouldn't you insure your career and reputation?"

"If there's a frivolous allegation against you by a student or parent that's what the IEU does, they come in and give you a hand."

Naz has also installed an IEU notice board at the school.

He uses examples like the favourable parental leave conditions in Catholic schools, which have high Union density, compared to independent schools, to highlight the benefits of Union membership.

"It's actually not that hard to sign people up to the IEU. You just have to talk to them."

"It's actually not that hard to sign people up to the IEU. You just have to talk to them."

Working party moves forward

The retirement of the IEU's long serving Aboriginal and Torres Strait Islander Adviser Diat Callope in 2015 left a significant space to fill, because we knew, that as an organisation, we couldn't let things remain stationary for our Aboriginal and Torres Strait Islander members. As a result our Aboriginal and Torres Strait Islander Working Party was born.

After starting with an initial group of some invited members and a few IEU officers, we decided to 'ramp it up' and advertised the working party in *Newsmonth* to encourage those who wanted to take the opportunity to have voice, join and be heard. Consequently, our working party numbers grew and we formalised the process of meeting together once a term.

The group quickly developed our terms of reference to ensure we had a comprehensive and contemporary framework to guide us. It was agreed that high expectations were paramount to the success of the working party, as we aimed to raise awareness of the status, remuneration and working conditions of our Aboriginal and Torres Strait Islander members.

Our working party members agreed that attendance at both chapter and branch meetings would build awareness of both our group and Aboriginal and Torres Strait Islander members. This has since been met with great success as three members have been elected to Council: Debbie Long, representing the chapter at Jarara Aboriginal Education Unit, Mt Druitt and the Penrith Blue Branch; Kylie Booth-Martinez representing the chapter at The Assumption School, Bathurst and the Central West Branch and Vinnie Cooper representing the chapter at St Joseph's, Aberdeen and the Hunter Valley Branch.

Items raised

Already several items have been raised by our working party: investigating how the IEUA NSW/ACT Branch may be able to introduce a Reconciliation Action Plan; our engagement with BOSTES with Vinnie Cooper's representation in syllabus development; a review of the current policy and protocols for the IEUA NSW/ACT; research into statistics about increasing Aboriginal and

Torres Strait Islander teacher numbers (currently a very important area in the lead up to the federal election with the major parties releasing details about education policies) as well as keeping any specific industrial matters at the forefront of discussion. We report to Secretary John Quessy and IEUA NSW/ACT Executive each term as well as to Council four times a year.

Where to next?

During Term 3 we have members attending the Women's Conference on Friday 19 August as well as engaging in an Aboriginal and Torres Strait Islander meeting and workshop the day before the conference. We will continue to advocate and be a voice for our Aboriginal and Torres Strait Islander members and encourage all IEUA NSW/ACT members to walk the journey with us.

Karen Forbes Organiser

Testing, marking and sneezing too

Chris Wilkinson

President



Here we are at the half way point of Term 2. Sniffles and sneezes, half yearly examinations and testing, report writing, NAPLAN testing and the never ending assessment tasks, along with the marking and reporting back to students on how they can improve and engage.

Winter too, has just arrived after some very unseasonable weather. I would be confident in saying that most teachers would just like to get back to good old teaching without the constant and regular interruptions.

At the March council meeting, delegates were asked to share their thoughts and concerns about issues that are impacting on teaching and learning at the moment. Some of these concerns are:

- the collection of irrelevant data with no time allocation to collect and analyse it
- reporting and the increase in workload associated with this, again with no time allocation
- technology both for teachers and students, including new program's and applications and the pressure for teachers to keep up with and use certain programs
- the use of emails including parents and students unrealistic expectations
- training and online courses which have now become part of teaching and expected to be completed by a certain time, usually and in most cases in your own time

- meetings and increases in the number of parent teacher interviews, and
- accreditation for all staff and the amount of time and work that this is causing. There is also uncertainty around this process for many of the younger teaching staff.

This is just a snapshot of concerns out there in the schools for our members. The Union is taking these concerns very seriously and is working with members through chapter meetings and recent branch meetings to address the main issues.

Teachers should be able to teach without increased interruptions and increased duties which are having an impact on their day to day teaching and learning in the classroom. The various diocesan workload agreements will be used in establishing limits and better results for teachers.

If you have concerns or feel strongly about any issues, please inform your chapter rep and bring it to the notice of your IEU officer.

I would like to thank the chapter reps who take on this role and work tirelessly in their schools. It is a rewarding job and without them it would make the role of the officers just that much more difficult.

Keep up your great work whether you are teaching, a member of the support staff or in a principal role. By working together you can accomplish good results to create a better and safe work place, and somewhere where you feel appreciated and worthwhile. Enjoy the remainder of the term as the countdown to holidays fast approaches.

Thank you for your support as I continue to work to represent each and every member of the IEU.

Still more negotiations required for enterprise agreement

Pam Smith

Principals Organiser



The Term 2 Principals Branch meeting was held on 7 May at the IEU's Parramatta office, with congratulations to newly elected IEU Council delegates Louise O'Sullivan, Sidonie Coffey and John Farrell. Appreciation was also expressed to Lou Single for her dedicated service on Council over many years.

Focus areas for the meeting included an update on the Catholic systemic enterprise agreement (EA) negotiations with the Catholic Commission for Employment Relations (CCER), workload and wellbeing issues impacting on principals and the implications for schools of the review of the NSW Public Health Act.

Since the Branch meeting, the IEU met with CCER on 24 May in regard to the EA and expressed a range of concerns about the proposed salary structure. While there are some positive aspects to the structure, such as significant increases for principals of primary schools with enrolments of 251-400 and 601-800, the increases at other levels are disappointing and at this stage there are no details about access to the higher step in each enrolment band or about a number of other aspects of the proposed package.

The IEU looks forward to further discussions with principals and their dioceses via CCER in regard to progressing an EA to which the Union can recommend a 'yes' vote.

In regard to principals' wellbeing issues, the Branch meeting received an update on initiatives in the Wagga Wagga Diocese, including a recent two day forum which focused on current health and wellness strategies. A full report appears in the current issue of the IEU's *Headlines* enews.

The Union looks forward to working with its members and employers to ensure that personal and professional wellbeing remains a high priority area.

Another area of discussion at the 7 May Branch meeting was the review of the *NSW Public Health Act*, especially in regard to immunisation. It was noted that many secondary schools already have in place procedures to request immunisation records and it is hoped that current technology will facilitate the sharing of information between primary and secondary schools.

It was the strong view of the Principals Branch that high immunisation levels are vital for the health and safety of both students and staff, with particular concerns being expressed about the increasing prevalence of whooping cough in schools.

The Term 3 meeting of IEU Principals Branch will be held on 6 August at the IEU's Parramatta office.

We're working towards parity with enterprise agreements

Gabe Connell

Vice President ECS



The time has come around again for the renewal of our enterprise agreement. At my service we have been working hard over the past six years to achieve pay parity with teachers who work in the primary sector. This has often been a hard fought battle but the renewal of our third agreement in September will see us reach parity.

Why is this important?

Firstly we need to consider our value and professional status – we have the same qualifications and we teach children at the most important stage of their lives. Research confirms this.

Second, we need to consider the long term effects of under payment. The longer we are below parity the worse our futures will be – poorer lifestyle for yourself and your family, less super, working longer and poorer retirement prospects.

A recent report from the Senate Economics Reference Committee on the Economic Security for Women in Retirement was entitled *A Husband is not a Retirement Plan*. We need financial security of our own.

How can we achieve pay parity?

It is very hard if you are in a stand alone service. Often you are negotiating with committees who are also families at the centre and their aim is to drive fees down not up. You may be negotiating with an owner/operator who sees their profit margin fall if they increase wages.

Services in my area have tried to work as a team. We can't negotiate together but by 'joining forces' we can compare and use these comparisons to improve wages. We need to be strong and focus on the value of our work. Yes it might drive fees up in the short term but if we keep absorbing the costs of running a service by accepting lower wages then the NSW Government will never step up and increase funding to the sector. We are cross subsidising the state government by doing this.

Graduating teachers are not choosing to work in early childhood – why would they when they can earn so much more in the primary sector? How can we attract and retain teachers to the sector?

We are in danger of losing many wonderful teachers who are tired of working for poor wages. Now that we will be accredited teachers will be able to work in the primary sector. Why would they choose to stay in early childhood?

Contact some services close to you and see how you can work together to achieve your goal. It may be a long process but we need to work towards parity now.

"If we keep absorbing the costs of running a service by accepting lower wages we are cross subsidising the state government."

Standing resolute

Central West members welcomed IEU President Chris Wilkinson to their branch meeting in Orange on Friday 6 May.

Chris congratulated the newly elected delegates to IEU Council. Peter Nunn (St Laurence's Primary, Forbes), Bruce Paine (Kinross Wolaroi, Orange) Simon Dundon (Scots, Bathurst), Patricia Harvey (James Sheahan, Orange) Patricia Toohey (St John's Primary, Dubbo) and Kylie Booth-Martinez (Assumption and St Stanislaus, Bathurst).

The Central West Branch also has three members on the IEU Aboriginal Consultative Committee: Karen Andriske (St Johns Senior College, Dubbo), Denise

Kelly (St Mary's, Wellington) and Kylie Booth-Martinez.

Members in Central West independent schools are resolute in their efforts to negotiate work practice guidelines for their schools. Chapters have already endorsed draft policies and committees have been elected to meet with the principals by the end of May.

Louise Hughes (St Johns College, Dubbo), Patricia Harvey (James Sheahan, Orange), Denise Taylor (St Laurence's, Dubbo), Kerry Maher (St Mary's, Orange), Darrel Coleman (St Raphael's Cowra) were presented with IEU reps bags by the President, Chris Wilkinson.





“My research drills down into the ways people organise their households and working life and questions whether they really do have choices in the decisions they make.”

Women, Work and the Wider World conference

How do women make decisions about balancing work and life commitments? What are the pressures on women (and men) who want to be attentive parents, have a successful career and an equal relationship?

One of two keynote speakers at the forthcoming Women, Work and the Wider World IEU Women's Conference, Dr Sheree Gregory (pictured), Lecturer in Human Resources and Management, in the School of Business at Western Sydney University, has devoted her research to studying contemporary workplace and working life issues, particularity around women and their relationship to the economy, moving into the workforce, equality issues, flexible work and family responsibilities, and work/life 'interference'.

"Balance is not really always the right word because it can be more like a juggling act," Dr Gregory said.

Keynote speaker Associate Professor Pep Serow, of the University of New England, will outline her work with the Nauru Teacher Education Project and Pacific Community Welfare and Wellbeing Project.

Dr Gregory will discuss her research and look at how broad political and policy trends and discussions on social justice and inequality can be related to the day to day lives of members at their workplace.

"Today's world is very complex. My research

drills down into the ways people organise their households and working life and questions whether they really do have choices in the decisions they make.

"In Australia, like many other countries, we have economic challenges, we expect equality in a relationship and we want to balance parenting with paid work.

"A concern today is the fragility of relationships and how they are affected by longer work hours, working away from home and the demands to work that new technology makes – that we are 'on call' all the time, wherever we are."

Dr Gregory said the debate is still 'gendered' when it comes to issues of childcare and child rearing. For her PhD she interviewed 28 women before and after pregnancy and discussed their return to work, and how and why they made the decisions they did.

As well as the two keynote speakers, the conference includes a selection of six workshops covering a variety of issues including preventing self harm by students, enhancing positive workplace relations, women and money, healthy work/life balance, keeping Aboriginal and Torres Strait Islander issues on the agenda and NSW teacher accreditation.

The conference is on 19 August at 9am to 3.30pm at the Mercure Sydney. Details and bookings: Franca Castellano franca@ieu.asn.au or Nidia Mendonca nidia@ieu.asn.au.

NGS Super Dedicated to the Dedicated Awards open for applications

Applications are now open for the seventh annual NGS Super Dedicated to the Dedicated Awards for 2016.

NGS Super is continuing to support the Australian independent education sector by offering up to six \$5000 scholarships to existing members working in non government education.

With a focus on nurturing development, these scholarships allow successful applicants to undertake a professional development course, project or study tour of their choosing.

Scholarships are awarded to teaching, support staff and management staff of non government schools, with winners determined by NGS Super's panel of directors.

Anthony Rodwell-Ball, CEO of NGS Super, said successful applicants will demonstrate how the award will provide a tangible contribution to the education sector and how they will share the knowledge gained from the project, course or study tour.

"We believe in our members and we have a vested interest in their personal and professional development. We want to help those visionaries who strive for change in the industry, but don't have the funds or beginning blocks to implement it."

One of the six winners from 2015, Patrick Kelly from St Patrick's Technical College in South Australia, used his award to investigate the UK's recipe for

vocational education and training success, giving him the opportunity to get a wider perspective on local issues.

"I was able to visit University Technical Colleges (UTCs), a university, further education colleges, a recruitment firm, a major employer and an educational foundation all in a three week study tour of the UK," Patrick said.

While St Patrick's already teaches skills like communication, teamwork and resilience, Patrick says the UK experience showed him what can be achieved by taking these 'soft skills' from "three to four lessons a week to an all pervading part of what the school does."

"When I now go and talk to the industry here I can now show them a successful

model. If they hear of the successful experiences of big organisations in a huge marketplace like the UK, they may be a little more relaxed about engaging with the schooling sector."

Applications are open until Sunday 17 July 2016, with all winners to be announced on Friday 30 September 2016.

If you are an NGS Super member and working in management, teaching or in a support staff position for a non government school, you can apply for the 2016 NGS Super Dedicated to the Dedicated Awards by visiting the NGS Super website <https://www.ngssuper.com.au/super/awards-and-winners/dedicated-to-the-dedicated-awards-2016>

Robin Hood or the Sheriff of Nottingham?

**ngs
Super**

**Bernard
O'Connor**

NGS Super



Significant super reforms were proposed by the government for the 2016-2017 budget and, if legislated, these changes will bring about a major reform to our world class retirement savings system.

Your view of these changes will most likely be guided by which camp you're in – the merry band taking from the rich and giving to the poor or the Sheriff of Nottingham's army protecting the king's wealth. Since the reforms are extensive and wide ranging, I will only highlight the major ones and keep commentary to a minimum.

- Low Income Super Contribution to be retained as Low Income Superannuation Tax Offset. This means that individuals earning up to \$37,000 per year who have a concessional contribution made on their behalf can receive a tax offset of up to a \$500 cap. A major benefit for over 3 million low income earners, many of whom are women.
- A \$500,000 lifetime cap on non concessional contributions. This will limit large after tax contributions into super and is retrospective to 1 July 2007. The retrospectivity element could provide a legislative hurdle.
- From 1 July 2017 everyone will have a concessional tax cap of \$25,000 per year. This includes salary sacrifice plus employer contributions. This is a major change, which may not please boomers who are seeking to top up their super as a result of not having it all their working lives.
- From 1 July 2017 a \$1.6 million dollar transfer balance cap, which can be placed into a retirement (personal income stream or pension) account. As the earnings in the income stream phase are tax free, the government is seeking to limit the tax concessions wealthy individuals can access through retirement income streams. Amounts over the cap will have to be transferred back into a super account where tax is payable on the earnings.
- From 1 July 2017 earnings from Transition to Retirement income streams will be taxed at a concessional 15% removing the current tax free status. Anyone under age 65 (or who has terminated employment after age 60) and is still working in some capacity in the lead up to retirement will no

longer have the benefit of a tax free income stream account.

- Anyone earning over \$250,000 per year will pay 30% on pre-tax super contributions from 1 July 2017 lowering the threshold from the previous \$300,000.
- The work test is to be removed for people aged 65 to 75. This means that anyone within the age group will be able to make their own after-tax voluntary contributions from 1 July 2017 irrespective of employment status (subject to the caps).
- Legislating the objective of superannuation "to provide income in retirement to substitute or supplement the Age Pension". There has never been a bipartisan consensus on the purpose of super.
- From 1 July 2017 individuals up to age 75 will be able to claim a tax deduction of up to \$25,000 for their concessional super contributions. This extends the period when individuals can contribute to super and encourages this saving up to the cap.
- The low income spouse super tax offset is proposed to increase from the current \$10,800 to \$37,000 extending the opportunity for an eligible contributing spouse to claim an offset of up to \$540 per year starting on 1 July 2017.
- From 1 July 2017 any individual with a total balance of less than \$500,000 will be able to roll over the unused portion of their \$25,000 concessional cap for the past five years. This will allow workers with broken work patterns to attempt to catch up with their super contributions when they are more able to do so.

It appears that the proposed measures aim to bring in more equity, fairness and integrity to the tax treatment of superannuation. It targets the top earners, removing many of the tax concessions they currently enjoy and makes concession to lower wage earners to assist them build their retirement benefit.

If you would like to understand the potential effect these changes will have on your superannuation strategy and other information about retirement, NGS Super is providing a special Retirement Planning Workshop in conjunction with the IEU.

Save this date: 6 July at the IEU, 485-501 Wattle Street, Ultimo. If you are interested in attending or registering to attend future workshops, phone 9273 7927 or email bhopping@ngssuper.com.au.

The information in this article is general information only and does not take into account your objectives, financial situation or needs. Before making a financial decision, please assess the appropriateness of the information to your individual circumstances, read the Product Disclosure Statement for any product you may be thinking of acquiring and consider seeking 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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Catherine McAuley College Westmead

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PD and Conferences

15 Jun PIP How NSW Accreditation
Works, Wagga Wagga

4 Jul PIP Accreditation at Proficient,
Newcastle

4 Jul PIP Accreditation at Proficient,
Tamworth

8 Jul Starting Strong Preservice
Teachers Forum, Ultimo

13 Jul Accreditation at Proficient

19 Jul Smarter Assessment, Unanderra

20 Jul PIP How NSW Accreditation
Works, online

26 Jul Accreditation at Higher Levels,
Wollongong

10 Aug PIP Voice Care, South Hurstville

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

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

See www.ieu.asn.au for details,
updates and bookings

Reps training dates for 2016

22 Jun Panthers, Port Macquarie

24 Jun Atura, Prospect

29 Jul Cattlemans Country Motor Inn,
Dubbo

12 Aug Tamworth Venue TBA

2 Sep South Coast Venue TBA

See www.ieu.asn.au for updates

**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

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- How to maximise your wealth in the run-up to "R" Day.
- How much you will need? It could be LESS than you think.
- How to combat the fritter factor.
- How not to lose the Centrelink safety net.

WHEN: Wednesday, 6 July (10am-12noon)
Interested, but can't make it to this one? Email us about future workshops.

WHERE: IEU HQ, 485-501 Wattle Street, Ultimo

HOW: RSVP by email or phone bhopping@ngssuper.com.au
02 9273 7927

NOW: Bookings close Friday, 24 June but with 25 people maximum per session they always book out fast. So please do act now.

