

newsmonth

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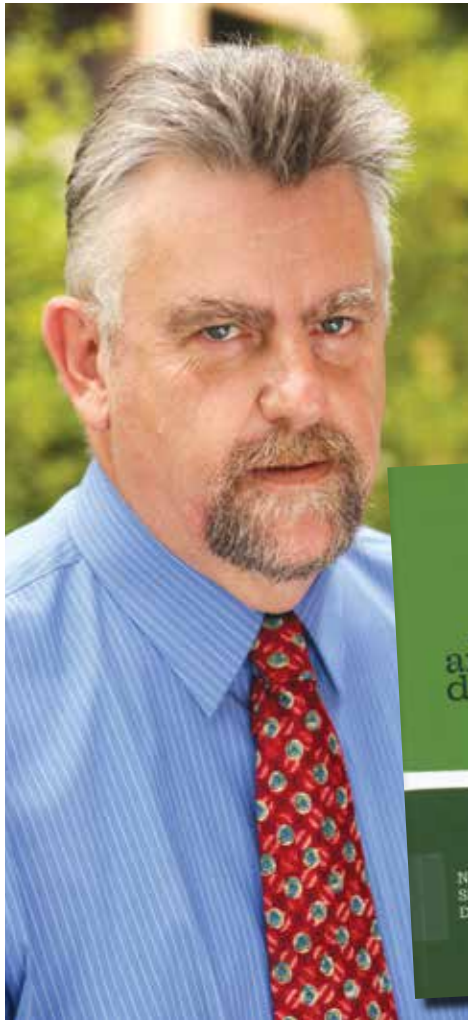
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IEU calls for end to anti-discrimination exemptions

The IEU has written to the major political parties in NSW calling for a review of the blanket exemptions to the Anti-Discrimination Act allowed for non-government education authorities, which includes schools, post-secondary colleges and childcare centres.

There are specific exemptions in relation to sex discrimination, marital status and disability allowed for non-government education authorities under the Act which have been in place for 40 years.

"These exemptions reflect a bygone era and require review to reflect more contemporary understanding of workplace justice and human rights," IEU General Secretary John Quessy said.

The IEU is seeking a commitment from the major political parties that they will support a review of the Act, in particular the exemptions, within the first year of the new parliament.

Part of the IEU's ongoing negotiations with Catholic employers includes disagreement about the 'Catholic ethos' clause which the Union believes is an intrusion into the private lives

of employees. The proposed review has received overwhelming support from Unions NSW. Independent member for Sydney Alex Greenwich has put forward the bill for removal of the exemptions, major parties are considering their positions.

The Labor Party has said it is committed to promoting anti-discrimination and equal opportunity principles and policies throughout NSW.

"We commit to ensure that the Anti-Discrimination Act 1977, and its application, is relevant to a modern context," Opposition Leader Luke Foley said.

In response to the IEU's letter, Greens Education spokesman John Kaye pledged to move for the review "early in the new parliament".

"We do not accept that any employer should be able to discriminate on the grounds of characteristics that would not prevent an employee or potential employee from fulfilling the duties required of the position.

"Specifically, all teachers who can provide education within the values of a school should be treated equally, regardless of their sexuality, gender identity, marital status, lifestyle, religious beliefs, ethnic background, country of origin, age or disability.

"We will be supporting the independent member for Sydney Alex Greenwich's bill to remove the exemptions, should he be re-elected and proceed with the bill."

Labor has also pledged to support Greenwich's bill.

John Quessy General Secretary

Early childhood teachers deserve prac payment

Last year the IEU negotiated increases in the payment made to teachers supervising university students undertaking professional experience, or the 'prac', in schools and early childhood settings.

The payment will rise from \$21.50 a day to \$28.50 a day this year, \$29.25 a day next year and \$30 a day in 2017.

However, it has come to the IEU's attention that one major early childhood employer, SDN Children's Services, is not passing on the prac payment to its teachers.

SDN is keeping the money paid by universities to buy resources for centres,

despite the fact that resources are already included in the annual budget.

UWS Early Learning- Penrith Director Tessa McGavock is perfectly positioned to comment on this issue. She has 35 years experience as an early childhood director, but she also teaches as a casual academic, supervising students taking the early childhood education degree at the University of Western Sydney.

Wearing her academic hat, Tessa said a good prac experience is crucial for students.

"The prac is essential. It gives students a chance to put theory into practice. I can

see a difference in students before and after prac.

Tessa said a bad prac experience can have a serious affect on students, to the extent that some will even consider leaving the profession.

"We have to mentor them quite extensively if they have a bad prac."

As a Director, Tessa said the prac places a heavy burden on teachers.

"I have to stop what I am doing, and come in half an hour or an hour before my shift starts to observe them teaching in the room. I have to do assessments, give them feedback, prepare for the experience, write

up reports, look at their lesson plans."

Tessa said she has spoken to colleagues about the prac and they all agree it is an onerous burden.

"We're putting our professional reputation on the line when we write a report. If we push through a student who is not good the university will look at our comments and think twice about giving us students in the future."

Considering the prac is a crucial part of encouraging students to work in a hard to staff profession, Tessa said everything should be done to make it as successful as possible.

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Securing Our Future Conference

Best Practice Induction and Mentoring

ngs Super

Don't miss the opportunity to see page 24 for details

IEU
NSW ACT Independent Education Union



Newsmonth

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Negotiations underway for new agreements in Catholic independent schools



Gloria Taylor

Deputy Secretary



Negotiations are underway for new agreements for teachers and support staff in NSW Catholic independent schools (CIS). Meetings commenced late last year and employers have recently provided pay offers for the range of schools or groups of schools in the Catholic independent sector. The Union is currently meeting with IEU Chapters to discuss the proposals relevant to each school.

The employers seek to move all schools under one agreement for teachers and one for support and operational staff. Currently there are a number of agreements that apply to teachers in different lists of schools. Pay rates vary, but almost all share identical conditions.

Unlike the approach of the Catholic employers to negotiations for Catholic systemic schools, CIS employers have indicated their wish to maintain conditions and move rapidly (by the end of March) to finalise agreements.

Negotiations were difficult with the Association of Independent Schools (AIS) and have been highly contentious in the Catholic systemic sector. The Union acknowledges the more cooperative approach in current discussions with Catholic independent schools.

Pay increases

Employers have proposed different pay increases for teachers in different schools, based on their current rates. Schools with pay rates currently reflecting those paid in AIS schools, for example, have offered pay increases in line with recent Multi-Enterprise Agreements (MEAs), that have been made across the independent school sector.

Some schools are seeking to shift their alignments and this will deliver greater salary increases. This is the case for schools with proposals to move to the AIS 'Standards' or '3 Band' model for the first time.

List D schools, except for St Gregory's College, Campbelltown and Oakhill College have offered 2.27% in 2015 and 2.5% in 2016, in line with increases that apply in government schools and those offered in Catholic systemic schools.

In the case of St Gregory's and Oakhill, the Union has persistently pressed for outcomes more in line with like Catholic independent schools. Members may remember the longstanding dispute at St Gregory's College.

The Union now welcomes the proposed increases for these schools.

Support and operational staff

The current offer for support and operational staff is a 2.25% pay rise in 2015 with a .25% one-off superannuation payment and a 2.3% salary increase in 2016 with a 0.2% one-off payment. The Union has concerns about various classifications and proposed increases. We have also sought the inclusion of IT staff in the agreement.

What's next?

Further negotiations have been scheduled to deal with employer proposals and the Union claim. The Union is seeking meetings in all schools to discuss employer proposals and to consider the pay offers that apply to each school.

The Union is eager to resolve all matters as soon as possible so that backdated pay rises can occur. If your Chapter has yet to meet or you wish to discuss these issues, please contact your Organiser.

Accreditation – emerging matters

Mark Northam

Assistant Secretary



Early Childhood Sector

In October 2014 legislative amendments were passed to enable teachers working in early childhood centres to be accredited. The Quality Teaching Council (at its February meeting) approved a scoping paper for policy to support this significant transition. The IEU has long lobbied as part of its 'Teachers R Teachers' campaign, to have ECS teachers eligible to become accredited with the Board of Studies, Teaching and Educational Standards (BOSTES).

The Union's ECS Council considered the scoping paper at its meeting of the 27 February and grappled with the obvious concerns:

Who would be the Teacher Accreditation Authority as ECS workplaces are significantly different to schools and often only one teacher is employed?

The National Professional Standards for Teachers do not describe the work of teachers in ECS workplaces.

These issues are not insurmountable and with the assistance of the IEU ECS council and IEU representation on the committee established by BOSTES, policy will be developed which supports teachers.

"The Union's view is simple. While teachers must engage with the processes, employers must provide tangible support."

Employers' support

BOSTES is currently developing a draft policy position for Teacher Accreditation Authorities (TAAs) for either individual schools or systems of schools to ensure

common processes and outcomes are achieved in relation to the accreditation of teachers.

The IEU has made formal input to BOSTES and will hold further discussions with it in coming weeks. The Union's view is simple. While teachers must engage with the processes, employers must provide tangible support.

In terms of best practice this would involve release from face-to-face teaching for the teacher and mentor in year one (two hours and one hour respectively) and in year two – at least one-hour release for the early career teacher.

The IEU is offering a significant professional development opportunity in May in relation to best practice in induction and mentoring. The conference, Securing Our Future, is to be held on 21-22 May in Sydney. To register: www.ieu.asn.au

The Union is advocating for random audits of TAAs, the development of appeals processes at school level, distribution of best practice proformas and sanctions for breaches.

Compare the pair

John Quessy

General Secretary



Members in Catholic systemic schools are understandably both angry and frustrated with the protracted process of negotiating a new Enterprise Agreement (EA).

Responsibility for the delay lies entirely at the feet of Catholic employers who abandoned the accepted practice of negotiating these matters to adopt a radical and discredited process of developing their own document that largely rewrote every clause and every condition to suit them.

That document was and continues to be flawed, almost fatally so.

While the Union has made significant progress in culling the most excessive parts of the original proposal a number of elements remain unacceptable to the Union and its members.

Employers are proposing a new 'standards' pay scale from 2016 with transitional arrangements phasing in the new scale until 2019.

As it currently stands the employer proposal would require those teachers classified up to Step 10 in 2016 to remain on their current step for an additional year. This issue has arisen late in the negotiations because of the lack of clarity of the various proposals put by employers late last year and the constant redrafting of their proposed classification and translocation clauses.

The IEU raised this specific translocation issue that has arisen in the current employer draft in the meetings of 23 January and on 23 February. We are now awaiting employer representatives to "get back to us".

The current proposal also treats existing teachers differently to those who are new to Catholic schools.

Consider the treatment of this pair. Identical twins who completed a B Ed in 2014 and commenced full time work this year, one in a Catholic school and the other in a government school. Both succeed in achieving accreditation at Proficient level by the end of 2015. The teacher from the Department of Education and Communities moves to a Catholic school in 2016 and according to the employers' proposal would be classified on the 'proficient teacher' Step equal to Step 9 on the current scale. The other twin who as at January 1, 2016 is at Step 6 would enjoy the privilege of remaining there for a further year and earn \$10,000 less. Even if the existing employee moved to Step 7 they would earn significantly less.

This arrangement is simply unacceptable. CCER have undertaken to "get back to us" on the whole translocation issue, including the inequitable treatment.

Thousands of teachers who have been accredited at Proficient level would under the employers' current proposal be translocated to the classification of 'Graduate' while pre-2004 teachers who hold no accreditation would be classified to high levels of 'Proficient Teacher'. This is at best insensitive but many will see it as insulting.

Sick leave, lunch breaks and the operation of various 'formulae' continue to be in dispute. In all there are a dozen or so matters on which employers will "get back to us" following consultation with the 11 diocesan directors.

The treatment of support staff, while much improved following months of negotiation remains one of studied



"The treatment of support staff, while much improved following months of negotiation remains one of studied miserableness."

miserableness. At this point the 'modern' agreement proposed by employers is too modern to include IT staff who remain in an industrial limbo with no protection from an EA.

Most staff will have received communication from their director that employers expect to conclude negotiations by 31 March. A date arbitrarily determined by them. If that

date is to be achieved and we are to reach an 'in principle' agreement they have much ground to give.

As we have previously advised members under Australian industrial laws only employers can put an EA to the vote of employees and they control both the document presented and the timing of such a ballot. Any delay in pay increases therefore rests entirely with them.

Agreements for almost all AIS schools

Multi-enterprise agreements have now been made for almost all NSW and ACT Association of Independent Schools (AIS) schools.

The Fair Work Commission has approved NSW Teachers and Support and Operational Staff Multi-Enterprise Agreements (MEAs) that were voted on last year, both in the first round in October and subsequently in December. The schools that voted in December included six of the nine schools that had voted 'no' in the October vote (others re-voted because a failure by the school to follow Fair Work Commission processes).

Staff in a further nine NSW schools voted in February, including a number of schools that had failed to put the MEA to employees in the earlier votes. The MEA was approved by employees in eight of the nine schools, in some cases following specific commitments given by the school to staff.

In one school, Monte Sant' Angelo, the vote was not carried by teachers and the Union will consult with members as to the next step.

An MEA was also approved in February by teachers in four ACT independent schools.

The Union continues to assist members in schools where there was a 'yes' vote subject to specific commitments given by the school.

There may be members in a small number of independent schools who have not been offered a new MEA. Please contact the Union for assistance if this is the case.

Carol Matthews

Assistant Secretary



Still no offer on ACT teacher pay

Pay issues for teachers in the ACT are still in dispute.

The Catholic Commission for Employment Relations (CCER) proposed new enterprise agreement (EA), released in April 2014, sought to bring teachers and support staff in the Archdiocese of Canberra and Goulburn into the one agreement with employees in NSW. However early learning centre staff were excluded from the proposed agreement.

The proposed pay rates for NSW teachers were based on the NSW government pay structure. There were no pay rates for the ACT but a statement that "alignment of salary increases to the ACT Department of Education is a long standing practice of the Archdiocese of Canberra and Goulburn to observe the principle of parity". In other words the Archdiocese would match the ACT government increases to teachers in government schools.

ACT public sector

Although no new EA has been made applying to teachers in ACT government schools, in 2014 the ACT Government offered its teachers pay increases of 1.5% backdated to 1 October 2014, 1.5% from 1 April 2015, and continuing 1.5% pay rises each April and October until 1 April 2018. This offer has not been accepted by the Australian Education Union and negotiations are continuing about workload issues. The last pay rise for teachers in the ACT teachers in government and Catholic schools was 2.5% from 1 April 2014.

Catholic negotiations

No formal pay offer has been made for ACT teachers by the CCER for 2014 or 2015 although in late 2014 the CCER proposed that ACT teachers should move to the NSW government school standards pay scale in 2016. In a recent meeting in Canberra it was suggested by the CCER that pay rises in 2015 should match the ACT government offer for 2015 (1.5% pay rises in April 2015 and October 2015) but there was no commitment to pay the 1.5% increase from October 2014. This would potentially leave ACT teachers behind both their ACT public sector colleagues and NSW teachers, who have been offered a 2.27% pay rise from 1 January 2015 and currently receive higher

rates than teachers in the ACT. It has also been proposed as an option that ACT teachers could move to the NSW government schools standards structure in 2016, but using ACT rates of pay. The translocation from an incremental structure to the standards structure would need to be carefully reviewed and the Union considers, for this to be acceptable, that the rates would have to be not less than the comparable rates applying in ACT government schools.

Other outstanding issues in the negotiations include the pay and conditions for early learning centre and school aged care employees, the additional superannuation co-payment for ACT teachers, the conversion of the Exemplar Teacher classification into an automatic step and the flow on of any agreed conditions from the ACT public sector to Catholic schools.

Union position

The Union has insisted that teachers in ACT Catholic schools must as a minimum not be paid less than teachers in ACT government schools. We will advise members as soon as we receive a firm pay offer from the CCER. An acceptable outcome for the ACT is a fundamental issue in any resolution of the dispute about a new enterprise agreement.



First Class

The art of saying no

Amy Cotton

Professional Officer



In the rush of enthusiasm that accompanies a new academic year, many teachers over-commit to school activities. I'm talking about the extra, voluntary activities that aren't necessarily part of your work as directed by an employer, for example, helping out with an event or joining a committee.

One or two of these activities might be fine, but signing up for everything leads to nothing being done well and unnecessary stress for you - and possibly everyone close to you. So if you're a person who can't say 'no', here are some strategies to help you be a bit picky. Take a moment to map out your personal life on a single page, 12-month calendar. Write down major family events in which you are a key player:

- weddings – we all love a wedding but if you're planning one, your spare time is entirely absorbed
- new babies – if you're not sleeping, don't sign up for more work
- divorces – if you are involved in a divorce, this is a traumatic time, so take it easy, and
- caring for a loved one – don't underestimate the impact this has on your life, sleep and ability to eat well and regularly. If you know this year is going to be rough, give yourself a little grace.

Take into consideration disruptions to your normal lifestyle, such as:

- renovations – if you're site-supervisor, you don't have the time to volunteer. If you're a DIY wiz, you don't have the energy. Always give renovations six months more
- major holidays
- further study – be wary of over-committing when trying to upskill
- HSC marking – doing this wipes out any end-of-year events, and

- getting a new animal – we all forget how hard new pets are to train, especially baby animals
- if you have a second job, particularly a family business, think about peak periods of work, and
- volunteer work – if you're already an avid volunteer outside of school, don't over-commit.

Next, map out major school events:

- report periods
- exams and marking periods
- cultural days/celebrations
- registration (BOSTES or system paperwork), and
- your accreditation cycle (NSW) or registration (ACT).

By now you should have a good idea of how your 2015 will be. You should be able to see where you simply will be too busy to help out, and periods when you have plenty of time.

Now, think about the requests that have been made. Which ones:

- fit well with your calendar
- interest you – it might be an academic, ethical or pastoral interest, but if you want to help because it will make a difference, you won't be as stressed by the task
- will help you demonstrate Standards – if you need to collect evidence for particular descriptors, then consider which opportunity will help you the most, and
- put you with people from whom you want to learn – consider the people involved in the project. If there's a superstar in the group, and you're keen to learn his/her style, here's your chance.

By now you should have narrowed down the choices to the stand out opportunities for which you feel some excitement and passion. These two emotions alone will help sustain you through the stressful periods. At the same time, the above exercise should have given you enough valid reasons to turn down opportunities, at least for this year.

Early childhood teachers deserve prac payment

from page 1

"Not paying the supervising teachers could be seen as another indication that early childhood teachers are not seen as 'real teachers' by employers. 'Real teachers' in schools do not have to forfeit their payments.

"I don't take prac students for the money, as it is not that much. I do it because it's good professional development for me and for them. But if there were no reimbursement at all I would think twice about taking students. There is a principle involved.

"We already work in an industry where we are paid a pittance for what we do and the expectations on us are continuous.

"I don't see much point in an organisation taking the money, as it's not something they can budget for, so why not pass it on to the teacher or director?"

Early childhood employers that do pass the prac payment include: KU Children's Service, Uniting Care, Big Fat Smile, Illawarra Area Child Care, Only About Children and UWS Early Learning.

IEU Organiser Lisa James said SDN must recognise the hard work teachers perform in supervising prac students. The IEU has written to SDN requesting they review their practice but SDN CEO Ginie Udy responded stating that SDN have no intention of reviewing their policy regarding the supervision of university students.

Sue Osborne Journalist

Comparing apples with apples – new councillors welcome accreditation

The IEU's ECS Council has been strengthened with the arrival of five new members ready to advocate on behalf of the early childhood sector.

The ECS Council gets together on a regular basis at the Union's Sydney office to discuss issues affecting the sector and Union responses.

Emma Cullen, Director at Abbotsford Long Day Care Centre in Sydney, has been involved with the Union's Teachers are Teachers campaign, even appearing on an ABC TV news report about it.

"I'm really looking forward to the opportunity to be more involved behind the scenes," Emma said.

Melinda Gambley, Director at Clunes Community Preschool on the north coast, has been an IEU member for more than a decade, but this is her first position on Council.

"We haven't had an IEU Rep on the Council from the north coast for quite a while so I'm hoping to take back information to the members in the area and help them be more connected to the Union," Melinda said.

"We have an email group and some face-to-face networking events so I'll be able to tell them what's happening."

Long-time IEU member and St Columba Uniting Church Preschool Figtree Director Cheryl Collinson-Smith has been involved with the Teachers Are Teachers campaign and encouraging other teachers to join the Union. She said she's happy to have been selected for Council.

Julia Cameron, Director at Werris Creek and District Preschool in the Tamworth region, said: "It's been a long time since someone from the Tamworth region has been on the Council. I want to tell the stories of what's happening in our rural and regional areas of NSW".

"I'm looking forward to learning new things and taking that information back to community management committees, as well as the teachers in our region."

Suzanne Snowball, Director of Arndu St Paul's Preschool in Oatley is a relatively new member of the IEU, as she previously



worked for TAFE. She said she is really interested in the Teachers are Teachers campaign.

"I'm hoping to contribute to Council and to recommend others in the St George region join the IEU."

All the new Council members agreed that the information they received at their first meeting from IEU General Secretary John Quessy and IEU Assistant Secretary Mark Northam about the new accreditation process would be useful information to share with colleagues.

"The accreditation process is a good one to take back to management committees," Julia said.

Emma said: "Accreditation provides us with tangible evidence to compare us with others in our professional, providing recognition that we have equivalent teaching qualifications".

Julia said accreditation would make it possible to "compare apples with apples across the teaching profession".

Sue Osborne Journalist



New deal provides discounted UNSW courses for members

The University of NSW (UNSW) and IEU have formed a mutually beneficial partnership that will provide IEU members with access to discounted courses.

UNSW Professional Learning Coordinator Jennifer Eaton and IEU Professional Officer Amy Cotton are developing three co-branded courses to be rolled out this year.

The first course that has been developed is aimed at recent graduates called Demystifying Accreditation for New Graduates. This course is open for registration on the UNSW website. The IEU logo will appear indicating the course offers a discount. The other two courses have yet to be finalised.

For IEU members the course is discounted by 50%, so it costs \$125 rather than \$250.

The university is offering other courses through its School of Education at a 10% discount to IEU members.

Jennifer said the arrangement suited both organisations because it allows the university to stay in touch with working teachers, and gave the IEU access to academic speakers.

"UNSW is very focussed on supporting practising teachers. It's not just about producing graduates," Jennifer said.

"The partnership with the IEU allows us to be grounded and stay in touch with professional teachers, allowing our courses to be relevant to what teachers are doing and needing.

"It allows us to get our presenters to a new audience, and the IEU access to future teachers."

UNSW's Dr Neville Ellis will present at the IEU's Securing Our Future: Exploring Best Practice: Induction and Mentoring in the Teaching Profession Conference on 21-22 May.

Information on courses is available from the IEU website: ieu.asn.au and the UNSW website: education.arts.unsw.edu.au/professional-learning.

Newcastle deal

The final details of a formal agreement with Newcastle University in relation to Professional Experience (practicum) were discussed at a meeting between the IEU and Professor John Fischetti, Head of the School of Education at Newcastle University recently.

While the formalisation of the understanding is significant, the closer alignment between the IEU and Newcastle University is of considerable importance. Both parties will be having ongoing discussions about accredited professional development for supervising teachers, and courses that may lead to further qualification for practising teachers.

IEU General Secretary John Quessy indicated the professional conversation was positive and the industrial understandings between the two parties provided a sound basis for a productive relationship.

Mentoring for effective teaching

There are many reforms for advancing education in Australia, including ways to produce work-ready graduates for entering the teaching profession. The partnership between universities and schools becomes a linchpin for creating environments conducive to desirable teacher development.

Despite formative work in developing teaching practices within university-school studies, beginning teachers may not have had experiences in the wide range of activities that occur within any school year. In addition, every school is unique. Every class is unique. Early-career teachers can have many achievements and also challenges that require expert guidance and advice.

In our next presentation, at the IEU's Securing Our Future: Best Practice Induction and Mentoring Conference, 21-22 May 2015, we outline the importance of induction for early-career teachers and, most importantly, how mentoring for effective teaching can scaffold the mentee's development towards becoming an effective practitioner. We focus on key components of an Australian award-winning program titled Mentoring for Effective Teaching (MET), approved by BOSTES at the Highly-Accomplished career level.

As mentoring is variable, the MET program aims to build the pool of mentors and increase the quality of mentoring by drawing on research and current literature for enhancing mentoring practices. The importance of the mentor-mentee relationship is emphasised, along with induction processes for mentees, which can be embraced by a community of mentors.

We unpack the five-factor model of mentoring (personal attributes, system requirements, pedagogical knowledge, modelling, and feedback) and outline other key areas within the MET program, such as conflict resolution, leadership and action research.

We then focus on one of the five factors (feedback) and ask you to observe an early-career teacher in practice for the purpose of providing feedback in your mentoring role. This simulated activity aims to facilitate understandings around mentoring, not only what feedback can be provided but also how the feedback can be delivered.

A framework for engaging in questioning with the mentee will be outlined and research on the content of mentors' observations will be presented as a stimulus for considering the implications of effective mentoring.

We provide you with a validated mentor's reflective tool and give further information about the MET program for schools and districts to access. To optimise benefits for the students, staff and wider school community, mentoring must be embedded within the school culture and infrastructure. Where mentors are upskilled on current mentoring practices, mentoring can become a catalyst for implementing education reform, particularly in the core business of teaching effectively.

Associate Professor Peter Hudson and Dr Suzanne Hudson will be keynote presenters at the IEU's Securing Our Future: Best Practice Induction and Mentoring Conference, 21-22 May 2015. For more details see www.ieu.asn.au.



Paradigm shift in VET

"Statistics show that 90% of schools across Australia now offer VET in Years 11 and 12"



The IEU was part of a dynamic and positive interactive professional learning session held on 25 February in Canberra with Vocational Educational Training stakeholders from all over Australia. The focus of discussion was the new framework policy document 'Preparing Secondary Students for Work – framework for vocational learning and VET delivered to secondary students'.

VET can currently be counted towards senior secondary certificates of education in all states and territories and statistics show that 90% of schools across Australia now offer VET in Years 11 and 12. There has been an increase of 77% in the number of school-based apprentices from 2005 to 2012, figures supported by the 'earn or learn' approach – raising the statutory leaving age to 17. The new framework recognises the tensions between the delivery of VET at schools and in other capacities.

VET reforms needed

Kira Clarke, a key presenter at the Canberra forum, made a valuable contribution on the day. Kira is a lecturer in Education Policy at the University of Melbourne and has an extensive knowledge and understanding of VET within schools and of the reality, in pedagogical terms, that a school environment is not an industrial setting. Her passionate beliefs about the reform that is needed in VET and its delivery, formed part of her presentation. Reforms she believes are necessary to ensure VET meets the needs of students, teachers and the wider community through themes and structural changes which strengthens VET in schools.

A range of issues was raised by VET stakeholders, most importantly change was needed in the preparation of secondary students for work. It was recognised that the increased interest in vocational learning and the expansion of VET delivered to secondary students was encouraging, however stakeholders continued to raise concerns about quality, relevance and employer involvement.

Problems created

Some educators believe that VET in schools is different from and somehow inferior to other VET courses while others are concerned that VET is less valued by students and parents than other options. Also raised in discussion was that some VET courses

don't deliver the outcomes that students and employers expect, others in the forum pointed to areas where policies and regulations exacerbated, or even created, some of these very problems.

Kira presented researched material about entry to vocations and the building of foundations for successful transitions. Her information was based on a three-year-long investigation involving consultation with stakeholders such as representatives from departments of education and training, boards of study, industry, schools and VET providers.

Kira Clarke stated plainly what needed to change: "There needs to be a revision of Certificates I and II to be delivered in schools at an earlier stage, that is in Stage 3 and Stage 4. It needs to be part of the curriculum as well as learning in, learning for and learning about the course content, skills and discipline. Maths and literacy need to be added to VET courses and we need to make explicit connections between VET and post-school VET courses."

"We need to explore VET units at an earlier stage of secondary education so that students make informed choices at the Stage 6 level. There also needs to be a systematic approach to information and an integrated framework to establish career paths from the beginning of secondary schools," Kira said.

"I think we can truly say that the pedagogical paradigm is different in a school environment. There is not parity in schools and outside schools. The regulations, expectations, quality and parameters may be the same but it is different because of the locations."

Student choice

Feedback from teachers support Kira Clarke's views. Feedback says that some teachers see VET as a ticket for a job resulting in little respect for skills and knowledge gained in schools. Further that family and social media are what influence many students' choices in subjects, career paths and VET. Most of all teachers believe that students need career guidance.

In the ACT, there will be a ministerial review of VET in government schools, with potentially a flow on to independent and Catholic schools. VET teachers and stakeholders welcome this news and the IEU looks forward to contributing to this process and outcome.

Lyn Caton Organiser

APPLY NOW



STI Classification - Why should I apply?

In the August 2014 edition of *Newsmonth*, we wrote about how to apply for classification as a Senior Teacher I. Many independent, and stand-alone Catholic schools in NSW still have the Senior Teacher 1 (ST1) Classification as part of the salary and classification structure in their enterprise agreements.

The STI classification is a further progression step on the incremental salary scale. But teachers are required to make a formal application to be a STI.

There is a significant salary benefit in gaining STI status. Under the new Independent Schools (Teachers) Mutli -

Enterprise Agreement 2015-2017 this means an additional \$153.04 in your fortnightly pay. The higher rate is your base salary so also increases the amount of your annual leave loading and employer superannuation contributions, as well as access to higher (OOPs) payments in March and August 2015.

Over the full year of 2015 this adds up to an additional \$4122.60 in your pay packet and \$388.00 in Super contributions from your employer. Well worth the effort.

This STI classification provides recognition to teachers who are four or five years trained who have

completed 12 months service at Step 13. To be eligible for reclassification as an STI, the teacher must be assessed as highly skilled and competent according to three criteria set out in the agreement.

So if you are currently at Step 13, and have undertaken tertiary study or inservice and are professionally involved, speak with the IEU Rep or IEU Organiser for your school or ask the school bursar to find out how and when you can submit your application.

Outstanding issues for support staff

Although the Union has achieved significant improvements for support staff in the proposed enterprise agreement (EA) for Catholic systemic schools, not everything is sorted.

In mid 2014 the Catholic Commission for Employment Relations (CCER) agreed in principle on behalf of Catholic dioceses that rates of pay and conditions for support staff would be maintained or improved.

This was a reversal of their original position of massive pay cuts for new support staff of between \$6,000 and \$17,000 per annum, abolition of automatic progression between Level 2 and Level 4 for support staff and a threat to existing Levels 5 and 6 clerical positions. However we are not out of the woods yet.

Classification issues

In late 2014 the CCER proposed a new classification structure that would bring all support staff (including for example school secretaries, school assistants and outdoor and maintenance staff) onto the one pay scale but with the different positions ranging between different pay levels.

It was stated that this was not intended to reduce pay rates of current or future staff. A number of negotiating meetings were held between the Union and the CCER at the end of 2014.

Although we have made progress, we have not reached final agreement on either the definitions of the classifications nor the way

in which staff (in particular maintenance and outdoor staff) will transfer to the new scale and progress up the scale.

Conditions

The CCER proposed EA combines the award and the different agreements that currently apply to support staff, maintenance and outdoor staff and cleaners and bus drivers. Existing conditions vary between the existing documents and the Union wishes to ensure no one is disadvantaged by the change.

Outstanding issues include the arrangements for working during pupil vacations for maintenance and outdoor staff, the entitlement to additional payment when performing higher duties, broken shift payments for cleaners and bus drivers, allowances (such as first aid, health care procedures and mileage allowance) and the arrangements for long term temporary employees on annual appointments to achieve permanency.

Preservation of entitlements

The Union is committed to maintaining and improving existing conditions for all support staff. The CCER has indicated they intend to release draft documents to employees at the end of March. We will provide a comprehensive analysis of these proposals from the point of view of support staff as soon as we receive them.

Carol Matthews Assistant Secretary



Present Tense Agreements provide real improvements

Kendall Warren

Organiser

Enews

As part of the IEU's never-ending quest to provide a better service to members, a new IEU enews, called *Future Perfect*, started in March, and will be distributed thrice-yearly to members in the ELICOS and private college sector. *Future Perfect* will provide more immediate news about your sector, direct to your inbox. We hope you'll like it, and forward it on to your colleagues, but if you have any suggestions for improvements, don't hesitate to let us know.

Agreements

The Union has been busy making a number of agreements this year. In recent weeks, the Fair Work Commission has approved the agreement negotiated

at TELP Waterloo, and at the time of writing approval was also pending for the UNSW Foundation Studies agreement. Both of these agreements provide for real improvements for members at those colleges, including decent salary increases (of over 3% per annum) and improvements in conditions.

The next round of agreements is also underway. Bargaining has just begun at Navitas English (formerly known as ACL), and the initial Log of Claims was tabled on 19 February. The Log includes claims for salary increases, improvements in various types of leave, better regulation of workloads, and more flexible hours.

For their part, management have also tabled a number of claims, several of which will probably be unacceptable to members. However the parties have agreed to meet fortnightly, and so it is hoped that an agreement acceptable to all sides can be concluded quickly.

Negotiations are also getting started at both UWS College and UoW College, both in conjunction with the NTEU. Enterprise agreements generally provide for superior conditions to those in the award, and if you would like to know how this can work at your college, contact the IEU at kendall@ieu.asn.au.

Seminar

For the last decade, the IEU has been holding regular seminars for members in the ELICOS and private post-secondary sector. After consultation with members, it has been decided that this year's event will be expanded to include the reps' training that is offered to representatives in mainstream schools.

For school reps, the Union offers to provide paid release time, however after surveying members in this sector (a large number of whom are employed casually), it has been decided that this training would better serve the sector by being held after hours, so that members can attend after work (though if, for example, you teach evening classes, paid release may still be available).

The seminar will be held at the IEU's Wattle Street head office (485-501 Wattle Street, Ultimo), on Monday, 11 May, from 4pm. The seminar will cover a range of issues relating to the work the Union can do in your work place, and how improvements can be made for the benefit of you and your colleagues.

More details will be forthcoming closer to the time, but for now mark the date in your diaries. For details: contact kendall@ieu.asn.au.



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ELICOS members look out for future perfect in your inbox

Fight for our rights rally



The IEU joined many other unions at the Fight For Our Rights protests in Sydney, Newcastle and Canberra.

Fight For Our Rights on 4 March was a national day of protest organised by Australian unions to fight federal attacks on penalty rates, cuts to the minimum wage, individual contracts and unfair conditions by employers.

The protest in Sydney took on a local flavour in the lead-up to the NSW State election, and as expected, drew thousands of unionists embracing all colours, creeds and stripes to gather outside NSW State Parliament House with chants against the power sell off and TAFE privatisation, among other hot button issues.

Signs were especially creative and articulated the general sense of camaraderie, solidarity and community felt by all who gathered on their lunch hour to rally and listen to inspiring speeches by other unionists.

Given the teaching commitments of many of our members, a strong showing by IEU organisers and members of the executive ensured that our presence was felt and appreciated.

Daniel Long Journalist

 Join the conversation
facebook.com/ieunswact

A hard habit to drop

Caring about her school will be a hard habit to drop for recently retired school support staff administrator Elizabeth Chipman.

Elizabeth finished at Regina Coeli Primary, Beverly Hills last year after 23 years in the front office, where she performed a variety of tasks including accounting, first aid, enrolments, reception, assisting the executive, other staff members and anything else that needed doing.

Like many older support staff, involvement in schools started as soon as she had school-age children, beginning as a volunteer in the canteen and on the Parent & Friends Committee and Sports Association, graduating to a paid job at Casimir Catholic College, Marrickville in 1988, then on to Regina Coeli.

Of course she has seen big changes to work practices over the years, mainly due to technological advances.

"We started with a red book for cheques and a blue book for receipts and hand written receipts, cards with all the parents' details on them, including school fee invoices and payments.

"Since then we've been through OASIS, eSchool and SAS, and emails, Google, 10 folders per year to keep accounting and admin records."

For 10 years Elizabeth served on the Sydney CEO's Equal Opportunities Committee.

"When I started we looked at bullying and harassment, we also looked at teachers being able to job share under the Flexible Employment Arrangement Guidelines.

"I was not just fighting for staff with young children. I was really aware that some teachers and staff had elderly parents they had to care for. I believed in fighting for their right to family or carers' leave."

The extensive ground covered by the Committee included exploring school support roles, assisted in the writing of enhancing careers for support staff, a study of relative workloads of support staff in primary and secondary and exploring strategies to develop school staff with potential for leadership roles.

It also looked at career impacts on return from maternity leave; supporting women on maternity leave and returning to work; women in non-traditional roles, revision of coordinator roles and contract renewals processes and the revision of the Equal Opportunity Policy.

Sadly, when she retired Elizabeth was disappointed by a 'skills audit' she was

forced to undertake by the CEO, last year, which she felt did not acknowledge her experience and achievements in her role. Nor did it take into consideration the compassion and empathy required by school office staff.

Nevertheless, when she walks past her old school in the mornings she notices if the toilet windows have been left open, or if the flag is flying. "My husband says I've got to move on. The teachers wave and say hello when I pass on my morning walk. As do the parents I meet when shopping."

Elizabeth was also a member the support staff committee for her region, organising biannual in-services and a regional mass.

"It was a great way of networking. The committee used to meet in the pub until the CEO took over and we were asked to meet in the regional office. Our numbers drifted off after that."

Elizabeth has always believed in the collective as a way towards a better career, and she joined the clerical union in 1988, until the IEU started covering support staff. She's been a member since 1997.

"I think support staff who don't join the IEU are not helping their cause. It's great that support staff are in the same Union with teachers. We are all part of one big operation, one big family really. We need

the Union to continue the work it has done over the years, it has significantly contributed to the working conditions which we have today."



"... support staff that don't join the IEU aren't helping their own cause."

Professional Development delivered to your door

The IEU welcomes a new professional development partnership with the Teacher Learning Network
The TLN is Australia's leading provider of online professional learning for school and early childhood centres. The TLN provides high quality professional development programs based on the principle of 'teachers sharing with teachers'.

Membership Model

The TLN operates on a unique membership model. A school or centre joins the TLN and pays one low annual membership fee and every person in that school can access professional learning programs at no further charge. Over 100 programs per year free to all staff in member schools/ Centres. This great deal is made possible through the support of the IEU.

Membership Fees

12 months membership – all inclusive – no more to pay to attend over 100 programs

Online professional learning

TLN has more than 5 years experience in delivering online professional learning. Online allows you to engage in professional learning at school or at home, with your team or on your own. Online provides accessibility, flexibility and delivers great outcomes in improved teaching practice. The TLN is an endorsed provider with the Board of Studies: Teaching and Educational Standards NSW.

Student Enrolment	2015
Above 2000 students	\$800
Between 1000 and 1999 students	\$700
Between 500 and 999 students	\$500
Between 100 and 499 students	\$350
Below 100 students	\$250
Early Childhood Centre/Pre-school	\$250



The Teacher Learning Network (TLN) is jointly owned by the Independent Education Union Victoria-Tasmania and the Australian Education Union (Victorian branch). The TLN has been operating as a not-for-profit incorporated association since 1994, providing professional development services to the two unions and their members.

More Information and to join Go to www.tln.org.au or email mvictory@tln.org.au or call (03) 9418 4992





Reaching out to young teachers

“Young teachers starting their first job will sign their contract of employment without being aware of their rights and entitlements.”

A recent graduate, Organiser Gaurav Singh said he feels passionate about helping young teachers understand what the Union is all about and what it can offer them.

Gaurav finished a law degree at the University of Western Sydney last year and started with the IEU at Christmas.

He first came to the attention of IEU in 2014 under the Union Summer program organised by Unions NSW, which provides internships for students.

During his three-week internship Gaurav helped out at the Union's stall at the University of Western Sydney's Edfest, a recruitment event for teaching graduates, which he describes as an “amazing experience”.

He's looking forward to being able to advise young teachers.

“Young teachers starting their first job will be worried about accreditation and their new role. In most cases, they will sign their contract of employment without actually being aware of their rights and entitlements should any grievances come up in the future,” Gaurav said.

“I am looking forward to being able to explain what the Union is and how it can help them.”

While teachers are still “authority figures” to him, he is confident he will be able to communicate and relate with older teachers as well.

“I'm out there to listen and when I go into schools I hope anybody will feel comfortable approaching me.”

As well as young teachers Gaurav is interested in recruiting more support staff to the Union.

While he was a student Gaurav volunteered at a community legal centre in Toongabbie, providing legal advice to struggling families and dealing with domestic violence issues.

He has a strong sense of social justice which will influence his work at the IEU.

He's looking forward to getting out to schools in the Penrith and Blue Mountains Branch area, many of which are close to his Plumpton home.

Contact: gaurav@ieu.asn.au

Fighting for quality education



“Everyone's been to school so many people think they can have an opinion about it.”

Newly appointed IEU Organiser Karen Forbes is looking forward to being “an advocate for quality education”.

“I want to support members so they can make a difference in their workplace and to help them understand that standing together is the way to move forward,” Karen said.

She has 31 years experience as a teacher, most recently as principal of Corpus Christi Primary at Waratah in the Maitland-Newcastle Diocese.

Karen has held various positions in the primary sector over the years, including principal, assistant principal, coordinator and teacher, all in the Hunter region.

She has been an IEU member since 1982, and held a Rep's position in the early days of her career.

“It was all men drinking beer and smoking at chapter meetings in those days. It's

certainly not like that now. It's good I've seen things developing from the roots.”

She's seen other things change over the years too. When Karen's two boys were small she had to temporarily resign from teaching because there were no flexible options like job sharing.

“When young women teachers came to me as principal to request job share and flexible options they took them for granted. I loved to point out that these rights were fought for by the Union.”

As a principal, Karen said there was a bit of juggling involved being a unionist as well.

“I was always very frank with my staff and I would tell them I was wearing my Union hat to bring Union matters to their attention and it might differ from what the CSO was saying.

“All the staff knew I was a member of the Labor Party and believed in unions.

Not everyone thought a principal should act like that, but it's my right to articulate my opinion backed by evidence.”

In 2012 Karen presented a workshop at the IEU's Early Career Teacher Conference on managing challenging behaviours in the classroom.

Although a Newcastle resident Karen is based at the Union's Wattle St office and represents members in the Lansdowne and Southern Suburbs branches.

She's dividing her time between her two sons' Sydney residences, with her weekends back at the family home at Newcastle.

One of her sons is a teacher and Teachers' Federation Rep, so a chip off the old block, and the other owns a pub.

Karen said she's looking forward to helping every child have access to quality education by supporting the staff that work towards it.

“I was lucky to have several fine mentors over my years of teaching. One in particular gave me some great advice: ‘Everyone's been to school so many people think they should have an opinion about how schools should be run’.

“I try to keep this in mind when I hear politicians, social media commentators and members of the general public – many of whom have never worked in schools – freely give their opinion about education and what happens in schools.

“Rather than impose procedures and processes upon those who do work in schools, perhaps some of those people can volunteer in schools and see first hand how things operate and then voice an opinion.”

Contact: karen@ieu.asn.au



The IEU publications app

Read this issue on your iPad now. Just visit iTunes, search for 'IEU' and download the free app.

No iPad? View the issue online at <http://publications.ieu.asn.au>

Fan of fair play



Playing cricket got Keith Heggart involved in the union movement.

Keith started his teaching career in 2003 at Kincoppal Rose Bay, an independent Catholic school, then after a stint in the public system, travelled to the UK with his wife Liz (also a teacher). Teaching in Essex, Keith joined his local cricket club which was mostly populated by teachers.

"It started as a social thing but I was drawn into their union meetings and became involved in their industrial campaigns," Keith said.

He ended up president of the local branch of the NASUWT (National Association of Schoolmasters Union of Women Teachers).

"The more I became involved the more I thought it was important work that I believed in," he said.

Upon returning to Australia in 2008 the couple set up home in Penrith and Keith started at the new Catholic school St Mark's at Stanhope Gardens, and then moved to McCarthy at Emu Plains.

"It's important for an Organiser to be a sounding board and listen to people when they have concerns about whether something is fair or right."

"I started at McCarthy teaching Business Studies in the trade centre which gave me a new appreciation for VET teachers and the hours they put in."

Keith was the IEU Rep at McCarthy for a few years but when he joined the school

executive he gave up that position and became president of the Penrith/Blue Mountains branch.

"I thought I could balance being on the school leadership and being the Union

Rep, but some of the members felt uncomfortable about it, so I moved on."

As a new Organiser Keith is looking forward to getting out to schools in the Cumberland and Ku-ring-gai areas.

"It's important for an Organiser to be

a sounding board and listen to people when they have concerns about whether something is fair or right."

Keith plans to learn about education policy and how it affects members in schools and what the Union can do to influence it.

While he was at St Mark's Keith became an Apple Distinguished Educator, and he has already assisted with IEU to create ibooks for members in the early childhood sector. He may be involved with other initiatives of that nature.

Keith said in the current climate, there is potential for all unions, including the IEU, to grow.

"I would like to be a contributor to that," he said.

Contact: keith@ieu.asn.au

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For more details contact Marilyn Jervis: marilyn@ieu.asn.au or see www.ieu.asn.au



IEU event: Women Day 2015

The IEU IWD celebrations called for sharing and cakes a plenty. IEU Assistant Secretary and Women's Organiser Pam Smith outlines some of the work done by the IEU, together with Cassandra Gibbs, Kate Hepworth and IEU Organiser Ann-Maree McEwan.

Kate Hepworth from APHEDA spoke about APHEDA's Organising with Women programs in the Solomon Islands.



International Women's Day: Challenging the reality for women



International Women's Day provides women, often divided by national boundaries and cultural, economic and political differences, with an opportunity to come together to celebrate.

However, more importantly, it is also a day which challenges all Australians to consider the current realities for Australian women and decide what legacy will be passed onto future generations.

Australian women's realities as caregivers and workers

Research has shown that there are 4.1 million Australian employees who undertake unpaid carers' responsibilities, 70% of whom are women. While men also provide assistance, female caregivers may spend as much as 50% more time providing care than male caregivers.

It is a reality that women cannot abandon their caregiving responsibilities when in employment. Yet, caregiving poses great financial challenges through the loss of wages from reduced hours, part time employment, time out of the workforce, family leave or early retirement.

- The statistics speak for themselves:
- 66% of employed women with children aged under 6 years worked part time compared to 7% of employed men with children of this age.
- 35% of mothers with children under 12 years are employed casually and have no paid sick leave or carers' leave, and
- Only one in five female primary carers of people with disability, illness or fragility is able to work full time.

Australian women's realities of workplace discrimination

The Supporting Working Parents: Pregnancy and Return to Work National Review 2014 (AHRC) found evidence that pregnancy and return to work discrimination is widespread. In particular, 49% of mothers reported experiencing discrimination at some point during

pregnancy, parental leave or on return to work. Yet, only 9% of mothers who experienced discrimination made a formal complaint (with either their organisation or to a government agency);

The Review also identified that women with family or caring responsibilities were often unreasonably denied access to flexible working arrangements. This situation is exacerbated by the fact that current industrial legislation does not provide avenues for appeal against any unreasonable refusals.

Australian women's realities of retirement

The Accumulating Poverty: Women's Experience of Inequality Over a Life Cycle Report (AHRC 2009) has shown that the average superannuation payouts to women are just over half (57%) that of men with many women having little or no superannuation.

This is despite more women participating in the paid workforce than ever before.

There are significant implications arising from this entrenched gender pay inequality. The failure to redress the financial disadvantage of women will result in ongoing dependence on the aged pension. As women live longer than men and are more likely to rely on the aged pension as their sole source of income in retirement, the need for effective policy solutions is pressing.

Australian women's realities of violence

Every week in Australia, one woman is killed by her current or former partner, often after a history of domestic violence. The Australian Bureau of Statistics (2006) records:

- 40% of women have experienced violence at some time in their adult life;
- 29% women have experienced physical assault;
- 17% of women have experienced sexual assault;
- 16% have experienced violence by a current or previous partner in their lifetime; and
- Since the age of 15, one third of women (33%) have experienced inappropriate comments about their body or sex life, one quarter (25%) have experienced unwanted sexual touching, and one in five (19%) have been stalked.

Why is the reality for Australian women still a challenge?

Several factors have been found that limit progress for women on all key areas: Women continue to be

responsible for most domestic and care giving work. This unequal sharing of responsibilities negatively impacts their educational and employment opportunities.

Women's under-representation in decision-making positions in all sectors limits the incorporation of gender perspectives in policies and programmes.

The prevalence of negative gender stereotypes based on societal beliefs and attitudes affects women and men and constrains their opportunities and choices. Stereotypical assumptions about women in the labour market lead to occupational segregation and a gender wage gap.

Limited involvement on the part of men and boys restrains advances towards gender equality in all areas. Focusing attention on gender issues and building support for social change can only be achieved when men and boys are engaged, for instance, in measures to eliminate violence against women and overcome stereotypes.

What is needed to progress change?

To bring about change, a good starting point is the development of comprehensive legal and industrial frameworks which protect and enhance the positions of women.

The IEU through its work with the ACTU is actively campaigning for industrial rights and protections around domestic violence workplace leave and greater access to flexible working arrangements.

Yet, the development of legislation and policies alone are not enough. Legislation must be effectively implemented, monitored and resourced. This includes the effective education of both men and women which raises awareness of the rights and issues affecting women.

International Women's Day is more than a day of celebration. It must be considered as an ongoing campaign by all Australians for empowerment and equity.

In the week of 8 March, IEU members across the country celebrated their achievements and continue the campaign. It is only through the activism of our members that sustained progress for gender equality and empowerment for the next generation of women and girls is achieved.



Cassandra Gibbs spoke at the IEU International Women's Day event; she shared her story and her work.

Cassandra is a Gamilaraay woman from Goolooga, in north-western NSW who has been working with the Edmund Rice Centre since 1999 as the Indigenous Education Officer. In this role Cassandra coordinates the Centre's immersion, Indigenous education and reconciliation programs which explore Aboriginal culture through relationships and dialogue.

A gifted artist, Cassandra painted the central thematic piece of artwork for the International Edmund Rice Network Youth Justice Gathering held in Sydney in August 2008.

Better conditions for women: the case, the facts and how you can help



The ACTU on behalf of all unions and their members is seeking to improve work/life balance by improving conditions.

Women's rights at work and participation in the workforce are a major part of this campaign.

In this context the ACTU has made an application to vary all federal awards to include new entitlements:

- For employees during pregnancy and on return to work from parental leave, and
- For employees experiencing family and domestic violence.

ACTU Officer Belinda Tkalevic (pictured) attended an IEUA Women and Equity Committee just before International Women's Day to discuss these issues.

A summary of the major improvements we are seeking:

- in respect of pregnant employees changes to strengthen their rights to a safe workplace
- two days paid leave for prospective parents to attend appointments associated with pre-natal, pre-adoption or permanent care orders
- a right to return from parental leave to the position you held previously
- an enforceable right to return to work part-time, and
- 10 days paid domestic violence leave.

Why is this happening now?

Every four years basic employment conditions in awards are reviewed. Unions and employers can seek to vary existing entitlements. Employers for example are seeking to reduce penalty rates as part of this process.

Where is the action?

These cases are being heard and determined by the Fair Work Commission (the federal 'independent umpire').

How long will it take?

The Commission's schedule calls for a decision before June/July next year.

What position have employers taken on the application?

All the major employer bodies oppose the unions' claim. They have sought to prevent it even being heard by challenging the Commission's right to do so. In the event that these arguments fail they still unilaterally oppose any improvements.

How can members help?

The core of any case is the weight of first hand evidence. The IEU has committed to assisting by providing evidence from its members.

We simply want to hear from you if you can answer 'yes' to any element of the questions below.

Has your current or any previous employer unreasonably refused to:

- permit you to return to work part-time from parental leave?
- permit you to return to the position you held before you went on parental leave?
- discuss with you your request for part-time work?
- give you reasons for this refusal or any basis for their decision?
- refused your request on the basis that it is an inherent quality of the position it be filled on a full-time basis, and
- take into account your circumstances and/or job role?

Have you encountered difficulties at work associated with experiencing family or domestic violence?

Have you experienced difficulties obtaining leave to attend legal proceedings, counselling, medical or legal appointments, relocation, the making of safety arrangements or any other activity associated with the experience of family and domestic violence?

IEU members are asked to contact Women's Officer Pam Smith pam@ieu.asn.au with their stories.

Women and work – looking forward

How can women advance into leadership positions and what can the IEU do to help them?

The IEU's Women in Education Committee South Coast Branch forum and dinner on 26 March will canvass these issues.

Guest speaker Lorrae Sampson, Executive Principal Shoalhaven Region Anglican Schools, will speak on Women and Leadership, Issues, Challenges and opportunities.

Lorrae is passionate about creating schools where all students are treated with respect and valued for their individuality.

There will be a panel discussion about

how the IEU can support women in the workplace and beyond.

Exchange teacher ChyAnne Finney will talk about these issues from the Canadian perspective.

IEU Support staff Executive Carolyn Collins, Women's Convener Pam Smith and South Coast Organiser Tina Smith will also attend the meeting.

It starts at 5pm at St Michael's Primary Nowra and will be followed by dinner at Nowra Bowling Club, which is free for members, \$45 for non-members.

Details: pam@ieu.asn.au or tina@ieu.asn.au

SALT – compulsory on-line training

Last month IEU Reps in Lismore Catholic systemic schools alerted the Union to SALT (Self Administered Legal Training), an on-line training compliance program being implemented by the Lismore CSO.

This program provides training modules on workplace behaviour and child protection and is to be completed by all staff working in Lismore Diocesan schools. The CSO has made the training compulsory for all staff which needs to be completed annually, with the CSO monitoring and registering the completion of the required modules.

The IEU wrote to the diocesan director raising its concerns in relation to the implementation of the program rollout, which provided little information as to when, where and how the program was to be undertaken and completed.

Of primary concern was that this training was to be undertaken outside of work hours. Principals too had little or no idea when this

training was to be scheduled and could offer employees little explanation.

The IEU was particularly concerned in respect to the impact on non-teaching staff. How were these employees to be paid for engaging in this on-line training program if done outside of their normal paid working hours? These employees unlike teachers are not salaried. They are entitled to be paid for work undertaken, including work undertaken to meet the regulatory requirements of the employer.

After exchange of correspondence and discussions with the Lismore CSO agreement has been reached regarding this matter. The CSO will advise all principals that this on-line compulsory training for all staff is to occur during normal school and work hours.

The IEU thanks its reps for their vigilance in raising issues of concern promptly as they arise within their respective workplaces.

Newsmonth survey Making your views matter

The IEU publications and communications team was pleased to receive more than 1200 responses to its recent survey on members' views about *Newsmonth*.

The survey was formulated to guide decision-making on future content and format of *Newsmonth*.

We asked members what kind of topics they like to read about in *Newsmonth*.

One of the main things to emerge as needing further action by the Union was the coverage of support staff stories in *Newsmonth*. While we endeavour to have at least one support staff story in every issue, it's obviously an area where we need to do more work. Similarly there was demand for more early childhood coverage.

We are always happy to hear from any

"From an environmental perspective, we would encourage members to take their copies of *Newsmonth* from home into the staffroom, to be reread by others."

Industrial updates (75%), teaching and learning (78%) and professional development (71%) were the most popular topics. Stories about teacher exchange were also well read.

There was a fairly even spread on how you like to access *Newsmonth*, with 60% opting for the print format, 35% wanting it on the website, and 18% wanting to see it through the iPad app.

This is an area that we will continue to monitor as the technology evolves.

Many people (67%) said they share the content of *Newsmonth* with their colleagues. From an environmental perspective, we would encourage members to take their copies of *Newsmonth* from home into the staffroom, to be reread by others.

support staff who would like to see an issue covered in *Newsmonth*.

Finally, we asked you about the annual IEU calendar that goes out with December *Newsmonth*. Fifty-five per cent of people said they wanted it to be continued, but there was a real split over its format. Some people wanted it bigger, as a wall chart, and about equal numbers wanted it smaller, some as a desk calendar. The Union has to weigh up the cost of distribution when considering issues like the calendar.

We thank all our members for taking the time to complete the survey, and we encourage more feedback and comments: email newsmonth@ieu.asn.au.



Phase-in period for Working with Children Check

The IEU recently received notification from a concerned member that the Catholic Education Office in the Diocese of Wilcannia-Forbes (CEO) is directing current employees to obtain a new Working with Children Check (WWCC) prior to the phase-in period as stipulated by the NSW Office of the Children's Guardian through the Child Protection (Working With Children) Regulation 2013.

When the member refused to adhere to this unreasonable direction, there was a challenge to the members' motivation for not wishing to comply in a manner that the member was understandably offended. Further, the CEO stated the direction was "a condition of your continuing employment".

The IEU have confirmed with the Office of the Children's Guardian (OCG) that the OCG have not issued any direction or provided legal advice to any employer, in support of the employer instructing current employees to obtain a WWCC prior to the phase-in period.

As a result, the IEU have informed the CEO that our members cannot be intimidated into having a WWCC prior to the phase-in period.

The IEU confirms that any person already in paid or volunteer child-related work in the following sectors need not apply immediately, as the new WWCC phase-in period is as follows:

- Secondary school employees between the 1 April 2016 to 31 March 2017
- Primary Schools/Early Education/Child Care employees between 1 April 2017 to 31 March 2018

If any member is required by their employer to obtain a new WWCC prior to the phase-in period, they should seek advice by contacting their IEU Organiser or Russell Schokman, IEU Policy Advisor on 8202 8900 or the toll free number (for country members) 1800 467 943.

Russell Schokman Policy Advisor

Guiding Geography curriculum in the right direction

Celebrating 20 years as a teacher, Natasha Convery has taught a variety of social science courses over the years, but Geography and implementing curriculum have always been her overriding passions.

As HSIE (Human Society and Its Environment) Coordinator at St Marys High School, Gateshead in the Lake Macquarie area of Newcastle, Natasha was selected by the IEU to represent Geography teachers from Catholic and independent schools on the K-10 Geography Board Curriculum Committee with Board of Studies Teaching Standards (BOSTES) in 2014.

The role will continue this year to finalise the new Geography Syllabus for the Australian Curriculum for implementation in 2017.

Natasha has also represented IEU members during 2013 and 2014 as Chapter co-ordinator at St Mary's and continues her role as chair of the Maitland-Newcastle Diocese HSIE Secondary Key Learning Area Network, a role that involves thorough and accurate planning of HSIE curriculum, programming and assessment.

She said the BOSTES Geography Curriculum Committee has a range of interest groups, each of which have vested interest in specific aspects of this new curriculum. Having an IEU Rep to speak on behalf of Geography teachers is critical to ensure workload and continued professional development are considered.

"It is important to take into account how the new curriculum will impact our members before it is introduced," Natasha said.

Initially implementation of the new Geography syllabus was to occur in 2016, but members will have some added breathing space with a decision by BOSTES to delay until 2017.

Advice from committee members urged BOSTES to consider timing issues and the impact on teacher's workloads in implementing both the History and Geography syllabus concurrently.

This may provide opportunities for IEU members to network more comprehensively in preparation for the new K-10 syllabus.

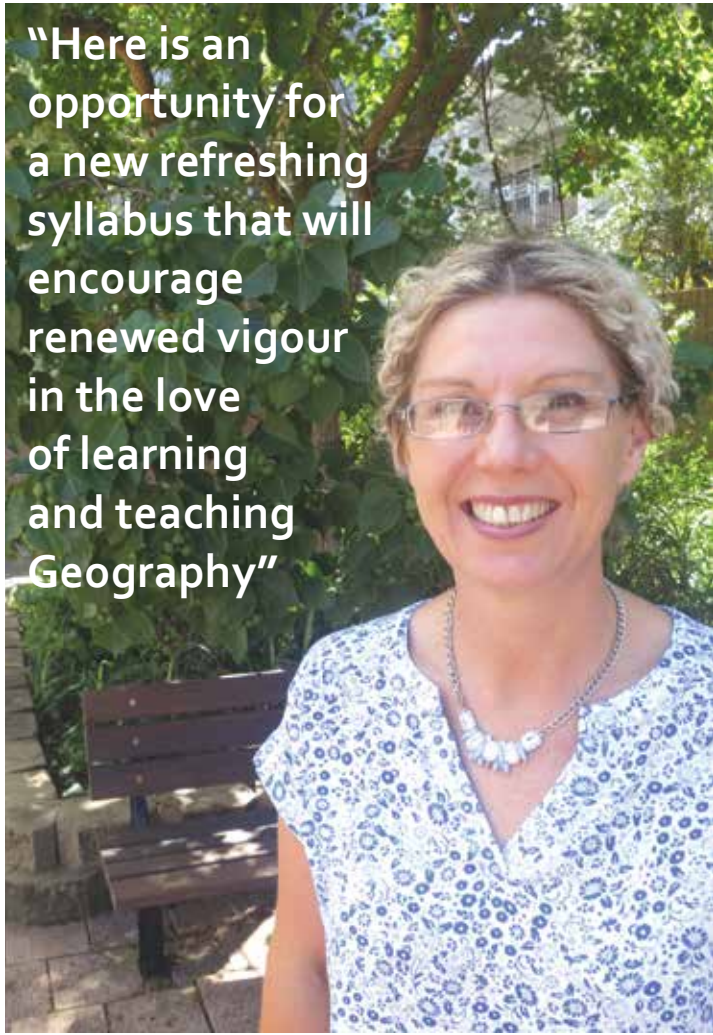
"Teachers are under increasing pressure with time constraints to ensure quality teaching and effective assessment occurs in the classroom. More often than not there is an expectation that curriculum programming is done outside school hours.

"We encouraged the Board to make the new curriculum less onerous and more user-friendly for our teachers. Here is an opportunity for a new refreshing course that will encourage renewed vigour in the love of learning and teaching Geography."

As well as influencing the timing of the introduction of the syllabus, Natasha has been advocating the importance of increased funding and resourcing, and whether there will be greater practical support available for teachers at the time of implementation.

Natasha is relishing the role as BOSTES Geography IEU Rep: "I love curriculum and programming and I am so fortunate to have this opportunity to use my skills and knowledge to advise and somewhat persuade BOSTES in the future direction of Geography in NSW.

"I strongly urge any IEU member given the opportunity to represent their respective curriculum to put their name in the ring to go to BOSTES meetings. It's a great experience and you leave knowing that you have made a small difference to the lives of our teachers and our students."



"Here is an opportunity for a new refreshing syllabus that will encourage renewed vigour in the love of learning and teaching Geography"

Facebook feedback: February – March 2015

On the state of current politics and leadership spill talk

Simon: We cannot continue to be a country that votes parties out, rather than vote for the better party. We need a party with a clear vision, a pathway. Sadly, there is little in the way of opposition, either in this state or federally.

On current Catholic negotiations

Mary: No more going backwards IEU! You are our Union. Stick up for teachers and support staff. We are happy to play all day out in the field, but we need you to go in to bat for us. Some nifty bowling spells wouldn't go astray either.

On Catholic underfunding in schools

Louise: Our Catholic school is bursting at the seams. Our parents are tax payers too.

On adhering to Catholic values as a Catholic school teacher

Lindy: If you don't want to adhere to the teachings of the Catholic church, teach in the state system. Simple as that.

Stephen: thought industrial relations were about wages and working conditions. That has always been the case. But it appears that CCER wants to tell us how to live our lives. There is no place in industrial relations for that in my view. I have worked in Catholic schools since 1986 in the Parramatta Diocese. I am a Leader of Learning of 15 years in a senior Catholic college and have always supported (and modelled) the Christian ethos of the school. I am sure my colleagues would agree with that. But to insert explicit lifestyle choices into a legally binding workplace agreement? This is Stone Age stuff and needs to be treated with the contempt it deserves. No wonder the institutional church is struggling for

congregations. This is the 21st Century and good people will not accept this. A 'no' vote on this in a workplace agreement is certain. There is nothing wrong with the Gospel values for life and work but there is a lot wrong with those who want to impose by law their lifestyle choices.

Leonie: I am a member and can see both sides of this. The concept of a Catholic school is predicated on support for the Catholic values and mission with which the church wants to evangelise the world. So there needs to be a symmetry between what is preached and what it practices as embodied in its personnel. But teachers are entitled to privacy and freedom. Anti-discrimination prevents advertising for practicing Catholics only or firing those who do not toe the party line. There is a deep conflict here as it seems as Catholic schools cannot be faithful to their God-given mission and employ people, to be points of its delivery, whose private lives and often classroom preaching run counter to Catholic values. Unless of course it just wants to be a cheap private schooling system that operates as a business. 'Sumthinsgottagive'.

On ACTU calls for greater working rights for mothers

Lolyta: Women's rights are children's rights too. I had to come back to work with a three-month old to keep my job because of no rights to negotiate. I would have given anything to buy another three months at home

Lys: All good, but it has also created a generation that can't get a full-time permanent job because there are only part-time maternity leave positions available.



Join the conversation
facebook.com/ieunswact



IEU wins for members

Recovered from employers
- more than \$132,000 on
behalf of members in 2014.
**One person received over
\$65,000 in backpay!**



Encourage your colleagues to join the Union see www.ieu.asn.au/join-the-ieu/

UWS students get a head start



"Throughout history unions have been a way for workers to get their rights, so I fully support them."



Once again the IEU's stall at the University of Western Sydney's EdFest was a huge hit, with more than 140 students flocking to become student members of the Union.

EdFest is Sydney's biggest annual careers fair for preservice teachers. At UWS there are courses for early childhood, primary and secondary teachers, so it's the perfect recruitment ground for the IEU.

IEU Organiser Dave Towson was given lecture time to talk to the students about non-government schools, while Lisa James discussed the early childhood sector. A team of organisers were on hand at the stall to give advice, including new Organiser Gaurav Singh, who has only just graduated from UWS himself.

Among students to sign up was Carl Celeski, who is studying to be a visual arts high school teacher. Carl said he signed up because "it's good to be informed as a student on what to expect when going into the workforce".

"The Union will definitely be good for advice."

High school trainee teacher Nathan Fallon is a history

student who said he has "always been a fan of unions".

"Throughout history unions have been a way for workers to get their rights, so I fully support them. I work in retail right now and being in the union means I get better wages and entitlements."

Siyuan Zen is looking forward to getting a job in an early childhood centre. He heard from a friend who attended EdFest last year that it was worth joining the IEU.

"As a new graduate I want to learn about my rights and obligations, and this is a good way of getting more information."

Soha Khan is in the first year of a Masters in Primary Education. She said she wants help if she's ever paid incorrectly or not treated as she would expect.

"As a new teacher I need to understand what is fair treatment," Soha said.

Her friend Ayesha Ahan is on the same course and said she really likes the fact the IEU was able to help student teachers with lots of extra information relevant to the profession.

Sanja Hrnčić signed up with the IEU at last year's EdFest, when she began her Masters degree.

"It feels real now I'm about to graduate," she said.

"I've been receiving emails and the newsletter and it's been great to be able to read about what teachers already in the field are doing."

"It gives you a broader understanding of the education industry and the issues that are out there."

English/History secondary trainee Gavin Daley thinks joining the Union will give him a "head start" in whatever job he attains.

"It's always a good idea to have Union backing."

Peter Kaplin, who wants to be a primary teacher, said he joined because workers' rights were really important.

"Teaching is one of the professions where the union has a really big influence," he said.

Sue Osborne Journalist



Teacher exchange welcome reception

Newly arrived 2015 exchange teachers and a few recently returned came together in February for the 'official' IEU/Department of Education and Communities Welcome Reception held at the Department's office.

Exchangees had a chance to swap stories, ask questions and soak up the tips offered by IEU Exchange Coordinator Helen Gregory.

IEU Assistant Secretary Mark Northam gave them an introduction to the industrial agenda and the recent changes to Board of Studies Teaching and Educational Standards (BOSTES) and the new Working With Children Check.

Applications are still being taken for next year. Some top exchange positions for 2016 will be posted on the IEU's website www.ieu.asn.au, and our

Facebook page shortly. Read exchange testimonials like this one:

"Our exchange with the Andress family was totally amazing – the best family experience I can imagine. We would go back to Canada tomorrow if we could. I consider myself very fortunate to get the exchange with Tom – an amazing house, we exchanged cars with no major incidents and the school and courses I

taught suited be perfectly. I felt like I was on holiday even when going to work. Thank you for your role in allowing this to happen."

Tony Burgess

To apply for an exchange next year or to discuss the program, contact Helen on 8202 8900 or email helen@ieu.asn.au with a brief profile.

Flighty Finney's find their feet on exchange

Husband and wife teaching duo ChyAnne and Neil Finney swapped whiteouts for wipeouts on their beach exchange to St Michael's Primary in Nowra, NSW.

The Canadian family of four (they have two sons, 7 and 5) arrived in the heat of the Australian summer, calling it a fair swap for the bitter Canuck freeze they left behind in their hometown of Orillia, Ontario.

"We live in an area that is considered a snow belt," Neil said.

"I know that they have multiple feet (of snow) at the moment and it's getting down to minus 40."

Through the long and heavy winters, Orillia is landlocked between two vast coastlines and is best described by the Finneys as "cottage country", a popular vacationing spot for outdoor lovers, and only an hour's drive to Toronto.

And though their exchange home in Nowra may look less like the frozen wilds of Ontario, it did come offer a chance to meet some interesting guests.

"We had alpacas when we first moved in," Neil said with a wry smile.

The country-style home even includes a dam, and their peruvian paddock pets were on loan from the local high school for the first few weeks.

Work-wise, ChyAnne is currently teaching full-time at St Michael's, while Neil, who is also a principal back in Canada – is hoping to secure some casual work at the school or the local high school – just as soon as he receives his work ticket from the DEC and CEO.

On weekends, the family loves to explore, spending some of their time dolphin-spotting and kayaking in Jervis Bay. But it's the birds that still stand out for them.

"The birds here are full on here," Neil said.

The Finney's had only seen cockatoos in the pet shop back home, instead of outside their windows, making a mess in the citrus trees.

The Finney's Canadian home backs onto a state forest with plenty of mountain biking trails to keep their exchange family happy – but no bears – well not that they know of.

"There might be some bears around where we live", ChyAnne said.

"But we've never seen one."

And while the bears may stay hidden in Orillia, there are skunks, raccoons, foxes, coyotes and even the occasional skittish wolf to contend with, the Finneys said.

"But not close enough to do any damage."

"When it changes into our spring and summer, they are going to see more a lot wildlife than they're used to seeing."

The family hopes to visit Uluru, Melbourne, Canberra and the Great Barrier reef during their exchange year. As for now, they only offer Sydney the highest of praise.

"Easy, safe, great," ChyAnne said. "The Opera House is only minutes walk from our interview."

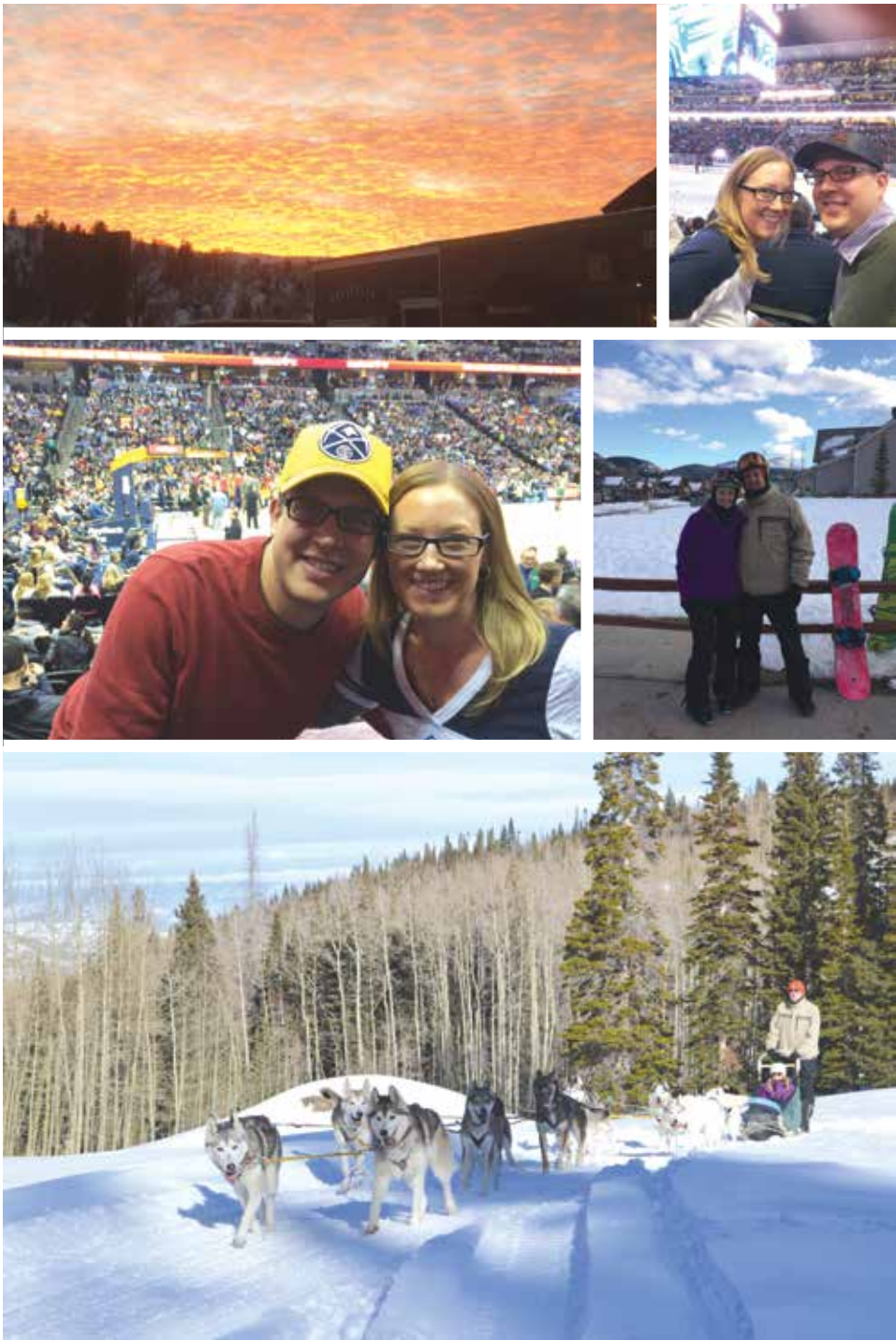
"You couldn't take enough photos. It's just incredible."

You can follow the family on their adventures through their blog at:

<http://finneysdownunder.blogspot.com.au/>

Daniel Long Journalist





Exchange postcard

Dallas Collins is from St Joseph’s High School Aberdeen in the Hunter Valley, on exchange to Legacy High School in Broomfield Colorado.

Dallas and I arrived in Denver Colorado on 20 December and we have been having so much fun, the experience of a lifetime. We got our white Christmas. New Year’s Eve was a very cold day, followed by an even colder (freezing) night (-13c), but we still braved it and ventured out for the 9pm fireworks in downtown Denver.

We’ve eaten at some pretty great places and if there is a line out the door, this is a good thing. Some number one places we have eaten at so far are Snooze, Cherry Cricket, Johnny B Goods Diner, Tap House for the American Famous Chicken Wings and Voodoo Doughnuts.

We’ve been snowboarding at Breckenridge a few times, but I’m still learning, and Dallas is a pro. We’ll be venturing to the other ski fields at some stage.

Some places and sports in Denver we have checked out so far are the Denver Zoo lights, which were nice, Denver Museum of Nature and Science, which was a great place to check out and will take up a full day.

We went to a Colorado Avalanche Ice Hockey game and have also been to the Denver Nuggets Basketball. We experienced our first snowstorm the day we walked out of the Denver Museum of Nature and Science when the temperature was -20c, and we decided it would be a great idea to walk home.

On our first long weekend, Dallas and I ventured to Steamboat Springs, which was a really nice ski town. The hot springs were nice and the dog sledding through Routt National Forest was amazing. We were expecting a private tour and then we were told that we were leading a pack of huskies through the forest. One of the best lifetime experiences you will ever have. One tour we highly recommend to everyone.

Australia Day celebrations were in Parker Colorado and we caught up with everyone on exchange and met past teachers and spouses who had done exchange. It was nice to catch up with everyone and hear the many stories of the schools and their adventures so far.

Cooking in Denver has been an experience. We cooked a batch of ANZAC biscuits and they were not the best, but then found out if you add more flour and less butter, they work. It also takes longer to cook pasta and other types of dishes due to altitude.

Dallas is really enjoying Legacy High, but the one thing everyone seems to say is they are such long days. I am enjoying my new title of Tour Guide and Housewife, which is a very important role.

Jane Collins

Labour bites



No carer’s leave for fathers at BHP

Two BHP Coal employees who helped look after their newborn babies while their partners recovered from caesarean sections were not entitled to parental leave as the primary care givers under the company’s enterprise agreement, the Fair Work Commission has ruled.

Under their Enterprise Agreement, employees wanting to claim primary carer parental leave must provide the company with a statutory declaration indicating that they intend to be the primary caregiver of their child. The two workers provided the required declarations.

The union said that the employees had made a decision, with their partners and based on medical advice, that they were the best person to carry out the duties of primary caregiver.

But BHP argued that it was not intended that male employees would be able to access primary carer leave in circumstances where the mother of the child had a caesarean section and merely needed ‘spousal support’. Deputy President Asbury concluded that under the enterprise agreement, the mother’s condition had to be such that she was incapable of being the primary carer.

(Source: Workplaceexpress)



What age is too young?

In San Francisco children as young as nine years have been given pamphlets referring to sexual topics that some parents say were inappropriate and far too advanced for their children.

The Examination of Conscience and Catholic Doctrine handed out by a parish priest asked such questions as, “Did I perform impure acts by myself or with another?” (Specifics omitted by this writer). “Did I practice artificial birth control or was I prematurely sterilized?”, “Have I had an abortion?”

One parent commented that for young children such material was itself “impure content”.

(Source: San Francisco Chronicle)



Public servants lose access to FWC

More than 8000 Immigration Department public servants are to be stripped of some of their rights to unfair dismissal appeals as part of the formation of the Australian Border Force.

The Australian Border Force bill, currently before Parliament, contains provisions for the boss of the new department to summarily fire public servants for “serious misconduct”, with no recourse to the industrial umpire.

The main workplace union is crying foul, saying the new rules unfairly strip workers of legal rights but the department says a sacking for serious misconduct could still be appealed in the courts.

(Source: Canberra Times)



Does FIFA condone slave labour?

The recent FIFA announcement that it was moving the 2022 World Cup to November or December over concerns that the players would find it too hard to compete in the blistering heat reeks of hypocrisy, say critics.

While FIFA has been wringing its hands over football playing conditions, they have displayed negligible concern for the conditions of the migrant construction workers who are building the infrastructure and venues for the tournament.

In 2013 it was estimated that over 500 Indian workers were killed in Qatar’s preparations for the 2022 World Cup. This revelation provoked worldwide concern and condemnation of FIFA’s glib attitude towards Qatar’s working conditions.

More than a year after protests and representations nothing has changed.

(Source: independent.co.uk)



For your
listening
pleasure

podcast reviews

Looking for some interesting podcasts to use as classroom resources or for your own entertainment? IEU Professional Officer Amy Cotton has a few suggestions.

Invisibilia

Production House: NPR
Hosts: Lulu Miller, Alix Spiegel
Strong Language? If so, warnings occur at the beginning of episode
Length: 1 hour plus bonus short excerpts
Released: Weekly
Genre: Documentary
Website: <http://www.npr.org/programs/invisibilia/>

Showcasing scientific research into the invisible forces that influence human behaviour, this podcast uses engaging narratives to explore and confront assumptions we make about how and why humans act the way we do.

Episode highlight: 23 Jan 2015 – How to Become Batman focuses on how low and high expectations affects the effectiveness of both learning experiences and performance during assessment, in an oblique, enjoyable manner.

No Such Thing as a Fish

Production House: QI
Hosts: Dan Schreiber, James Harkins, Andrew Hunter Murray, Anna Ptaszynski
Strong Language? occasional
Length: 30-45 mins
Released: Weekly
Genre: Comedy
Website: www.qi.com/podcast

The writers of BBC's QI gather weekly to chat and joke about facts and strange things they've found out. Good to listen to when you need a friendly giggle.

Episode highlight: 7 March 2015 Episode 51: No Such Thing as Dodecahedral Shredded Wheat

Fresh Air

Production House: WHYY with NPR
Host: Terry Gross
Strong Language? If in an episode, warnings occur at beginning
Length: 50 mins
Released: Daily
Genre: Documentary
Website: <http://www.npr.org/programs/fresh-air/>

The topic and theme each day is potluck, varying from arts, science and politics to true crime. The interviews are in depth and interesting, not at all superficial as has become the trend in media.

Episode highlight: 31 Jan 2015 – Benedict Cumberbatch and the Teenage Brain

Waiting for better news

Chris Wilkinson

President



No news is good news. That's the state of things at the moment. Half way through term one and the negotiations for the Catholic agreement are still going on. Almost a year has passed and the meetings continue. I am hopeful though that in the next issue of *Newsmonth* the news will be better.

I must thank our negotiating team who have worked extremely hard and at times under difficult circumstances to achieve to try and achieve the fairest outcome for all.

This term has been a busy one for all and the intensity of work continues. There is a lot happening and the simple job of just being able to teach in the classroom becomes harder all the time.

I have recently taken on the role as IEU Representatives on the Board of Studies Teaching Standards (BOSTES) committee reviewing Business Services. Vocational education is a critical component of the curriculum and is deserving of enhanced support.

Where would we be without the help of those wonderful people, our dedicated members who support teaching staff in our schools? They work above and beyond their role descriptions and you never hear a word of complaint from them. Lunch time homework help, extra typing classes, overnight camps and excursions, attending classes, supporting teachers and students, photocopying, assisting students with resources and planners, assessment tasks and the list goes on.

Support staff nowadays covers such a diverse group of people, including everyone from archivists to Aboriginal Education Workers, teachers aides, journalists, bursars, gardeners, nurses, caretakers and the list goes on.

The IEU Professional Development Program has some very good events coming up, so I encourage you to keep up to date with what is on offer, visit the website and check *Newsmonth*. Register, turn up and I am sure you will not be disappointed.

The first round of branch meetings have been held and attendance has been good. Discussion around agreements, pay rates and conditions was robust.

Council meets on 21 March, so fingers crossed the news may be good. Don't forget the Activist Conference is on 15-17 April.

Enjoy the remaining weeks of Term 1.

Workload informs all negotiations



Pam Smith

Principals Organiser



At the Principals' Branch AGM held at the IEU Parramatta office on 14 February, Sidonie Coffey (Maitland-Newcastle Diocese) was re-elected as President, Peter Galvin (Canberra-Goulburn Archdiocese) was re-elected as Vice President and Des Fox (Sydney Archdiocese Inner West) and Jude Ryan (Wilcannia-Forbes Diocese) as joint secretaries. Branch Committee members are Lou Single (Youth Off The Streets), Mark Pauschmann (Bathurst Diocese), Leonie Burfield (Sydney Archdiocese Eastern Region) and Judy Slattery (Broken Bay Diocese.)

Congratulations to all who kindly agreed to serve in these Branch leadership roles for the coming year. Future Branch meetings this year will be held on 2 May, 1 August and 7 November.

The Branch welcomed Therese Seymour (Lismore), Leonie Burfield (Sydney Eastern Region) and Louise O'Sullivan (Armidale) to their first Branch meeting.

A major focus of discussion at the Branch meeting was the Catholic systemic sector enterprise agreement (EA) negotiations. In order to progress the EA for Catholic systemic principals, the IEU has met twice with the Catholic Commission for Employment Relations (CCER) specifically

about the principals' EA. Much of the principals' EA depends on the overall negotiations with Catholic employers in regard to teachers and support staff.

Principals' Branch members noted concerns about reports of a more restrictive Catholic ethos clause in a new EA and the implications of intervention by intrusive parents or clergy and the possible loss of good staff, especially in rural and regional areas.

Many principals have told the IEU that they believe the current Catholic ethos provisions are perfectly adequate.

In relation to industrial matters in other sectors, reports were also presented to the Branch meeting on the status of EA negotiations for Catholic independent schools, for the independent AIS sector and for Christian schools.

The meeting also discussed the report from the research on principals' workload and wellbeing undertaken by Australian Catholic University in conjunction with Teachers Health Fund. Principals' workload is a factor in the EA discussions and must inform deliberations around future salary structures and levels of remuneration.

Updates were presented at the Branch meeting on the IEU's 2015 conference and PD program, including the Teacher Learning Network. Principals are invited to engage with the IEU's professional agenda.

A special 'thank you' was expressed to Sidonie Coffey for the opportunity for the IEU to hold a breakfast meeting with principals in Newcastle on Friday morning, 13 February, in conjunction with a CSO principals' gathering. The IEU looks forward to meeting with principals at other diocesan or regional principals' events during the year ahead.

More state funding urgently needed

Gabrielle Connell

Vice President
Early Childhood



The final report from the Productivity Commission on Child Care and Early Childhood was released in February. While the Federal Government is not obliged to implement what the Productivity Commission has recommended, they could choose to implement all the recommendations, some or none. The final report provided a comprehensive review of the current system within the existing funding envelope.

However, unless the funding to this sector is increased to ensure childcare and early education is more flexible, affordable and accessible, we will still find that there are children starting school who will have missed out on quality early learning.

The Federal Government needs to further invest in early childhood education and care and create a system that is easier to navigate and affordable for all families.

At state level the report found that funding should be provided to the states and territories for universal access to provide a preschool program of 15 hours per week for 40 weeks per year.

In NSW the universal access money will now be shared among preschools and long day care services. NSW will need to increase the investment to the preschool sector which is already seriously underfunded and struggling to provide equitable, affordable and accessible preschool education.

With the NSW Parliament passing amendments to the *Teacher Accreditation Act 2004* it will become a requirement for NSW early childhood teachers working in preschools and long day care services to be accredited by the end of 2017 under national standards, and undertake ongoing professional learning which will be 100 hours over a five-year period for full-time teachers and over a seven-year period for part-time teachers. This accreditation of early childhood teachers will lead to pay parity and will put further strain on already overstretched budgets for wages and professional development.

The upcoming NSW state election gives our sector a chance to ask the NSW Government for more funding for early education – now is the time to go and see your local member. If this Coalition State Government is returned we will need to continue to lobby our local members in the lead up to the state budget.

The NSW Government spends less on early education and care than any other state and territory. We have the lowest participation rates. When the Liberal Party came to power in NSW the funding from the education budget to early childhood dropped from 3% to 2%. With costs continuing to rise and teachers demanding pay parity, we once again find fees skyrocketing and participation rates falling.

Soon the sector will reach a watershed – skyrocketing fees, low participation and severe shortages of qualified teachers. Please act now.

The NSW Government spends less on early education and care than any other state and territory. We have the lowest participation rates.



Prepared for more action

Berna Simpson

Organiser, South East branch

At this meeting Catholic Reps indicated that teachers and support staff at their schools were prepared to take further industrial action if remaining issues were not resolved.

Reps representing AIS schools spoke of the high member engagement during negotiations and commented on how members could see the value of being a Union member.

Reference was also made to the propaganda sent by the AIS to principals.

The chapter welcomed the BOSTES process and timeline for the accreditation of those teaching prior to October 2004.

"Unlike some employers, BOSTES was at least recognising the wealth of experience three-year trained teachers bring to the profession," one member said.

Issues discussed centred around:

- Students with high needs including students with mental health issues
- Expectations of teachers – being expected to make phone contact with pastoral group parents once a term; being expected to attend community meeting so the school is represented, and
- Keeping chapters engaged when the negotiation process is prolonged.



Diverse range of voices

Les Porter

Organiser, South Coast Branch

The South Coast Branch AGM held on 11 February was an opportunity for members to get together for the first time in 2015.

The meeting was well attended and appropriately held at the Workers Club

Thanks goes to our outgoing President Louise Glase for her dedicated work over the last couple of years and welcome to Valerie Jones from Good Samaritan, Fairy Meadow as the new President.

Val will be ably supported by Vice President Glenn Lowe from St Joseph's, Albion Park (who has replaced Mark Donnelly), and long standing Secretary Kathy D'Souza from Nazareth Primary, Shellharbour.

The South Coast Branch is also very fortunate to have a Branch Committee from a diverse range of schools. Congratulations to Stephen Markham, Holy Spirit Bellambi; Tony Kane, Edmund Rice College; Carolyn Collins, St Michael's Nowra; Ann Rogers, Aspect South Coast and Graeme Best, Illawarra Christian School.

The members, from both Catholic and independent schools were at the meeting, keen to hear about the progress, or lack of in some cases, of the current negotiations with the Catholic systemic employers.

When the floor was opened up, secondary school concerns dominated the discussion. Items raised by teachers from those schools included:

- the balance between workload, extra curriculum, family responsibilities, school attendance and the fact that some schools have already used up their quota of 'goodwill'
- basic adherence to workload agreements, timetable issues, extension courses outside of normal hours and class sizes especially for Year 11, and
- concerns over how employers may be using data analysis (RAP and DeCourcy) to target teachers instead of looking at the real problems within certain schools.

There was also a theme across all schools about the increased use of technology in many schools and how staff are being put under a great deal stress when there are internet issues, hardware that is not set up and the lack of support and training.

During 2014, the branch trialed an earlier start for meetings and some changes of venues. After some discussion the meeting time is to continue at 5.30pm during 2015. See below for venues.

Term 2
13 May, Shellharbour Workers Club
Term 3
29 July, Campbelltown RSL Club
Term 4
11 November, Bulli Workers Club

David Towson

Organiser
Lansdowne Branch

Since the IEU embarked on the 3R's campaign: Recognise, Respect, Reward back in April last year there has been significant membership growth. No doubt this can be partly attributed to the fact that employers chose to do exactly the opposite.

The IEU 2014 Annual Report shows that the Lansdowne Branch grew by more than 9% in the 12 months to October 2014. It is now the largest branch of the IEU. I thank all Reps and activists in our Lansdowne schools who kept members informed and recruited new members during this time to ensure that a clear message was sent to the employers.

Guy Zangari, Member for Fairfield and long time IEU member was special guest at our February Branch meeting. Guy spoke to Branch on the central issues in the NSW state election campaign and fielded questions from Branch members. He related stories of a many number of his constituents who have been adversely affected by cuts to TAFE under the state government's "smart and skilled" program. Branch advised Guy that members were unhappy with both the BOSTES annual fee and the fee and process for the Working with Children Check. He undertook to relay this to his colleague, Shadow Minister for Education Mr Ryan Park.

The following people were reelected as the Branch Committee:

President: James Rooney
Vice-President: Janina Kozak
Secretary: Kerry Blanch

Committee Member: Bernadette Hawthorne

Committee Member: Connie Holmes

Committee Member: Phil McNulty

I would like to congratulate them and thank them for their continuing service to the Lansdowne Branch. Also to Andrew Oppitz who was elected to fill a casual vacancy to Council.

During general business concerns were raised about the changes being made by Sydney CEO in relation to ESL, bilingual and special needs staff. Reports were received that reductions in resources (teachers and teachers aides) across the region is impacting on teacher work loads and is likely to impact on the educational outcomes of some of the system's most vulnerable students.

Another impact on teacher workloads is the collection and collating of student data. Members appreciate the value of this exercise however this is another example of work intensification. Members are reporting significant workplace stress as a result.

In order to prevent any clashes on the calendar Reps and delegates to Branch should advise their Principals that Branch meetings have been scheduled at Fairfield RSL on the following dates. All meetings commence at 4.30pm.

Term 2 Meeting:

Thursday, 7 May 2015 (Week 3)

Term 3 Meeting:

Thursday, 30 July 2015 (Week 3)

Term 4 Meeting and dinner:

Thursday, 29 October 2015 (Week 4)

Term 1, 2016 AGM:

Thursday, 11 February 2016 (Week 3)

Please note that a Rep Training Day has been scheduled for Thursday, 7 May – registration details will be forwarded closer to the date.

Cake store campaigns for fairer slice of funding



IEU Early Childhood Officer Tina Smith says the IEU is proud to be involved with the NSW 'Bigger Slice' early education campaign.

Tina said it was high time that the Coalition State Government got serious in providing extra funding for NSW early childhood services to ensure the ongoing viability of the sector.

"It's timely that people start looking at what's happening in preschools," she said.

"At the last election, the Liberals put out their policies at the last minute, demonstrating their lack of commitment to early childhood.

"One could consider that the NSW Liberals have a similar commitment - because they spend less than any other state or territory.

"NSW deserves a larger slice of the funding cake."

The Union believes preschools are currently being penalised for enrolling three-year-olds. Funding for three-year-olds is currently being transitioned and potentially as early as next year, centres may be forced to close due to the ramifications and complexities of the funding model.

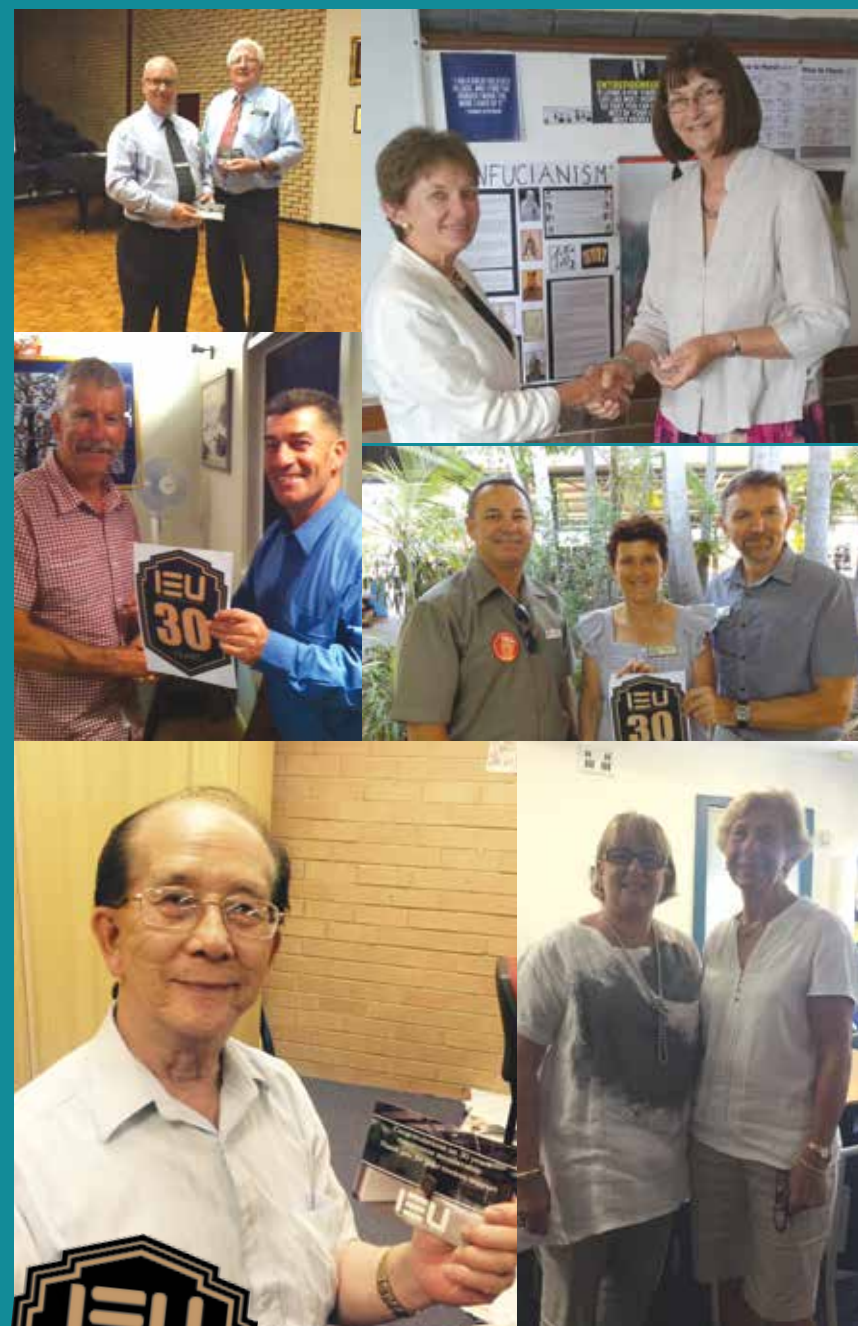
Regional centres, which tend to be a hub of their local community are at most at risk of closure.

"What will it look like in 15 years time? Without the Government's commitment to early childhood, the ramifications of this in the future could be diabolical. No cake store would be big enough to help save them."

Daniel Long Journalist



Join the conversation
facebook.com/ieunswact



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

March giveaways



Bold Palates, Australia's Gastronomic Heritage

Author: Barbara Santich

Publisher: Wakefield Press

Three copies to give away

In *Bold Palates*, Professor Barbara Santich describes how, from early colonial days, Australia's cooks have improvised and invented, transforming and 'Australianising' foods and recipes from other countries. This book is a culinary history (not a cookbook) which gives us a deeper understanding of the Australian identity.



Mitchell Johnson, Bouncing Back

Roadshow Entertainment

Three DVDs to give away

An incredible comeback story in his own words, Mitchell Johnson takes us through the 2013-14 summer demolition of England, fighting stress fractures, form lapses and relentless ridicule from English fans.



The Wiggles, Emma's Bowtiful Day

ABC for Kids

Three DVDs to give away

Twelve episodes from Ready, Steady, Wiggle, the first featuring Anthony, Emma, Lachy and Simon. Segments include Anthony's Alphabet, Wiggle House, Professor Simon, 50 songs and Emma's dance lessons.



To enter one of these giveaways, write your name, membership number and address on the back of an envelope clearly marked with which giveaway you wish to enter and send it to *Newsmonth*, GPO Box 116, Sydney, NSW 2001 by 6 April.

It's all about the numbers

ngs Super

Bernard O'Connor

NGS Super



Some are mystified by super; others consider it simple. Fill the bucket during your working life and draw down on it during retirement. However, it does help to have a good understanding of the numbers so that you can put more in the bucket – all for a glorious retirement! Here are some relevant numbers that may assist your thinking:

- Compulsory employer contribution (Superannuation Guarantee): 9.5% of ordinary times earnings
- Tax on employer super contributions (including salary sacrifice): 15%, and
- CPI (to 30 September 2014): 5 years 2.5% (per annum).

Investment markets to 31 December 2014:

- Australian Shares (S&P ASX 300) five years 6.5% (per annum)
- Australian Fixed Interest (Bloomberg AusBond Composite Bond Index): five years 7.3% (per annum)
- Australian Cash (Bloomberg AusBond Bank Bill Index): five years 3.8% (per annum), and
- Australian REITs (S&P/PAX Property Accumulation Index: five years 12% (per annum).

ASFA Retirement Standard (September Quarter 2014):

- Annual expenditure (comfortable lifestyle): single \$42,597 (per annum); couple \$58,326 (per annum), and
- Lump sum required (assuming some Age Pension, 7% earnings): single, \$430,000; couple, \$510,000.

Lump sum tax rates for super withdrawals:

- Up to age 55: 20%
- Age 55 – 59: lump sum up to \$185,000: Nil tax - excess over \$185,000: 15% tax, and
- Age 60 and over: Nil tax.

Income tax rates 2014 – 2015:

- \$0 - \$18,200 Nil tax
- \$18,201 - \$37,000: 19%
- \$37,000 - \$80,000: 32.5%
- \$80,000 - \$180,000: 37%, and
- \$180,000+: 45%.

Any conclusions? Clearly any earnings over CPI represent real growth to super balances and in terms of investment markets over the past five years, it looks as if property would have been a nice place to be (with the benefit of hindsight). Of course there is no guarantee of future performance.

Using the estimated lump sums required to produce a comfortable standard of living, it's quite simple to gauge how much you need to contribute to reach that goal. Use one of the many calculators available from the ATO or your super fund. And of course it's even better if you are over the estimated figure, icing on the cake.

The lump sum tax rates for super, assuming a condition of release is met such as a cessation of work, indicate clearly the benefit of accessing the super account only after age 60.

And the income tax rates when compared to the super contribution tax rate show the obvious advantage of salary sacrificing into superannuation for those who are over the tax-free threshold. For example, on a salary of between \$37,000 and \$80,000, any salary sacrifice payments represent a tax savings of 17.5%; for the next salary band (\$80,000 - \$180,000) any salary sacrifice contribution equals a 22% tax savings.

That's why super is considered an excellent vehicle for retirement savings by financial planners. For those workers who are able to put a bit extra into super a significant tax savings is possible with the beauty of compounding investment earnings working their miracle – and the earlier, the better!

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John Quessy

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Gloria Taylor

Deputy Secretary

Carol Matthews

Assistant Secretary

Mark Northam

Assistant Secretary

Chris Wilkinson

President

St Joseph's Catholic College
East Gosford

Louise Glase

Vice President Non-Systemic

St Patrick's Campbelltown

Bernadette Baker

Vice President Systemic

St Mary's Cathedral College Sydney

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Gabrielle Connell

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Albury Preschool Kindergarten

Leah Godfrey

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Michael Hagan

Mater Maria College Warriewood

Tina Ruello

Catherine McAuley College Westmead

James Jenkins-Flint

St Brigid's Primary School Marrickville



PD and Conferences Calendar

Holiday period:

15 Apr: Accreditation
at Proficient workshop

15 – 17 Apr: Activists Conference

Term 2:

6 May PIP: Work Hoarse – Voice Care,
Dee Why

9 May: IEU & UNSW present:

De-Mystifying Accreditation, Kensington

11 May: TeachMeet:

Sustainability, Lismore

21 – 22 May: Securing our Future

Conference, Ultimo

10 June PIP: Anti-Social Media, Dee Why

Holiday Period:

29 Jun: Accreditation at Proficient
Workshop, Ultimo

3 Jul: Starting Strong, Ultimo

Term 3

Wk 6: 17 Aug – 21 Aug

21 Aug: Support Staff Conference,
Ultimo

Wk 7: 24 Aug – 28 Aug

29 Aug: Early Childhood Sector
Conference, Ultimo

Term 4

Wk 2: 12 Oct – 16 Oct

16 Oct: Environment Conference, Ultimo

TeachMeets

Various locations in NSW/ACT

Pedagogy in the Pub (PIP)

Various locations through NSW/ACT.

Topics include:

Anti-Social Media

Dealing with Difficult People

Maintenance of Accreditation at
Proficient

Work Hoarse: Voice Care

An Indigenous Perspective

Check www.ieu.asn.au for updates

NSW Independent Education Union is endorsed to provide QTC Registered Professional Development for teachers accredited at Proficient Teacher.

Reps Training 2015

Topics covered will include:

Current Issues

Teacher Performance and

Development – Industrial implications

Analysing your membership

Understanding you Agreement.

Both introductory and Advanced
courses will be offered including:

27 March - Wattle St (Advanced)

7 May Fairfield RSL

8 May Canberra Brassey

31 July Griffith (tba)

Check www.ieu.asn.au for updates

Our locations

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

Parramatta 12-14 Wentworth 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

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

Don't miss the opportunity

Securing Our Future Conference

Best Practice Induction and Mentoring

Join us to examine the ways in which our profession can assist early career teachers, identify contributing parts of successful induction programs and share insights into how we can improve the experience of both beginning teachers and their mentors.

Keynote speakers:

- Mentoring for Effective Teaching – A Assoc. Prof Peter Hudson (Queensland University of Technology) and Dr Suzanne Hudson (Southern Cross University)
- Understanding Beginning Teacher Induction – Dr Sean Kearney (University of Notre Dame)
- Early Career Experiences – Assoc. Prof Philip Riley (Australian Catholic University)

Other speakers include:

- Dr Neville Ellis (University of New South Wales)
- NSW Professional Teachers Council
- Teacher Learning Network

21-22 May Ultimo, Sydney

Early bird registration by 1 April - IEU member \$160 | non-member \$360

IEU member \$220 | non-member \$520



NSW ACT Independent Education Union

NSW Independent Education Union is endorsed to provide QTC Registered Professional Development for teachers accredited at Proficient Teacher.

Completing Securing Our Future will contribute 10 hours and 15 minutes of QTC Registered PD addressing 6.2.2; 6.3.2; 7.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

For more information go to www.ieu.asn.au or to RSVP kayla@ieu.asn.au

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