

# newsmonth

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The newspaper of the NSW Independent Education Union and the NSW/ACT branch of the IEUA (vol 35 #1) February 2015

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# It's time to deal with unfinished business

**This year begins with considerable unfinished business from 2014. Members in schools operated by the 11 Catholic dioceses are still without an updated Enterprise Agreement and dozens of independent schools are awaiting the completion of their MEAs by the Fair Work Commission. Agreement making for Catholic independent schools, which began late in the year, is also unfinished although progress is steady and the Union will be consulting with members in coming weeks.**

Negotiations in the Catholic systemic sector have been protracted and further negotiations in late January have not resolved outstanding key differences. Catholic employers continue to insist on significant changes to the salary structure for teachers, sick leave and a range of matters impacting on the work of both teaching and non-teaching staff. At

the same time Catholic employers are refusing to include in the Agreement as entitlements a number of the Union's claims which they say they are already meeting.

In particular the Union insists that employers in this sector must meet the induction and mentoring standard set by the NSW Government for its schools. Employers claim to be meeting or near meeting this level of support yet refuse to include this assistance as an entitlement for all those involved in working towards accreditation at proficient level and for those who are mentoring and guiding them.

This refusal – this studied miserableness – says much about the employers' true attitude to the profession. They might allocate resources to this important function but they won't agree to being required to do so. They prefer a regime of grace and favour.

In coming weeks the Union and Catholic Commission for Employment Relations (CCER) on behalf of employers will exchange a final set of proposals to resolve the impasse. If unsuccessful we will take the matter directly to members for action.

Elsewhere in *Newsmonth* we report on the answers major political parties provided to a set of questions from the IEU about issues that impact on our members and their work. Although the vast majority of us operate industrially in the federal sphere many of our working conditions emerge from policy and decisions of the State Government and the results of the NSW election on March 28 will continue to have significant impact on our members.

Since the last election we have witnessed cuts to the education budget of some \$1.7 billion, the freezing of funding to non-government schools, continued deterioration of the early childhood

subsidy to support professional salaries, the systematic dismantling of TAFE and the destruction of workers compensation for those who are injured at work. On top of this the current Government has introduced an artificially low wages cap for the public sector and when challenged has exploited every legal opportunity and loophole to force this policy on workers. Our sector is not immune from these cutbacks.

Unions NSW is sponsoring a number of Meet the Candidates forums where constituents can put their questions directly to those seeking political office and as the IEU becomes aware of these details we will email our members in the relevant electorates with the particulars.

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**John Quessy** General Secretary





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(vol 35 #1) February 2015

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# Working to ensure a fair accreditation process

## Gloria Taylor

Deputy Secretary



Since teacher accreditation was first proposed in NSW and the ACT, the Union has lobbied (and continues to lobby) for teachers to be accredited fairly, properly and equitably.

We fought for amendments to the legislation to allow for regulations that give teachers further opportunities to be accredited.

The reaccreditation process established through regulation now allows for some, who for a range of specific reasons, have been unsuccessful in the first process, to have the opportunity to achieve rightful recognition.

The IEU now sits on the committee empowered to examine the "ceasing of provisional and conditional accreditation of teachers and conditions for a re-accreditation period."

The need for this committee stems from the establishment of the Board of Studies, Teaching and Educational Standards (BOSTES) on January 1, 2014. Under

revised legislation, the *Board of Studies Teaching and Educational Standards Act 2013*, BOSTES has assumed the previous functions of the Board of Studies NSW and the NSW Institute of Teachers.

The development of regulations to support the Act is critical in terms of developing clear understandings and processes by which teachers can have their accreditation 'ceased' and how application is made to be reaccredited and the conditions surrounding this process.

The significance of the process is considerable, because when a teacher is not accredited they cannot be employed to teach in a NSW school.

### Employers must inform about requirements

Members will need to ensure that they are aware of their own accreditation time frame and the IEU will hold BOSTES to their charter; that is providing information and resources and also insisting that Teacher Accreditation Authorities (TAAs) have the responsibility to inform employees of their specific accreditation requirements.

Mechanisms to ensure that members are aware their accreditation may be in jeopardy have also been sought by the IEU. This would take the form of formal notification by mail and email, hence the

importance of maintaining contact details with BOSTES. Reaccreditation is rigorous and will likely involve collecting evidence, participating in professional development and being given feedback against the Professional Teaching Standards.

The IEU is also strongly of the view that Teacher Accreditation Authorities (TAAs) must have appeal processes at either individual school or system level and that members with serious grievances (related to process) must be able to seek redress at the NSW Civil and Administrative Tribunal (NCAT).

Complex it may well be but the development of regulations is critical to the fair functioning of BOSTES and the expectations that IEU members have of BOSTES.

The propensity for members to encounter accreditation complexities in such a varied sector cannot be underestimated. Hence the endeavour to seek clarity at this juncture and to ensure that the onus on the individual is supported through "fair processes, notifications and appeals mechanisms by and within both employers and BOSTES".

The IEU will keep members informed as to the final policy position reached by this committee.

# Evolutionary change vs wholesale disassembling of industrial agreements

## Mark Northam

Assistant Secretary



What went wrong when the Catholic Commission for Employment Relations (CCER) dissected an agreement, which had decades of history and understandings contained within it?

Evolutionary change is a feature of sound industrial relations and does not preclude change per se but rather manages, shapes and incorporates changes sought by unions, employers, government (both state and federal), for various educational imperatives and priorities. The IEU's role is to negotiate agreements that reflect members' interests and enforce same.

To portray adaptability, certainty and establishment of trust between employees and employers as being somehow reminiscent of the 1970s devalues the history of both the IEU and Catholic employers.

The disassembling of any industrial agreement (without any consultation) with a view to having a revised statewide agreement for both teachers and support staff was an unnecessary and provocative step.

The response by IEU members was entirely predictable. At various CSO/CEO listening assemblies members continually pressed the question 'why do this?' and 'who had this thought bubble?'

At chapter and mass meetings the hostility toward the proposals was palpable.

The driver of change was the move to a 'standards' based pay structure aligned with BOSTES expectations underpinned by state legislation. This compelling agenda was well known to the IEU as agreements of a very similar nature have been in place since 2008 in Independent schools. Put plainly, the IEU had already developed the capacity to draft agreements and importantly engage with and support members in new ways.

At no point has the IEU sought to avoid the reality that on January 1, 2018 the pre 2004 teacher workforce must be accredited with the Board of Studies, Teaching and Educational Standards (BOSTES) and undertake to maintain this accreditation. This process should be an orderly transition.

The prevailing zeitgeist between the IEU and Catholic systemic employees was portrayed as a weakness, an obstacle to entering a 'new' world of work and that agreements would take second place to 'professional conversations'.

These 'conversations' would provide the understandings to run school systems that by the very nature of the work they undertake are highly regulated. This perception was not shared by IEU members.

The industrial understandings which have evolved and developed (largely since Catholic schools moved from a religious to a lay workforce) were considered dispensable and an affront to progress. Quite clearly a loyal workforce did not share this view.

A sense of equilibrium can be restored if the endeavours of the past 30 years are acknowledged as not being a millstone but rather the embedding of structures that have assisted a system of schools to flourish.



## Newsmonth survey coming to you soon....

We'd appreciate feedback about Newsmonth, sent to members and subscribers eight times a year.

Please complete the brief survey, which will be emailed to you soon. Your views are valued and your feedback would be appreciated.

The IEU Publications and Communications Team

# Union commitment to best practice and mentoring

Continued from page 1

## John Quessy

General Secretary



2015 sees another ambitious year for the Union in respect of our symposium and professional agenda. Securing our Future held over two days in May, a conference devoted to best practice induction and mentoring in the teaching profession, exemplifies the IEU's commitment to these fundamentally important aspects of our profession. Conferences devoted to Environment and Sustainability as well as those specifically targeting our Support

Staff and Early Childhood members are also scheduled.

Our partnership with Teachers Learning Network provides a new dimension to our PD agenda adding to our PiP program where new and revised forums and workshops are proposed.

The Union is building on our publications iPad App and introducing a new iPhone and Android application to assist particularly our casual and part time members keep records of their teaching service. This App, to be released in early February includes features to alert graduate teachers seeking accreditation at proficient level to key dates in their timeline.

Although not an exhaustive list of planned activities 2015 is already a busy year for the Union.



# Independent school agreements before Commission

## Carol Matthews

Assistant Secretary



**The multi enterprise agreements (MEAs) that teacher and support and operational staff members in independent schools voted on last year remain before the Fair Work Commission.**

Some procedural failings identified by the Commission required a re-vote in some schools, but the applications for those schools that re-voted are also now back before the Commission pending approval.

In considering the content of the proposed MEAs the Fair Work Commission identified some areas where clarity or amendments to the MEAs were required to ensure compliance with the Fair Work Act or to satisfy the Better Off Overall Test (BOOT).

### Approving the undertakings

The Fair Work Commission is able to approve agreements with 'undertakings'

from employers that address these types of issues. Late last year, and early this year, both the IEU and the Association of Independent Schools (AIS) have been developing and finalising appropriate undertakings. In relation to the MEAs for teachers the undertakings generally address technical concerns arising from the interaction between the MEA provisions and certain provisions of the Fair Work Act and its National Employment Standards.

By way of example, one undertaking seeks to remove any ambiguity as to the operation of sick leave in a teacher's first year of service, while another simply confirms the existing right of teachers to be represented in relation to disputes.

### Better Off Test

The undertakings for support and operational staff also deal with some of these technical issues but largely address issues arising from the application of the BOOT which is designed to ensure that each employee is better off overall as compared to the provisions of the relevant modern award.

The modern award for non-teaching staff can be complex in its operation and application and there were some limited areas where undertakings were necessary to ensure the BOOT was satisfied. One reason for this is because the modern award did not exist when the MEA for support and operational staff was initially developed. The agreed undertakings typically provide for an improved rate of pay, allowance, penalty rate or loading for certain classifications of employee.

### Paternity leave not sick leave

One key undertaking that applies to all of the MEAs provides improved paid concurrent parental leave (formerly paternity leave) entitlements. That paid leave of up to two weeks will no longer be debited against a member's sick leave balance.

Most of the undertakings have been drafted in the form of replacement clauses that will be applied by employers and these can be included in a consolidated document for ease of application of each MEA.

At the time of writing, the final form of those undertakings appears to have been

completed and it is hoped that by the time *Newsmonth* has gone to print the MEAs will have been approved.

### Voiced concerns

The AIS proceeded to put the documents out to a vote last year notwithstanding that the Union had voiced concerns about many of these compliance issues. Not all of the issues raised previously by the Union have been addressed and may require further work in the future. However, members can be assured that the final form of each of the MEAs, incorporating the agreed undertakings, represents an even sounder basis for improving and protecting their conditions of work and their workplace rights.

Once again the Union thanks members in independent schools for their support in achieving these outcomes against a difficult industrial climate. The support of reps and chapters during this drawn out process is greatly appreciated.





# Red tape or safety protections cuts?

**A range of cuts to our work health and safety laws were proposed during the summer break by the Baird and Abbott Liberal/National Governments.**

On the eve of the Christmas break, Unions NSW received from NSW WorkCover proposals to cut a range of safety protections with consultation finishing in mid-January.

The governments claimed the cuts were to reduce 'red tape' but they produce real safety concerns for IEU members.

Unions NSW Assistant Secretary Mark Morey said: "We fear that this will be the first of many planned cuts to safety by these governments who seem intent on cutting the word count of safety regulations regardless of the benefit reduced injury provides".

"We have seen proposals in the last year, not yet passed through parliament, to cut a range of protections in the WHS Act.

"The proposed changes in the federal parliament will see the entire 315 strong NSW safety inspectorate taken over by the federal government, with less than 10 inspectors for all of NSW's four million workers."

Most of the cuts are focussed on the WHS regulations as the Minister can change these without parliamentary approval, with a focus on the construction industry (demolition, asbestos and high risk work). However, a number of the cuts will affect everyone, not only construction workers.

These cuts include:

## First Aid

In what may appear one of the more backward steps the government is making it optional for your employer to provide first aid to

workers by introducing a qualifier or excuses to not provide first aid.

## Safety issue resolution

The government is proposing to remove the default safety issue resolution procedure that allows for all workplace issues to be resolved in a timely manner with your employer.

## Worker Representation

The government has planned to cut your access to a range of provisions that assist you negotiate how you will consult at work about health and safety issues. The government also proposes to modify the WHS training so that your employer may be able make health and safety representatives do the training in their own time, shifting the cost for workplace safety to the worker, and reducing the quality of the training.

With the Productivity Commission stating that less than 5% of the cost of workplace injuries is borne by the employer, the rest borne by the worker, their family and the community, protecting our preventative safety laws is essential.

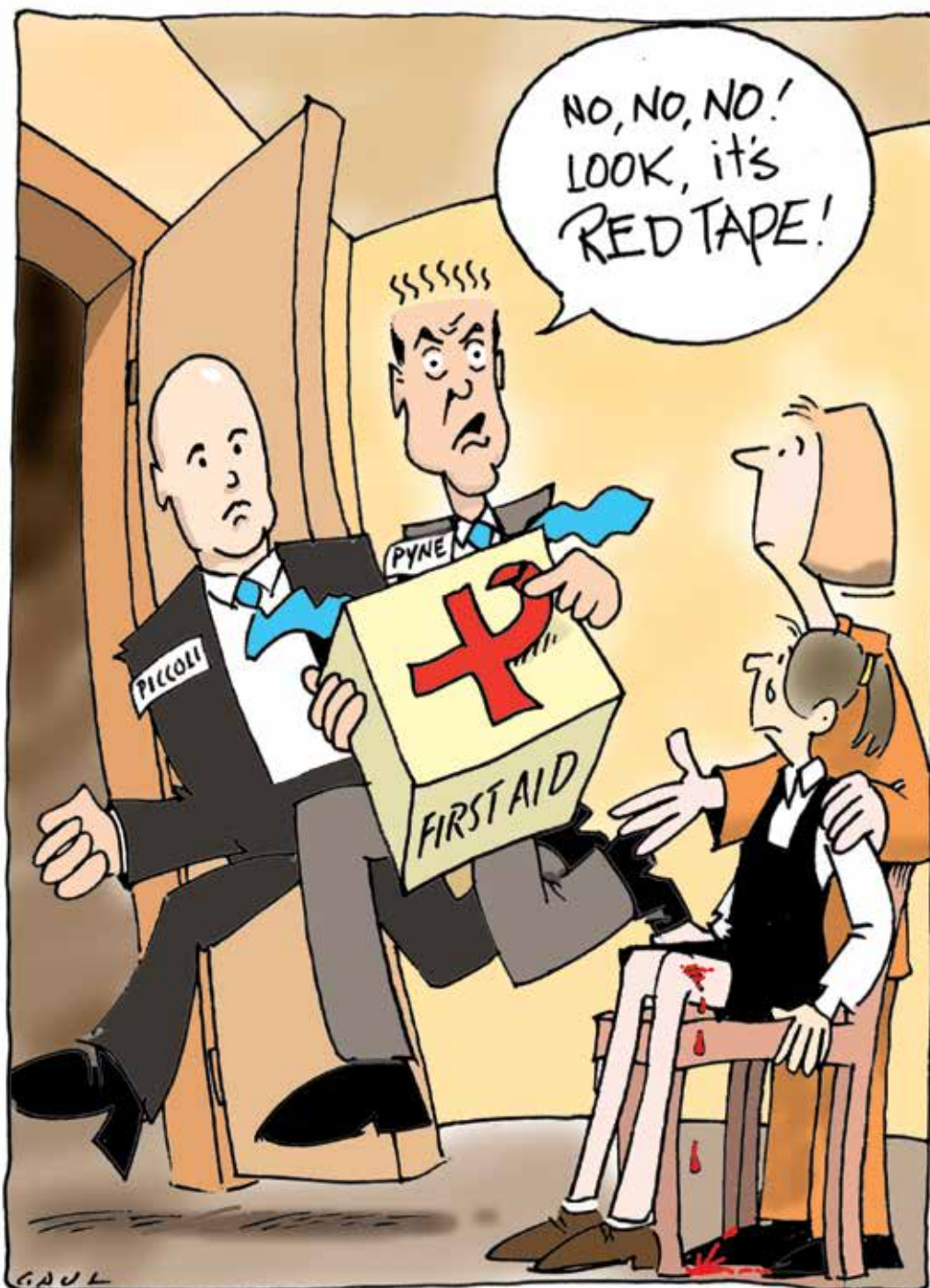
Unions NSW has developed an online petition to the NSW Minister to ask them not introduce these cuts to our workplace safety. <http://www.unionsnsw.org.au/bringourworkershome>

For any WHS concerns or enquiries please contact Natasha Flores on [natasha@ieu.asn.au](mailto:natasha@ieu.asn.au).

**Shay Deguara** Unions NSW



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## New voices on AITSL

**The federal body, the Australian Institute for Teaching and School Leadership (AITSL) welcomed its new chair, Professor John Hattie, late last year.**

The forthcoming issue of *IE magazine*, to be distributed to members in March, features an exclusive interview with Professor Hattie, in which he outlines his plans for his new role.

"In education, I am a firm believer in having policy development driven by well-researched evidence, not unquestioned suppositions," Professor Hattie told *IE*.

"My aim is to work with the AITSL's Board, CEO and staff to focus on what the evidence tells us we can and should do to drive improvement in teaching, school leadership and, in turn, student outcomes."

At the same time as Professor Hattie was appointed to AITSL, the IEU's Assistant General Secretary Mark Northam joined AITSL's National Initial Teacher Education Advisory Committee examining the implementation of the Australian Professional Standards for Teachers.

Interestingly, in light of IEU's recent fair pay for prac campaign, Australian Catholic University Executive Dean Professor Tania Aspland has completed a meta analysis of issues surrounding Professional Experience and found AITSL should focus on the role of the mentor teacher, and generating a national framework.

Mark said teachers' voices need to be heard in that space.

The Committee acknowledges that effective implementation of the standards relies on support from

employers and teachers.

Mark indicated that while the independent school sector remains unrepresented at board level, the opportunity to represent members at committee level is valued.

The onus will be on employers and unions to embed industrial understandings that enable AITSL's work to be translated into schools.

In particular the IEU is seeking to extend effective induction practices for beginning teachers.

## Want to be a BOSTES Business Services Rep?

**The Union is looking for teachers to represent it on BOSTES' new Business Services Industry Curriculum Committee.**

BOSTES is revising the Business Services Curriculum Framework and is establishing an Industry Curriculum Committee.

The IEU can have one Rep on the Committee who is a practicing teacher in the subject area.

The Committee's first meeting is anticipated to take place in late February or early March 2015.

If you are interested, contact IEU Assistant Secretary Mark Northam email: [mark@ieu.asn.au](mailto:mark@ieu.asn.au)



# Social media and work – what not to do

Workplace issues arising from social media use are an increasing problem for IEU members. Members have been given formal warnings and in some cases, threatened with dismissal, for their conduct on personal social media sites such as Facebook, Twitter, Instagram and messaging apps such as WhatsApp. As a result, we are often asked about what is and is not appropriate on these sites, and how a personal social networking page becomes the business of your employer.

Australian courts generally consider two elements in cases of social media misconduct. Firstly, whether your conduct on Facebook can be connected back to your employer, and secondly, whether it caused damage to your employment relationship.

## Fair Work and social media

The Fair Work Commission (FWC) has often found that conduct on your social media page can be connected to your employer. Defences such as the fact your page was private, or that you didn't mention your employer, are not strong in the event of a disciplinary matter. In a recent case, a credit company employee's Facebook page listed his employer as Jurassic Park and his position as a dinosaur wrangler. The employee posted damaging statements on the Facebook page of a third company that worked closely with his employer.

Despite the fact he did not identify himself as an employee of his company, he could be identified through photos and his name, and the Commission found

that it was reasonable for his employer to find that his conduct could damage their business interests. (Little v Credit Corp Group Limited [2013] FWC 9642).

On a practical level, the fact someone has seen and complained about your conduct on social media is indication enough that your information isn't private. The FWC has also considered factors such as whether you have colleagues or clients as friends and whether you post information about your work generally to show that your cyber conduct can be linked back to your work.

The second element the FWC will consider is whether your conduct on social media was damaging to the employment relationship. This will include obvious misconduct, such as writing derogatory or inappropriate comments about your colleagues, students or your workplace. The Commission has also found that comments on social media that can be damaging to the business interests of the employer can damage the employment relationship. For example, claims that an employer was corrupt on an employee's personal MySpace page were found to be a valid reason for termination, despite the employee not mentioning the name of the employer. This was because it could reasonably be seen to have damaged the employer's reputation and therefore business interests. (Dover-Ray v Real Insurance Pty Ltd [2010] FWA 8544).

This is a low threshold test – your employer doesn't need to show that their interests were damaged, just that they could be damaged by the conduct.

## Teachers and support staff beware

For teachers and support staff in schools, this is problematic. For employees in faith-based schools, posts on your personal Facebook page which conflict with the values or ethos of the school may be sufficient grounds for a warning. This can extend to photographs that you publish on social media sites. In addition, teachers are held to a high public standard, meaning comments about funny things you have heard students say or do may be seen as inappropriate. Recent disciplinary matters the IEU has assisted on have involved humorous comments about daily life as a teacher and negative comments about a colleague made in a private Facebook chat but witnessed by a co-worker.

Several cases from Queensland have focused on child protection issues arising from Facebook or social media conduct. Being 'friends' with students on social media has been considered an inappropriate personal relationship and may lead to a child protection investigation. This extends to former students, especially if they have only recently ceased being your student or if they are still of school age.

## Take care as you share

If you choose to have a social media profile, be cautious about what you share and who you share it with. Below are some tips about how to remain cyber-savvy. The IEU runs a PIP: Anti-Social Media going through this information and more, so keep an eye out if it comes near you.

Don't mention your job on social media. This includes mentioning where you work, or what your role is, as well as both in the information section of your social media profile and also in the comments you make.

Be careful about who you 'friend'. Do not become friends with students or former students. Also exercise caution in accepting colleagues or members of the school community such as parents as 'friends'. The more people connected to the school who see your social media profile, the more likely your social media conduct will be referred back to your employer.

Think before you post. Assume that nothing you write is private. Therefore, don't share anything on your profile that you wouldn't want to put in writing to your employer.

Triple check your privacy settings. You should have the strongest privacy settings available. Where possible, take additional measures such as using a variation to your name, making it more difficult for students or employers to identify you.

**Belinda Miller** Industrial Officer



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# First Class

## How high do I jump?

### Amy Cotton

Professional Officer



**A Standard is a standard, not a statement of negotiable worth. This means that a teacher attempting accreditation at Proficient in school A should be held to the same expectations as schools X, Y and Z. Fluctuations in intensity of scrutiny should not occur between different Teacher Accreditation Authorities (TAAs).**

The Union is involved in cases where teachers are being asked to document with evidence and annotations every single descriptor at Proficient, as well as providing multiple pieces of evidence per descriptor should it indicate a 'range' or multiple factors, or other sorts of plurals. Documenting all descriptors as well as variants of how a descriptor might be interpreted in various teaching scenarios results in the types of massive portfolios that the Board of Studies, Teaching and Educational Standards (BOSTES) advised TAAs against years ago.

This fashion seems to be slowly creeping back into schools, and chapters should resolve not to allow beginning teachers to be held to higher standards than what is required by BOSTES. All it does is create

unrealistic expectations of beginning teachers and additional workloads that could negatively impact on the teacher's, supervisor's and TAA's ability to perform.

#### So, what's required?

Teachers seeking accreditation at Proficient should self-select evidence and annotate these against the descriptors. The evidence and annotations should fit into a single plastic A4 sleeve. It's a snapshot of practice to support the report.

#### Okay, how do I do that?

The process of selecting evidence should be completed over time with a supervisor/mentor. The Union is aware that many teachers are without any feedback and help in their schools, particularly casual and temporary teachers. We provide help to Union members via phone, email and Professional Development days – for free. Teachers should also call BOSTES for advice.

Of course, accreditation is a conversation – teachers and their supervisors/TAAs will discuss if a particular piece of evidence is satisfactory, if the annotation is sufficiently detailed (and certainly less than an essay), or if enough of the descriptors across the full range of Standards have been addressed by the sample. A good rule of thumb is two or three descriptors from each Standard for the A4 sleeve (with one piece of evidence meeting multiple descriptors as applicable). It is permissible to have only one descriptor for a Standard.

#### How long should it take?

It's not about time, it about demonstrating the Standards at Proficient level. This is a formative process – don't leave it to the last minute and expect it to be quick. Work on it throughout a year, get feedback as you go on select pieces and avoid trying to do it all at once.

Don't expect a supervisor or TAA to be able to process your application in the last few weeks of school – submit early in order to receive feedback and the opportunity to improve the documentation.

#### What should a chapter be aware of?

Sometimes employers can overly complicate Proficient accreditation. If a TAA or delegate is unclear about the process itself, too much can be asked of beginning teachers. Occasionally it's because employers are using the accreditation process to hold people back from salary progressions. There are situations where the accreditation process is used punitively.

#### What does the Union offer?

The IEU has two officers dedicated to accreditation issues. If a chapter or member has a question about processes, we can let you know if they are consistent with BOSTES policy, or a concern.

The Union also has guides to documentation and policies that schools can adopt.

We run accreditation at Proficient workshops and PIPs on BOSTES policy.

#### What's the difference between accreditation, a performance improvement plan, and teacher performance and development plans?

These are three separate things, with confusingly similar names:

- Accreditation at Proficient – this is a process of recognition that a beginning teacher has reached a particular level of competence. It is not a high bar (teachers can achieve it after 180 days).
- Performance improvement plan – this is a formal program that a teacher undertakes when the employer has not been satisfied with a teacher's performance of their duties. A member should be formally notified that they are entering this process and should seek Union advice. The Standards are usually referenced in this process.
- Annual performance and development plans will soon be required by the federal government in K-12 schools. These should be focused on an individual teacher's professional goals, be flexible and changeable if the teacher's priorities shift, and useful to the teacher's on-going development.

Paperwork should be simple. The Union is developing a guide for both teachers and schools, as well as seeking release time for completion of the process.



## New PIP: Anti-Social Media

A new Pedagogy in the Pub course has been developed examining the implications of social media use for teachers. It explores the high level of scrutiny education professionals face when using social media and focuses on strategies to help members protect their careers. Check to see if the PIP is coming close to you: <http://www.ieu.asn.au/pd-meetings/>. Enquiries to Amy Cotton [amy@ieu.asn.au](mailto:amy@ieu.asn.au).



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# Present tense

## Looking forward to another busy year

### Kendall Warren

Organiser



Welcome back to another year of Present Tense, your window into the ELICOS and private college sector. 2015 promises to be another busy year, and you can be sure that this column will be looking to reflect any issues that affect your sector. If there is anything that you would like to see discussed in this column, please contact your Union on [kendall@ieu.asn.au](mailto:kendall@ieu.asn.au).

### Agreements

Your Union will be again be busy this year with enterprise bargaining, as several agreements are coming up for renewal. These include Navitas English (formerly known as ACL), UoW College and UWS College by the middle of the year, and Access, EF, Macquarie Community

College, Sydney College of English, Specialty, SELC and Universal by the end of the year. If you work at any of these colleges, now is the time to get more involved with your Union – contact [kendall@ieu.asn.au](mailto:kendall@ieu.asn.au) to find out how.

In late 2014, your Union finalised a new agreement with Taylor's English Language Program (TELP), the English program attached to Taylor's College in Waterloo. This agreement secured some significant gains for teachers at the college, including salary increases of 10% over three years, which should give some sort of idea of the sorts of improvements that can be achieved

The best way to improve salaries and conditions at any college is to negotiate an enterprise agreement with the employer. The *Fair Work Act* includes provisions which enable employees to force their employer to commence negotiations for such an agreement, so contact the union if you would like to know how this can work at your workplace.

### E-news

As a new service to members, your Union will soon be publishing an e-newsletter, three times a year, which will be sent to all members outlining some of the activity that

your Union is doing on your behalf in your sector. The first of these will come out in late February, with further issues in late June and late October. Please check that your contact details are up to date to ensure that you receive these updates.

### Special Offer

In February, Parramatta College will be running a course with a special discount for IEU members. The course is called To Hell in a Handbasket: Our love affair with Capitalism and Consumerism, and addresses wealth creation, injustice, inequality and environmental concerns. The course will be presented by Hanna Kivisto, who has previously worked at the United Nations and the Parliament of Finland. The full cost of the course is \$150, but the college will discount this to \$100 for IEU members who enrol before 4 February, and the course starts on 9 February. Details can be found on the college website, <http://www.parramattacollege.com.au/course/CAP>

## Keynote speakers for Securing Our Future Conference

### 21-22 May 2015 Sydney

Professor Peter Hudson (QUT) and Dr Suzanne Hudson (SCU) will headline IEU's upcoming conference on best practice induction and mentoring.

Both Peter and Sue have extensive classroom teaching and executive experience in Australian schools. They are leading the Teacher Education Done Differently (TEDD) project, a collaborative initiative between QUT, Education

Queensland, Brisbane North Institute of TAFE, and staff from school in the Caboolture area.

TEDD received an Australian University Citation Award in 2012 for its programs Applied Learning Experience partnership and Mentoring for Effective Teaching (MET). The latter program seeks to develop mentoring skills for advancing early career teachers' practices with

an emphasis on student differentiated learning.

The upcoming conference, Securing Our Future, will draw together teaching professionals from various sectors to discuss a critical question: What does best practice around induction and mentoring look like? Peter and Sue will enter into this discussion with an invigorating and challenging examination of mentoring and

how it can benefit early career teachers, their mentors and therefore the students.

To register as a participant, book here: <http://www.ieu.asn.au/pd-meetings/event/securing-our-future-conference/1581>

Interested in presenting a workshop? Contact Amy Cotton ([amy@ieu.asn.au](mailto:amy@ieu.asn.au))

**Amy Cotton** Professional Officer

## 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.

### More Information and to join

Go to [www.tln.org.au](http://www.tln.org.au) or email [mvictory@tln.org.au](mailto:mvictory@tln.org.au) or call (03) 9418 4992


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.







## Prac win for early childhood teachers

The IEU has negotiated significant increases in the payment to be made to teachers supervising university students undertaking professional experience in early childhood.

The current rate of \$21.60 per day had remained static for over a decade. During 2014, the IEU wrote to universities in NSW expressing dissatisfaction with the current daily rate and made a claim that it be increased.

IEU members in schools refused to accept student teachers, demonstrated the strong member support for the IEU claim. The following rates are payable from 2015 for the supervision of students from Charles Sturt University, Macquarie University, Southern Cross University, the University of New England, the University of Technology Sydney, the University of Western Sydney, the University of Wollongong, the Australian Catholic University, the University of New South Wales, the University of Newcastle, The University of Notre Dame and the University of Sydney

Year	Negotiated Daily Supervision Rate
2015	\$28.50
2016	\$29.25
2017	\$30.00

These rates apply to early childhood teachers who supervise university students.

The NSW Government has recently made amendments to the Teacher Accreditation Act and early childhood teachers will need to be accredited with the Board of Studies, Teaching and Educational Standards (BOSTES) under the Australian Professional Standards for Teachers in 2017.

The IEU will keep you informed on the requirements for accreditation as they come available.

If you supervise university students undertaking professional experience from one of the above universities but do not receive this payment from your employer please contact your organiser at the IEU.

**Lisa James** Organiser



# Teachers r Teachers

IEU the Union for early childhood teachers

## Do you work in the early childhood sector?

Look out for Teachers r Teachers, an enews publication for early childhood teachers, from the IEU.

Teachers r Teachers will offer a new way of engaging with you, bringing directly to your inbox news about what's happening in the sector and keeping you up-to-date about what the IEU is doing on behalf of our members.

Teachers r Teachers will be sent to you four or more times a year as well as the other publications you receive from the IEU, *Bedrock* and *Newsmonth*.

Please share Teachers r Teachers with colleagues, just 'forward' the email; there should be items of interest in every edition.

Keep an eye out for the first edition of Teachers r Teachers coming to you soon!



# Two Johns make a difference in Kirabati



“Everywhere we went they had a welcoming ceremony for us and shared their food, even though they have very little.”



Some months after their visit the people of Abaokoro in Kiribati remain grateful for the contributions of maintenance team members John Bunce and John Hody.

The pair installed solar panels to provide electricity to a preschool and convent school run by the Good Samaritans. They also installed much-needed fans, down pipes and guttering.

The trip was an initiative of business managers of Good Samaritan schools in Sydney, and a larger team was originally planned, but the two Johns ended up being the party.

Maintenance Supervisor at St Patrick’s College Campbelltown John Bunce said in previous years teachers had visited the developing island, but this year it was considered tradespeople with practical skills could make a real difference.

Bunce said Sister Marie, who runs the Convent, is a “brave woman” because Kirabati is a very underdeveloped island with extreme heat and humidity.

Building the solar installation on hard coral, with all the equipment shipped in by canoe, was a hard task but Bunce said the rewards came from the local people.

“The people were so friendly and so happy with what they have,” Bunce said.

“Everywhere we went they had a welcoming ceremony for us and shared their food, even though they have very little.

“We were only there for two weeks but they had a farewell ceremony for us as well.

“Since I’ve been back home I’ve appreciated what we have here and how easy it is, although everyone in Kiribati seemed so happy with their life.”

John Bunce has been a Union member for more than 20 years. When he started his career maintenance staff were not part of the IEU but belonged to the construction union.

“Being able to join with the teachers and be part of the IEU was paramount for us. It gave us a voice which we never had before.”

Mount St Benedict College Pennant Hills maintenance

team member John Hody admits conditions weren’t easy in Kirabati, but the rewards were there.

“Sister Marie came to visit us recently and she said the people are still talking about our work,” John Hody said.

Although the pair’s main job was installing solar, their varied skills meant they were able to help in other ways.

“One woman needed help with an outboard motor on her boat that wouldn’t work. I have worked with motorbikes and I was able to fix it. She was really pleased,” Hody said.

“I also helped fix pushbikes. It was an experience and I would go back.”

When they left, the Johns donated tools they had bought with them to the local people, who have trouble getting hold of basic supplies.

John Hody has been in the IEU for about six years and said he likes to have someone to turn to who knows his rights.

Sue Osborne Journalist



## SECURING OUR FUTURE

SAVE THE DATE: 21-22 MAY 2015

### Exploring Best Practice: Induction and Mentoring in the Teaching Profession

This two day conference will explore ways in which the profession assists early career teachers, the constitute parts of a successful induction program, meaningful mentoring programs in schools and in other related professions.

With a focus on real life experiences, simple structures and support mechanisms, this conference is enormously practical.

Interested in speaking at the conference? Contact Amy Cotton, Professional Development Officer, IEU NSW/ACT (amy@ieu.asn.au)







# The Teacher Quality Institute: Your questions answered

**The Union wants to make sure that Teacher Quality Institute (TQI) registration is practicable and that any issues members are experiencing are addressed by TQI appropriately. We talked with TQI to get some answers to common questions and concerns. The views expressed by TQI are not necessarily those of the IEU.**

**IEU:** Some of us don't see the registration process making a difference in practice. How do you believe the TQI registration process is enhancing student outcomes?

**TQI:** Outcomes for students are built into the registration and renewal process. In their reflection on professional learning (PL), teachers are asked to describe how the PL linked to their thinking and practice and what impact it will have. Some of these ideas can also be teased out in a teacher's annual professional learning conversation with a PL verification delegate in their school. We hope the benefits for teacher practice and therefore students will be starting to be visible already.

**IEU:** Are the requirements fair for part-time and casual teachers? Is professional registration and renewal targeted and accessible for relief teachers – and worth the effort? Isn't there a risk that registration will make relief teaching less attractive? Also, is it fair that there is no pro-rata reduced amount of PL that part-time teachers have to complete?

**TQI:** Under the TQI Act 2010, all teachers, whether they are permanent or casual, full-time or part-time, are expected to engage in professional learning and in sharing knowledge and practice. A school that employs a teacher who is not professionally registered is now breaking the law. In the end, it's about schools' and teachers' work with students – and professional learning is equally valuable to all teachers, even if they're part-time or casual.

We all know that part-time and casual relief teachers play an essential role in schools and school systems, and at TQI we are talking with employers, principals and your Union about ways to ensure the registration and renewal process is engaging, relevant and do-able for everyone.

We hope casual teachers will value new opportunities for school-based and other professional learning and the chance to engage with other teachers about professional practice. For individual teachers in special circumstances, it is worth talking to the team at TQI about flexible approaches that may help you meet the annual requirements.

The IEU has been very concerned about our casuals and the effect this process has on them. In order to support them the Union organised a branch committee to address these concerns. As a result a number of combined workshops were conducted after school in Term 3 where casual teachers could receive individual support from TQI staff to register their PD. Also the Union has encouraged employers to 'adopt' their casuals and assist them by including them in all of their PD sessions.

**IEU:** Who reads what teachers enter on the TQI portal? What criteria are used to assess these reflections?

**TQI:** Your reflections on PL in the TQI Portal are only accessible by you, unless you decide to print and share them. (For example, you may wish to share them with a PL Verification Delegate in your school during your annual professional learning conversation). Professional records and reflections are not assessed, but TQI will be conducting random audits to ensure that teachers are recording and reflecting as required for professional registration.

**IEU:** What is the process for re-registering if a teacher takes long-term leave and lets their registration lapse?

**TQI:** Four-year trained teachers can re-apply for registration if they allow it to lapse. There are several options available for people who previously had full registration with TQI. If you apply again within two years, no principal's report or statement of service is needed for full registration. If your absence is for two to five years, you'll need a short report from a previous principal (and if that is not possible, you'll need to apply for provisional registration and teach for at least one term before asking your current principal to complete a report). For absences

of five years or more, you'll need to apply for provisional registration and undertake an in-school panel-based process.

**IEU:** Are you confident that a range of accredited courses are available across curriculum areas to cater for all the professional development needs of ACT teachers?

**TQI:** TQI works in partnership with employers, universities, unions and external organisations to support the accreditation of PL, but it's not the responsibility of TQI to ensure that courses are available across disciplines. ACT schools are working with TQI on PL program accreditation to help teachers meet professional registration requirements. And it's a good opportunity for the importance of school PL priorities to be formally recognised.

**IEU:** What support is available to schools and other groups to assist them in meeting the requirements of course accreditation?

**TQI:** On the TQI website, program developers can download a detailed Program Accreditation Guide. There's also a planning tool to support a holistic approach to PL development and to help schools and other providers complete the online process. TQI staff are always happy to support program developers through the process and explain what needs to be done to achieve accreditation.

**IEU:** Concerns have been expressed around the time it takes for professional development to be accredited. Can you comment on this?

**TQI:** We're pleased to say that complete program applications are assessed for accreditation within 10 working days after they are submitted. Sometimes it's faster. Please contact TQI if you need an update on an application's progress.

TQI can be contacted for support and advice around any issues you're experiencing. Call 6205 8867 or email [tqi@act.gov.au](mailto:tqi@act.gov.au).

**Lyn Caton** Organiser



# Do something for Close the Gap Day



**Aboriginal and Torres Strait Islander people are dying 10-17 years younger than other Australians. Think about that — a non-Indigenous child who started school this year may outlive an Indigenous student about to complete Year 12.**

National Close the Gap Day is being held on Thursday, 19 March. It's Australia's largest Aboriginal and Torres Strait Islander health campaign, and a great way for schools to tackle the Australian Curriculum priority of Aboriginal and Torres Strait Islander histories and cultures.

Register now at [www.oxfam.org.au/ctgschools](http://www.oxfam.org.au/ctgschools) to receive a free resource pack with Australian Curriculum aligned resources from Oxfam Australia to help your

students learn about the gap in health outcomes between Aboriginal and Torres Strait Islander and non-Indigenous Australians, and create and participate in events that are all about student-led action and community engagement.

Our resources are easy to use and inspire creative ways to generate action and discussion – from sport to art and photography, music to debate. Supporting materials, videos, animations and stories balance the issues of health inequality with solutions.

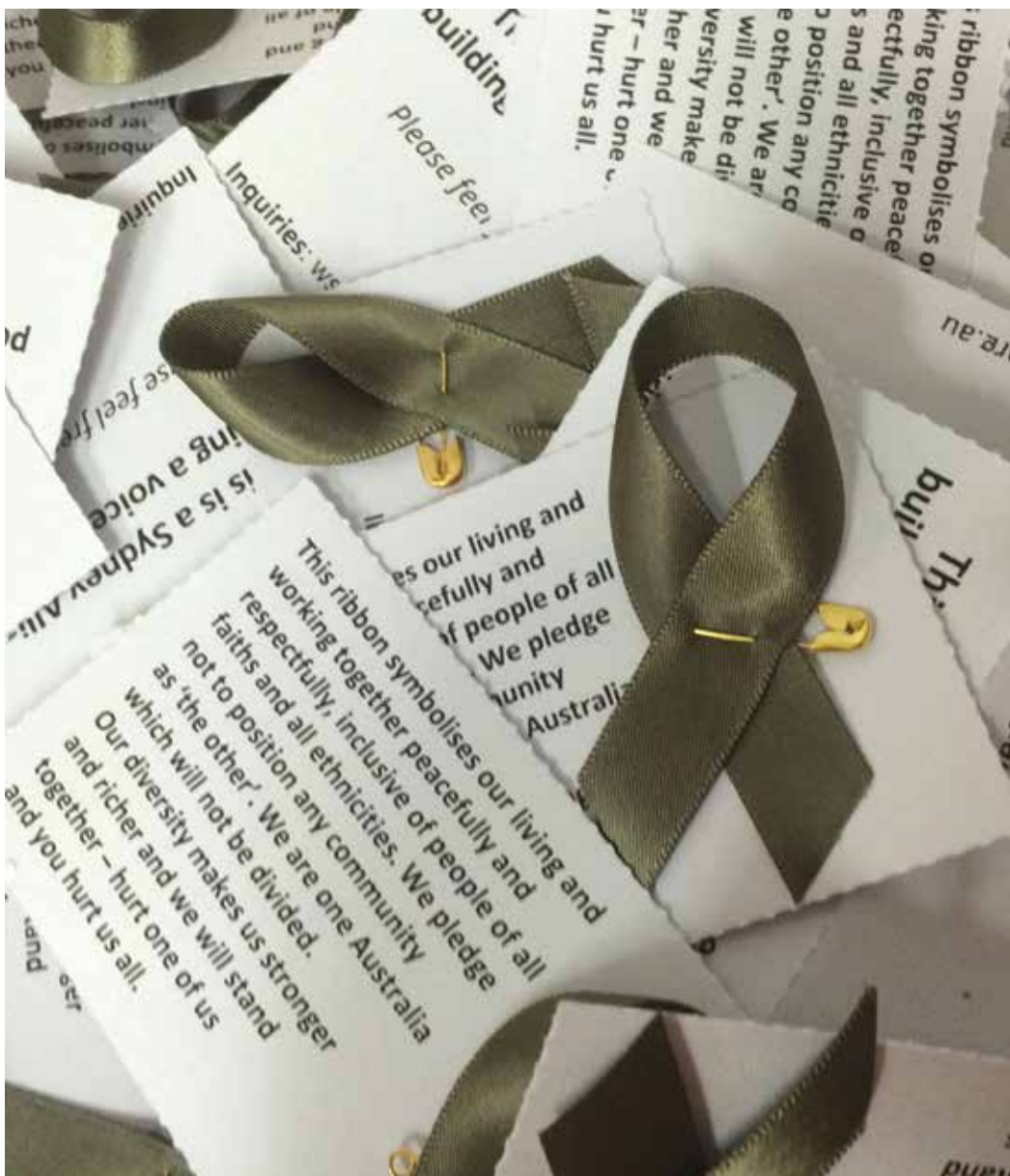
Health equality is everyone's business, and as educators we must continue to work together to ensure Indigenous health equality becomes a reality by 2030 — our students' generation. Therefore, the support of

schools is vital. Join the 230,000 students and teachers from more than 1000 schools nationally who have participated in this national day over past four years.

Teachers and principals have reported positive impacts of running Gap Day activities, observing students develop a greater understanding of wellbeing, social justice and equity, as well as developing values and attitudes such as empathy, connectedness and responsibility.

Register today at [www.oxfam.org.au/ctgschools](http://www.oxfam.org.au/ctgschools)

Details: Annalise De Mel, Schools Program Coordinator – Oxfam Australia, [annalisedm@oxfam.org.au](mailto:annalisedm@oxfam.org.au) or (03) 9289 9390



## Olive Ribbon Campaign: all about standing together

**The Olive Ribbon Campaign was launched late last year as a response to attacks on Muslim and Arab communities.**

The Martin Place siege in December has bought the campaign into sharper focus.

Western Sydney Community Forum (WSCF) Executive Officer Mary Waterford said the campaign was launched by the Forum, in consultation with the United Muslim's Women's Association and the Arab Council of Australia.

"The idea of the olive ribbon was similar to the white ribbon symbolising an end to violence against women," Mary said.

"The olive ribbon would be a symbol of standing together with Arab and Muslim communities and more broadly about not singling out any one community."

The ribbon is presented on a card which bears the following words:

"This ribbon symbolises our living and working together peacefully and respectfully, inclusive of people of all ethnicities and all faiths or none. We pledge not to position any community as 'the other'. We are one

Australia which will not be divided. Our diversity makes us stronger and richer and we will stand together – hurt one of us and you hurt us all."

The ribbon has been distributed by members of the Sydney Alliance, a coalition of community and faith-based organisations and unions working together for a better Sydney.

After the Martin Place siege the ribbon was widely distributed throughout the city including through religious organisations of various faiths, encouraging people not to single out Muslims in a negative way.

Ribbon making working bees have sprung up in offices and homes. "We want to encourage people to make it their own and spread word through their networks," Mary said.

She suggested teachers could use the olive ribbon as a conversation starter for a discussion about inclusivity in class and children could make their own ribbons.

See <http://www.wscf.org.au/20-frontpage/583-olive-ribbon-campaign>

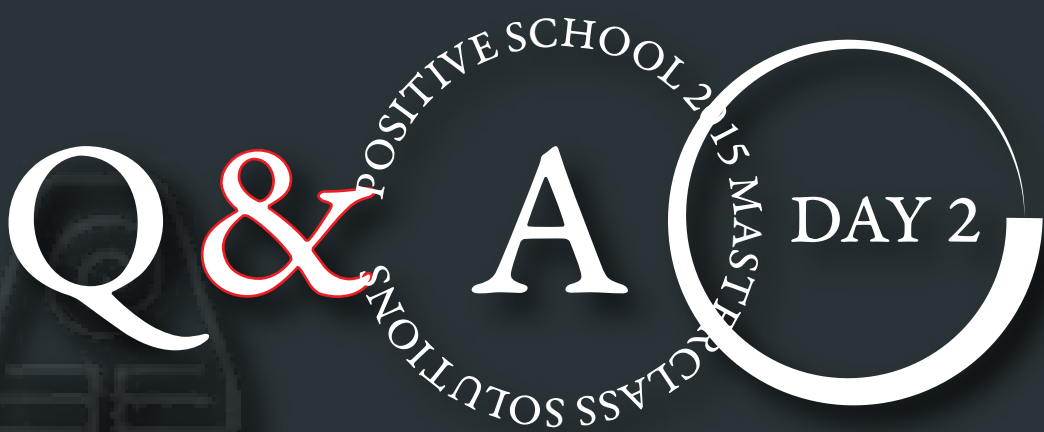




# POSITIVE SCHOOLS

## Mental Health & Wellbeing Conference

### Body of Evidence 2015



*Tony Jones*

QLD

Brisbane  
Convention  
Centre  
21-22 MAY

WA

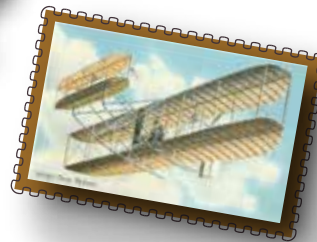
Rydges  
Esplanade  
Hotel  
28-29 MAY

VIC

Melbourne  
Convention  
Centre  
4-5 JUNE

NSW

Shangri- La  
Hotel  
The Rocks  
11-12 JUNE





# Main Day Keynote Presentations & Themed Parallel Streams



Positive Bodies

Thea O'Connor



Kaz Cooke

What Students Want



Are You Ready?

Donna Cross



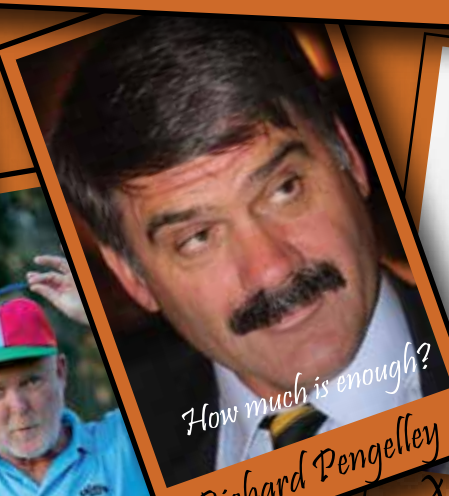
Gratitude

Kerry Howells



Mythbusting Education

Helen Street



How much is enough?

Richard Pengelley



Michael Hardie



Safer Schools

Steve Heron



Cybersafety

Project Rokit



A Positive Journey

Steve Zolezzi



Keep Moving

Bernie Holland



DRUMBEAT

Simon Faulkner



The Whole School

Vick Prendergast



Humor

Therese Joyce



A New Mindset

Christine Durham



Sexting, Selfies & Sneaky Flats

Holly Brennan



PROSPER for Positive Schools

Toni Noble



David Bott



Community

Julie Brown



Positive Relationships

Sue Roffey



Luka Lesson

Incredible Words



A Living Library of Positive Education by Geelong Grammar & Positive Schools

"The Positive Schools Conference is the most forward thinking & innovative conversation around the growth of young people in Australia today. Grounded in the learnings of the past, but fully committed to an honest look at what our young people face in the world today, Positive Schools is a practical & philosophical joy that all teachers should experience."

Luka Lesson



Paula Robinson

A Positive Journey

[www.PositiveSchools.com.au](http://www.PositiveSchools.com.au)

Registration includes Conference Satchel, Full Day Catering including a Hot Buffet lunch



# NSW State election report

## Where do the parties stand on education issues?

To help NSW IEU members make an informed choice at the state election on Saturday, 28 March, *Newsmonth* has produced this report. We asked the three major parties for their positions on a number of key issues around these topics:

- Non-government school funding
- Public sector pay cap of 2.5%
- Funding for students with disabilities
- TAFE funding
- Early childhood education funding
- Early childhood teachers pay parity
- Religious discrimination in employment
- Safe schools for GLBTI students
- Consultation on education policy and legislation.

**Below are unedited responses - not all questions were addressed by all parties.**

### COALITION

The NSW Liberals & Nationals Government is driven by putting students at the heart of all decisions we make about education.

The NSW Government was the first in Australia to sign up the Gonski school education funding reforms which will deliver increased resources to non-Government schools. The NSW Liberals & Nationals Government has made a commitment to fund the Gonski reforms for the full six years of the agreement.

The decision to sign up to Gonski was endorsed by the Catholic Education Commission and the Association of Independent Schools.

The Gonski school funding agreement will see an additional \$789 million delivered to the NSW non-Government school sectors over the period 2014 to 2019. We have faith in how the non-government sector will use its Gonski funds.

NSW Government funding for non-Government schools was increased to more than \$1 billion in the 2014/15 NSW Budget. NSW Government funding to non-Government schools helps to cover the cost of educating students and the Building Grants Assistance Scheme also provides funding for new schools and upgrades to existing schools.

In 2014, the NSW Government introduced the Preschool Funding Model, which makes \$150 million available to the community preschool sector – an increase of 20% on previous levels.

Under the new teachers award, the NSW Government will recognise and reward high performing public school classroom teachers who achieve accreditation at the highly accomplished standard with a salary of more than \$100,000 a year from 2016.

We are modernising TAFE NSW to make it a more effective and efficient provider of training. Don't believe the lies of the NSW Teachers Federation. We are reforming TAFE, so that it is more focussed on training for jobs in areas such as aged care, child care and nursing, instead of Fine Arts courses such as pottery.

In 2014-15, the budget for vocational education and training is \$2.3 billion, including \$1.86 billion for TAFE NSW. The 2014-15 budget for vocational education and training is 11 per cent higher than Labor's 2011 budget.

The Smart and Skilled reforms in NSW will mean 60,000 more training places in 2015 than if we had not made changes.

TAFE NSW enrolments in 2013 have risen by 9% compared to 2009.

In 2011 we established the NSW Schools Advisory Council (SAC) – a cross-sectoral advisory body comprising the heads of the three school sectors and the President of the Board of Studies, Teaching and Educational Standards (BOSTES).

We have strong, productive relationships across the school sectors and the SAC is consulted, and has active input into, every major cross-sectoral policy reform in NSW. Consultation is a vital part of the development of the NSW Government's education policies and one of the key reasons the policies have been so well received.

An example is the Government's Great Teaching, Inspired Learning reforms, designed to lift the performance of every student in every class, with every teacher, in every school every day.

We are raising the bar for school leavers to get into University to undertake teacher training, raising the bar to get out of University and into classrooms, raising the bar on the support and mentoring our beginning teachers receive, and raising the bar to require all teachers to meet the BOSTES standards.

We are committed to working with the Government and non-Government school authorities, teacher education providers and education stakeholders to deliver these reforms for teachers and students in NSW.

Further education policies will be announced in the lead-up to the March 28 NSW election.

**Adrian Piccoli**  
**National Party NSW MP**

### Political parties education report questions

1. Will your party maintain funding for NSW non-government schools at its current rate or would your party seek to improve it?
2. Will your party commit to bargaining in good faith with public sector employees? Will your party commit to not being bound by the 2.5% salary cap when negotiating with public sector employees?
3. Will your party commit to providing more funding to support children with special needs in non-government schools? Will your party commit to demanding the Federal Government increase funding for students with special needs in non-government schools?
4. Will your party reverse the funding cuts that have been made to TAFE? Will your party commit to expanding access to TAFE and other further education opportunities in the future?
5. NSW lags behind other states in the amount of money that is invested in early childhood. Funding has not been significantly increased for years. Would your government commit to increased funding?
6. Early childhood teachers earn up to 20% less than school teachers. What would your government do to ensure early childhood teachers earn the same as teachers in schools?
7. Will your party amend the Equal Opportunity Act so that the ability of religious employers to discriminate is limited to circumstances where the appointment is of an inherently religious nature?
8. Does your party commit to increase funding to the Safe Schools Coalition for GLBTI (gay, lesbian, bisexual, transgender and intersex) students, in order to ensure that it can be actively promoted to all non-government schools for consideration?
9. What is your party's consultative plan for the development of policy and draft legislation in relation to education and learning?

### LABOR

1. NSW Labor will maintain the current funding rate for non-government schools. Labor supported the 2013 legislation facilitating the new funding model under the National Education Reform Agreement (NERA), and we note the legislation requires the Minister to review the model in 2017.

Labor will seek to improve funding for schools across NSW, but will be subject to the constraints imposed by Tony Abbott's decision to renege on the level of Gonski funding provided by the federal government, resulting in cuts of more than \$10 billion from NSW schools over the next ten years.

Labor is committed to supporting a thriving school education sector, including both government and non-government schools. That is why NSW Labor strongly supports the full 'Gonski' school funding reforms, which would provide an enormous funding boost to the schools that need it the most and a fairer approach to funding based on the needs of every student.

Labor will fight to restore the full Gonski funding commitment from the Abbott Government.

2. NSW Labor is committed to bargaining in good faith with public sector employees.

One of the first decisions of the Liberal-National Government was to introduce laws that stripped the Industrial Relations Commission of its power to set fair wages and conditions. Labor fought these changes in the Parliament and warned that it was giving the Government a blank cheque to cut jobs and reduce working conditions.

If Labor is elected to Government we will rebuild a properly functioning industrial court and commission in this State, because NSW deserves a properly resourced independent umpire with jurisdiction to deal with all workplace matters. When negotiating with public sector employees, Labor will focus on creating the public sector of the future – more flexibility, highly skilled, mobile, high performing and outcome driven.

3. NSW Labor supports the needs-based 'Gonski' school funding reforms, which provide greater support for students with special needs, regardless of which school sector they attend. Labor will seek to improve funding for schools across NSW, but will be subject to the constraints imposed by Tony Abbott's decision to renege on the level of Gonski funding provided by the federal government, resulting in cuts of more than \$10 billion from NSW schools over the next ten years.

Labor will fight to restore the full Gonski funding commitment from the Abbott Government and in doing so will demand an increase in funding students with special needs across all school sectors.

4. The Baird Liberal Government have cut funding to TAFE and are sending fees skyrocketing, pricing many students out of essential vocational training. If the Liberals and Nationals are given another four years then TAFE will be destroyed in the same way it has been in Victoria.

A Labor Government will always invest in TAFE in NSW. It has been a magnificent educational institution and provided training and opportunities to millions of people over many years right across the State.

NSW Labor will not stand by and watch one of the finest education systems in the world destroyed by the Baird Government, who are putting profits before students. Under Labor's plan, The Liberals' 'Smart and Skilled' privatisation program will be scrapped; TAFE Fees will be frozen at 2014 levels indexed to inflation; and a 30 per cent cap will be placed on the amount of public funds that can be contestable by private operators.

Labor believes equitable access to education is the foundation of a fair society – education is a lifelong process and access to vocational and academic streams must be available at all stages of life to all citizens.

Labor will rebuild TAFE in NSW.

5. NSW Labor is committed to building a strong and effective early childhood education sector. Setting children on a strong path of lifelong learning and allowing parents to work should be considered a priority for all governments.

Making our state the social conscience and economic

powerhouse of our nation necessitates that we consider this policy area seriously, preparing children for learning and increasing parents' participation in the workforce will help NSW achieve these dual goals.

I note that the Baird Government has effectively delivered consecutive cuts to early child education, underspending its allocated budget by \$211.9 million dollars in the last 2 full years.

Changes by the current government to the funding of regional preschool services have seen staffing cuts and a reduction in capacity. In our rural and regional areas these cuts are resulting in fee hikes as high as 55% for parents. A NSW Labor Government which was successful at the March 2015 election would, at the very least, spend every allocated dollar to improve services in this area.

NSW Labor will provide the full details of its early childhood education and care policy at a later date, before the election.

6. Early childhood education teachers are key to improving outcomes for young people, their work must not be undervalued.

NSW Labor supports increasing the wages paid to early childhood teachers and congratulates the IEU on the 'Teachers Are Teachers' campaign. NSW Labor is committed to engaging with the Federal Government to fight for wage increases for early childhood educators.

7. Labor is committed to promoting anti-discrimination and equal opportunity principles and policies throughout NSW, and we commit to ensure that the Anti-Discrimination Act 1977, and its application, is relevant in a modern context. It should be noted that Labor supported a recent proposal by the Member for Sydney to amend the Act to remove the exemption allowing discrimination of gay students in non-government schools.

Note: There is no Equal Opportunity Act in NSW, the relevant legislation is the Anti-Discrimination Act 1977.

8. NSW Labor has a proud history of implementing positive change to reduce homophobic bullying in NSW schools. Labor is deeply disappointed by the Baird Government's decision to axe Labor's 'Proud Schools' pilot program in the face of an independent evaluation that found positive results from the trial. The Proud Schools program was an essential part of the progress we can make to eliminate homophobia and bullying in our schools.

We note the Safe Schools Coalition is a federally funded program being delivered by Family Planning NSW, however if elected Labor would be eager to see the program expanded or a similar initiative, such as 'Proud Schools', introduced in NSW for consideration by all schools, with dedicated resources allocated to ensure its success.

9. In Government, NSW Labor will consult widely with relevant stakeholder groups and those affected by changes in the development of education policy.

Labor acknowledges that governments do not always have the best solution to every problem and we believe it is important that those affected by a policy decision are given the opportunity to provide feedback on proposals. We will also listen to and engage with stakeholders when new ideas are proposed from outside of government.

We acknowledge that no individual or organisation will agree with every decision taken by a government, but Labor is committed to respectful, participatory and regular contact with education stakeholders who have significant contributions to make to government policy.

The Shadow Minister for Education and Training intends to continue the important and productive working relationship developed between the IEU and NSW Labor.

**Luke Foley**  
**Labor Party NSW MP**



## NSW State Election 28 March 2015

### GREENS

1. The Abbott government's reneging on the last two years of the National Education Reform Agreement has created an \$800 million deficit in public schools funding in NSW. In this environment, the funding of public education is a priority. We will be making a detailed policy announcement in the course of the campaign.

2. The Greens are committed to repealing legislation that binds the IRC to the 2.5% cap on public sector salaries. We believe that good faith negotiations with public sector employees is critical to wage justice, to recognising the importance and complexity of the work they do and to attracting the next generation of committed and enthusiastic.

3. Public education does the majority of the heavy lifting on special needs education and will continue to be the priority of the Greens.

4. The Greens have been leaders in the campaign against TAFE cuts and the Smart and Skilled competitive market for public funding. Our bill to stop Smart and Skilled passed the NSW Upper House after Labor and the Shooters and Fishers were persuaded to support it. We will introduce new legislation into the next parliament to restore TAFE funding, limit funding to non-government providers to 20% of total budget and prohibit for-profit providers from receiving public subsidies.

5. The Greens recognise that education begins at birth and that schooling outcomes are heavily influenced by quality early childhood experiences delivered by qualified teachers. We are committed to moving NSW to two years of quality free public preschooling for all children, starting with the most disadvantaged.

6. Early childhood education is a critical component of a child's development and can only be delivered by qualified professionals. It is essential that they be remunerated for the work they do that is no less demanding and no less responsible than a school teacher. We would move NSW to pay equality within 4 years.

7. We do not believe that non-government schools should be allowed to discriminate on grounds that are irrelevant to employment, including marital status, ethnic origin, race, colour, sexuality and physical disability. We further believe that if a teacher is willing to deliver the values of a school, then she or he should not be discriminated against on the grounds of religious belief.

8. The Greens have been strong supporters of the Safe Schools Coalition since its inception. We support its mandatory roll-out to non-government schools in NSW, paid for from the budgets of these schools. We are deeply concerned that the Proud Schools program was terminated under political pressure.

9. The Greens consult widely with teachers, both within the party and external to it. Our education policy was debated extensively after advice from a number of teachers. We welcome input from teacher unions and from teachers, parents and education experts.

John Kaye  
Greens NSW MP

Give us your assessment of where the major parties stand on the issues - go to [www.ieu.asn.au](http://www.ieu.asn.au) and complete our election survey.



# Principal awarded medal by Pope

**St Thomas Aquinas Primary Springwood Principal, Sergio Rosato was awarded a Papal Medal for his exemplary courage in evacuating his entire school during life-threatening bushfires in October 2013.**

The Catholic Bishop of Parramatta, Archbishop Anthony Fisher presented the medal to Sergio at a ceremony held on the one-year anniversary of the 2013 Blue Mountains bushfires, the school's website said.

In conferring the award, Archbishop Anthony Fisher acknowledged Sergio for remaining calm and dedicated, ensuring every child was accounted for and safely reunited with their families.

"This was despite his awareness that his own home had been destroyed," Archbishop Anthony Fisher said. "The actions of Mr Sergio Rosato were heroic and exceptional".

"He is a man of strong faith, strong moral principles and integrity, and a proactive member of his Parish."

Archbishop Anthony Fisher conferred the Benemerenti medal on behalf of Pope Francis.

"Pope Francis has advised me that 'in recognition of his singular service to the Christian life' Mr Sergio Rosato is awarded the gold papal medal 'Benemerenti'."

The Benemerenti medal was instituted by Pope Gregory XVI in 1832 and is conferred on those who have exhibited long and exceptional service to the Catholic Church, their families and community.

Archbishop Anthony Fisher presented the school with a Certificate of Appreciation to the teachers and staff for their outstanding commitment to the children in their care that day and every day.

Led by Sergio, St Thomas Aquinas was forced to evacuate over 600 staff and students on 17 October 2013 as the bushfires threatened the school property. The students and staff walked calmly and bravely to safety to the Winmalee Shopping Centre despite some of their own homes being damaged or lost during the fires.

IEU Exchange Coordinator Helen Gregory, Teachers Health Fund representatives recently visited the school for morning tea. Sergio's wife Keryne also teaches at the school and is also a member of the IEU.

Helen alerted Teachers Health Fund that the pair had lost their home and the Fund waived some of their fees.

Helen said Sergio has been a supportive Principal regarding the IEU's exchange program. The most recent exchange was two years ago with Michelle Nightingale (pictured).

Teachers Health Fund did a story on Sergio and filmed him as part of their 60th Anniversary celebrations last year.

The Fund hosted the morning tea for Sergio and all the staff as a thank you for allowing them to film at the school.



# Labour bites



## University accused of bad faith bargaining

Negotiations have broken down between the University of Wollongong and the National Tertiary Education Union over a new enterprise agreement.

The university has decided to bypass the NTEU and put a new agreement straight to a staff vote. The union has responded with threats to take the university to the Fair Work Commission for failing to bargain in good faith.

"University management have clearly attempted to exclude us from bargaining," a member of the NTEU bargaining team said.

Negotiations over numerous issues, including moves to create a separate leave entitlement for domestic violence victims, have been going on for more than a year.

During the previous round of negotiations (which spanned two years) the university applied the same tactic and was successful in securing a yes vote from the majority of its staff. (Source: *Illawarra Mercury*)



## Conservatives pledge to curb public sector strikes

The UK Conservative Party says it will make it harder to call strikes in certain 'core' public services if it wins the general election. Under the plans, a strike affecting health, transport, fire services or schools would need the backing of 40% of eligible union members.

Currently, a strike is valid if backed by a simple majority of those balloted however only postal ballots are allowed.

The Tories have already proposed a minimum 50% turnout in strike ballots, which unions say is "anti-democratic".

General, Municipal, Boilermakers and Allied Trade Union (GMB) General Secretary Paul Kenny said: "Only 16 out of 650 elected members of parliament secured the support of 40% of those entitled to vote in their parliamentary constituency area election in 2010.

"Only 15 Tory MPs out of 303 secured that level of support. They had no hesitation in forming a government in 2010 without securing 40% support from the electorate." (Source: *BBC*)



## UN petition on ending child labour

In an historic meeting, Nobel Peace Laureate Kailash Satyarthi delivered a global petition on child labour to United Nations (UN) General Secretary Ban Ki-Moon in New Delhi, India. More than 550,000 people around the world signed the petition urging the UN to make abolition of child labour a key part of the world body's Sustainable Development Goals (SDGs), now under discussion.

"The most shameful commentary of today's society is that slavery still exists, and our children are the worst sufferers," Satyarthi said in an address at the event. "There cannot be any excuse for this heinous crime against humanity. There must not be any delay in ensuring their freedom. We have to act now and create a future where all children are free to be children."

Satyarthi was awarded the Nobel Peace Prize in 2014 for his decades of often dangerous work in rescuing child labourers and providing them with safe havens. In 1998 he created the Global March Against Child Labor as part of his tireless efforts to end child labour.



## Gaza deadliest place for UN civilian staff

At least 61 people working for the United Nations were killed in 2014 — up from 58 in 2013 and 37 in 2012 — the UN Staff Union claims, fingering Gaza as the deadliest locale for civilian workers.

The Staff Union said that last year's victims included 33 peacekeepers, 16 civilians, nine contractors and three consultants.

Mali was the deadliest place for UN personnel, with 28 peacekeepers killed in the volatile north between June and October, it said. Gaza was the deadliest place for UN civilian staff with 11 killed during last summer's war with Israel.

Scores of UN staff and associated personnel were also detained, taken hostage and kidnapped during 2014, the Staff Union said.

Staff Union President Ian Richards urged the General Assembly last week to do more to protect UN staff who face increased dangers. (Source: *The Times of Israel*)

# Welcome down under

Welcome back to all our returned exchange teachers. Many of you would have returned home just a week or so ago and you will still be re-adjusting to life back here. We hope you have enjoyed your year away and look forward to hearing about travels. Thank you for your emails, postcards, Facebook and *Newsmonth* stories.

Welcome to our Year 2015 exchange teachers from Ontario, British Columbia, Alberta, Colorado, Chicago and England. You certainly have come from exciting but 'cold' places! And what a 'warm' welcome you are having to NSW and the ACT!

We look forward to meeting you 'officially' at the Welcome Reception on 20 February and at various exchange events held throughout the year.

If there is an exchange teacher in your school, please make yourself known to him or her and help them settle into their new community. As overseas exchange teachers have reciprocal Union membership for the year, members might like to invite them to their next Chapter/Branch meeting.

Returned exchange teachers should also think about supporting

the NSW Exchange Teachers League (ETL) now that your year is over.

You will receive the next issue of the newsletter shortly; included will be a membership renewal. The ETL are a wonderful group of people who have been on exchange themselves and provide social activities and friendly support to the newly arrived exchangees. The ETL meets on the first Wednesday of every month during term time at the IEU's offices in Wattle Street Ultimo at 5.30pm. It has lots of great activities planned through the coming year. If you want to become involved, please call Helen Gregory on 8202 8900. Your support would be much appreciated.

It is not too late to apply for an exchange position for 2016. Details on available exchange positions to Canada, the UK, Colorado and international schools will be advertised in the next issue of *Newsmonth* and also posted on the IEU's website. There will be some exciting exchange destinations and positions out there. Email [helen@ieu.asn.au](mailto:helen@ieu.asn.au) or phone either 8202 8900 1800 467 943.

**Helen Gregory**

Teacher Exchange Coordinator







Here are just some available exchanges to consider:

#### Visual Arts – Edmonton

Melissa teaches Art and also Musical Theatre and Set Design at Ecole Secondaire Beaumont Composite High School in Edmonton in Alberta. The school has a fantastic student body and staff offering many diverse programs. Melissa coaches track and field and presents the student art show in the springtime. Edmonton is a snowy city in the winter and a sunny place in the summer. Edmonton is known as the Festival City for its many celebrations and the Rocky Mountains, nature's playground, are four hours west. Melissa is single, Catholic and has a two-bedroom condo available for exchange and ideally would love an exchange to Sydney or near there for family reasons.

#### Food Technology and Hospitality/Fashions – Calgary

Mona teaches Foods and Fashion at Father James Whelihan Catholic School in Calgary Alberta. She is also qualified to teach French as a Second Language and Special Education. Mona is Catholic, married with three grown up children and has a five-bedroom home in Calgary available for exchange. Their home is walking distance from the lake where you can swim, fish and boat in the summer and ice skate and sled in the winter. Calgary is one hour from Banff National Park and the Rocky Mountains. A summer cabin near the town of Drumheller, home of the Museum of Dinosaurs, is only two hours away and available for the incoming teacher.

Alberta is a top province to exchange to. Follow the Twitter exchange conversations at #teacherexchange and watch the video Teacher Exchange Video.

For those teachers who have already applied for next year, your applications are in the hands of the overseas coordinators and we are eagerly awaiting matches. All the best for the coming year!



# Long-term legacy of exchange

Going on exchange can be a profound experience for the whole family, not just the teacher concerned.

St Edward's College, East Gosford teacher and IEU executive member Luke Wilmott went on exchange to Germany in 2001/2, and said the legacy has been influencing his family, especially his children, ever since.

"Thirteen years on, the exchange is still affecting my children in a way I could never have predicted," Luke said.

His daughter now lives in England after studying International Relations at university. Luke thinks her subject choice was influenced by her European experience.

His son also studied International Relations and

German at university.

"My kids feel real connections with the wider world. It was a great experience for them."

Luke said anyone contemplating exchange should take the plunge and not make excuses for themselves.

"Even if your kids are in Year 11 do it, it's a worthwhile experience."

"For me personally it was a great being in a different place and I learnt a lot about focusing on the curriculum."

The Association of German International Schools would be pleased to advertise for any interested teachers wishing to exchange to an international school in Germany.

# Sydney Harbour to Hawaii

Teacher Exchange Coordinator Helen Gregory farewells the Andress and Cox families after their year-long and life-changing teacher exchange experience. Tom and Ginette Andress, from Hillsburgh, Ontario, exchanged to Hunter Valley Grammar School. Terry and Caroline Cox, from Goderich Ontario, were lucky to do a double exchange to John Septimus Roe Community School in Perth, WA. Both families met up again in Sydney 18 months after meeting at their Orientation Conference in 2013, and both families will meet up again in Hawaii on their way home to Ontario.

From Ken Pratt IEU and ETL member



# Exchange postcard

Judith Muldoon exchanged to Magor, Wales from St Marys Primary School in Armidale last year, following on from another exchange to Wales in 2011.



**Little did I know how much this would benefit me both professionally and personally, she writes.**

So great were the benefits of my exchange to LLanfaes Primary School in 2011 that I decided to try for a second exchange to the UK and luckily I was successful.

2014 has been an interesting, educational and challenging year that has been well worth the effort of getting out of the comfort zone. Something that I hope I may get the chance to do again.

My exchange to Magor Church Primary in Wales began one cold, not quite freezing morning at the beginning of January, 2014. Driving into school on that first morning is always so nerve racking, hoping that there are at least a few staff members that you can find some sort of click with and that the kids aren't all horrid.

Luckily I meet several people with a similar 'warped' sense of humour as me, so it began well.

It also amazes me the number of teacher aides that are around in infants classes in the UK and learning to delegate jobs I have always done myself to very capable aides was great learning curve for me.

I started January in Year 1 and had two very long terms with a few great holidays in between, before I made it to the long summer holiday, only to learn that after the holidays I was to move classes to Year 2, not a great move in distance or level, but a very challenging one with both a change of staff and some extremely challenging children.

So professionally developing methods of dealing with personalities and class issues was right up there on the agenda.

I can say that I was able to introduce a

PE uniform into the school, which began in September, after putting forward the benefits of children wearing their PE uniform to school rather than bring it and change into and out of it for PE or sport lessons.

I was able to travel to many wonderful locations throughout the year including great areas in Britain along with the many wonders of Wales, Lakes District, Cotswolds, Cornwall, Kent and Ireland and Scotland for the Commonwealth Games. I also headed off to great locations like Morocco, Turkey, Copenhagen, Denmark, Sweden and Spain.

I was very lucky to have some friends and family from Australia come to visit me, and to have short term experiences with the wonderful Welsh.

Meeting, living and working with people from the other side of the world is one of the best experiences of my life. I have

made lifelong friends, and rekindled with friends from my first exchange in Brecon, some of whom I consider to be my Welsh family and love equally to many of my friends and family in Australia.

It amazes me that there are so many wonderful people throughout the world that have so much to give to the children in their care, and that I have been able to share in their lives and gain from their experiences.

The fact that we as teachers, have the opportunity to exchange, live and work in such wonderful places away from home is fantastic. I encourage more teachers throughout NSW and ACT to challenge themselves, step outside their comfort zones and take on the exhilarating experience of working for a year in another country.



# Exchange postcard

Postcard received from Megan Wilson of Holy Trinity Inverell, who exchanged to Poplar Ridge Elementary School in Red Deer, Alberta last year.

**2014 has been the most extraordinary year. I was placed in a small school just out of Red Deer and have been teaching Grade 1. I have been working with two, more than wonderful teacher aides, an inspiring team of teachers and under two extremely motivational leaders.**

I have had the opportunity to travel through Canada and into

America. My favourite place of all is the Canadian Rockies. I am totally in love with the Rockies, they are simply majestic.

My exchange experience has exceeded all my expectations both professionally and personally. It is proof that you are never too old to learn and grow as a person and as a professional.

I would love to be able to stay and finish the school year

with my gorgeous class but unfortunately time is passing by so quickly and it is nearly time for me to return to Australia.

I know that I will be applying for another exchange in the not too distant future.

If you are thinking of applying, think no more and just do it. If you are about to leave, have an amazing year!



# What's happening when?

This is an overview by the Welfare Rights Centre of recent social security and family assistance changes affecting teachers and their families.

## Federal Budget changes

- The Federal Government has not been able to pass some of its most extreme Budget proposals through Parliament. However some smaller changes, which may affect members or their families, have passed as follows:
- to include untaxed superannuation income in the income test for the Commonwealth Seniors Health Card, and increase overseas portability of the card from six to 19 weeks (from 1 January 2015)
- to review Disability Support Pension recipients under 35 under the current impairment tables and apply program of support requirements
- to limit overseas portability of the Disability Support Pension in most cases to 28 days in a 12-month period
- remove relocation assistance for students relocating within and between major cities (from 1 January 2015), and
- reduce the primary income earner income limit for family tax benefit part B from \$150,000 to \$100,000.

## Cancellation of welfare payments on national security grounds

The Counter-Terrorism Legislation Amendment (Foreign Fighters) Act 2014 includes a measure giving the Attorney-General discretion to bar a person from receiving social security and family assistance payments indefinitely. The Attorney-General may exercise this discretion if a person's

passport has been cancelled or refused, or their visa cancelled, on national security grounds

## International social security agreement between Australia and India

Australia and India have entered into an agreement in relation to social security. Among other things, this will provide for former Australian residents living in India to claim the Australian Age Pension.

## Changes to job seeker compliance rules

A new penalty has been created for non-attendance at appointments and appeal rights have been removed in relation to a decision by Centrelink to suspend payments.

## Federal Budget measures related to social security which have not yet passed

The following Budget measures have not passed through Parliament; however, they are still on the Government books:

- an increase in the Age Pension age to 70, and
- a six-month waiting period for job seekers under 30 (subject to some exemptions).

In addition, the Government proposes to abolish the existing student startup scholarships that are currently paid to recipients of student payments to help them with the up-front costs of study. The scholarships would be replaced with a loan option.

**The IEU is affiliated to the Welfare Rights Centre and can refer members to the centre regarding issues of social security.**

[www.welfarerights.org.au](http://www.welfarerights.org.au)

[www.humanservices.gov.au](http://www.humanservices.gov.au)

## Dear Editor High principles lead to high ideals

In the December 2014 issue of *Newsmonth* IEU General Secretary John Quessy honoured the achievements the late Gough Whitlam who had died in October.

In this article reference was made to the Memorial Service at which there was an eloquent tribute from Noel Pearson on behalf of indigenous Australians.

In this speech Pearson concentrated on the important role of the racial discrimination laws and land rights reforms in improving the lives of people. Pearson appeared to express genuine surprise that a man like Gough, whom he said had never experienced discrimination, at least in the way he conceived of it, could be so understanding of the implications of this issue and so responsive to eliminating its consequences.

What I would like to suggest here is that in thinking this way Pearson reveals that he does not fully understand the concept of discrimination and the especially the way Gough understood it.

Gough was an heir to the western classical-religious tradition. He was inspired by Christian principles and humanistic values. From these concepts he became a committed internationalist and a dedicated egalitarian. As such it

was inevitable that he would be a fierce opponent of colonialism. For this reason he was determined to liberate Papua New Guinea from Australia's oppressive colonial control. But his anti-colonialism did not stop at Australia's borders.

He recognised that the state of our indigenous people was a direct consequence of their colonial oppression, first by Britain and then by the various successor colonial regimes including the Commonwealth itself.

Colonialism takes the form of seizing land and resources, abusing cheap labour and exploiting captive markets - all built solidly on a foundation of racial inequality before the law.

In Australia as the colonial mentality evolved it came to be expressed by a policy of indigenous assimilation - possibly even culminating in extermination - which was so thoroughly accepted that it involved the scandal of miscegenation, the removal of children, the criminalisation of indigenous identity.

With the expansion of Australian immigration it even came to be extended to the mockery and humiliation of non-British immigrants.

Gough was a vigorous opponent of colonialism and so it was not necessary for him to actually experience

discrimination to recognise that it was a consequence of a system he knew to be contrary in so many ways to the principles and values on which his life was built.

Thus when we understand racism is a discriminatory mechanism serving as a means to justify and promote colonialism and the colonial mentality we can see why Gough was such an advocate for PNG independence, Indigenous land rights, multiculturalism and racial equality.

What Pearson does not recognise is that colonialism which is the parent of racism is also the child of what we would today call a corporate culture with its emphasis on profit ahead of people. It was probably for this reason that Gough identified with a political movement opposed to the free reign of that corporate culture - because he believed that the best way to advance the liberation and equality of people was by containing the power of that culture.

There is another issue of discrimination. This is in the area of political discrimination, of which Gough was in fact a victim. Gough was not only discriminated against within his political party but also in the wider Australian society where his political positions were

often sources of severe attack and alienation.

All the forces of power, profit, prejudice and privilege were often brought to bear against him for seeking to promote policies which sought to implement the principles and values to which he was committed and which so often challenged those seeking to preserve their power, profits, prejudices and privileges - though he never defined his opposition to discrimination in terms of his own political experience of it.

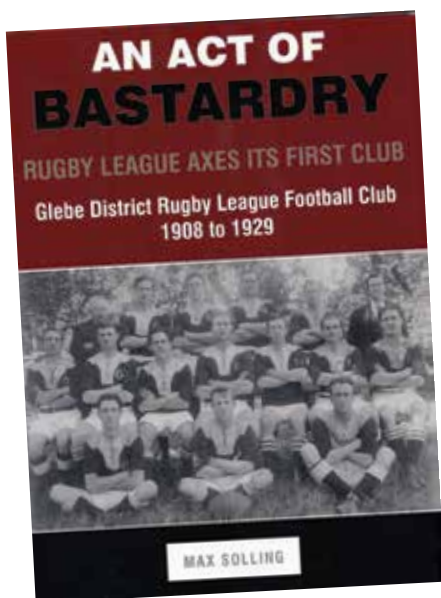
Thus Gough is a model of the way in which high principles can lead one to high ideals and on to noble aims and just policies.

It does not require the personal experience of injustice to advocate for justice, only a sense of decency, respect and a genuine concern for the welfare of one's fellow human beings.

These are the qualities which made Gough such a beacon of hope and we can only hope that they will inspire the next generation of leaders not only throughout the world but especially in Australia.

**Dennis Petrossian, former teacher of history and a member of the IEU for more than 40 years**





Book review

## An Act of Bastardry – Rugby League axes its first club

By Max Solling

Walla Press Sydney 2014

Max Solling's book is a readable reminder of the origins of rugby league and its growth in NSW and Queensland. It covers the period 1908-1929 when the Glebe team was unceremoniously dumped from the NSW Rugby League (NSWRL) and their area handed over to the Balmain club.

This was an act which generations of locals still believe and the author shows to have been unjust and unfair and hence, as the book's title declares, 'an act of bastardry'.

Max Solling, with fascinating historical forensic skill, has dissected the available records which conclusively prove that Glebe was the first NSWRL club to be formed.

Rugby league had its origins firmly in the working class life of Sydney. Players and supporters came almost exclusively from people of modest means, tribal loyalty dominated and sport provided a sense of identity and pride.

Catholic schools run by the Marist Brothers and the Good Samaritans signed up for rugby league and gave it a boost. State primary schools signed up later which finally cemented the supremacy of rugby league.

The Glebe Rugby League team wore maroon and were called 'the reds' or 'the dirty reds'. Team supporters were passionately partisan and would never accept that a referee was correct when he penalised a Glebe player during a match.

One of the most interesting chapters is Max's analysis of working class culture in inner Sydney in the early decades of the last century. This is a fascinating look at the issues the working class faced and how they survived the depression, war and government attacks on their working conditions. Many of these issues are still with us today.

He covers the impact of the growth of unionism, the industrial landscape and the growing importance of the Labor Party at that time. Within this context Max shows how sport took some of the rough edges

off the lives of sometimes desperate people. Sport was also a safety valve for workers to let out pent up anger over their treatment at the workplace or to relieve tensions in the home.

Max's book is full of detail and it is never dull. Famous players including Giltinan

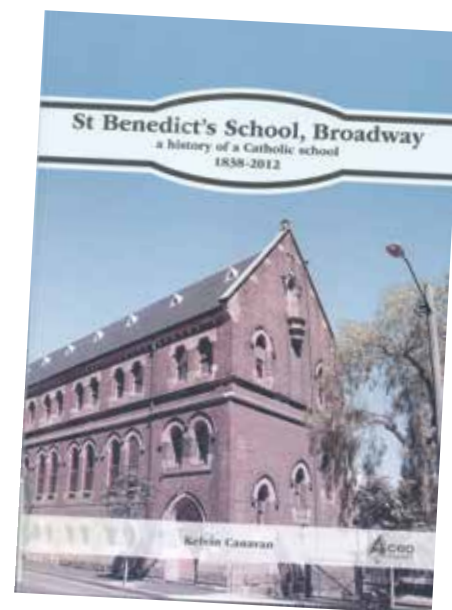
and Dally Messenger are featured while Glebe players are extensively documented. The most famous was Frank Burge who held the record for the most tries in a season for a forward for about 60 years.

This is a must-have book for fans of the game, those interested in the social history of the working class in Sydney, the growth of trade unionism, and labor politics in first few decades of the last century. It is one of those books which should be read and treasured by all unionists.

Reviewed by IEU member

**Denis Doherty**

**"Max shows how sport took some of the rough edges off the lives of sometimes desperate people."**



Book review

## St Benedict's School, Broadway: a history of a Catholic school 1938-2012

By Kelvin Canavan

The brief history of St Benedict's School, Broadway compiled by Kelvin Canavan is both reassuring and enlightening.

Unpacking the past is always a positive but this tome achieves more in 120 pages than many larger studies.

The driving force of an Irish populace seeking education for their sons and daughters is the reassuring element. Reassuring in the sense that a 'new' country provided opportunities often previously denied. The provision of a Catholic education was pivotal to the some four thousand folk of Irish descent in the Glebe neighbourhood.

The value placed on education is the enlightening dimension. The challenge of providing the education is the human story. Fundraising is a theme as is the ever so slow progression to government funding.

The contribution of the Marist Brothers and Good Samaritan Sisters is both remarkable and humbling. The excerpts from Marist textbooks took this reader back in time. An example is worthy of inclusion:

"A bushel of barley weighs 48lbs. How many wagonloads of 50 bushels each would be required to haul 36 tons of barley."

A feature of the account is the intersection of state-based inspections of

Catholic education facilities. The evolution to what is now the Board of Studies, Teaching and Educational Standards (BOSTES) is readily understood when placed in historical perspective.

The evolution of Catholic systemic schools reflects a significant change in Australian society and this book captures the individuals and the larger community of inner city Sydney that embraced that change and benefited from it.

Of particular note is the industrial dimension. The reference to the 1973 NSW Industrial Commissions decision to make salaries for Catholic teachers comparable to those for teachers in state schools remains an important milestone.

The salaries payable were \$4,050 for a beginning teacher to \$8,150 for a four-year trained teacher after nine years service. The parallel development of the IEU and Catholic systemic schools is not lost. The relationship is described "what is now the NSW/ACT Independent Education Union (IEU) worked constructively with Catholic educators in the development of this historic Award."

Reviewed by Assistant General Secretary

**Mark Northam**

## February giveaways



### The Blue Ribbon Cookbook

Author: Liz Harfull

Publisher: Wakefield Press

Three copies to give away

Have you been to an agricultural show and admired those perfect fruit cakes and shiny jars of homemade preserves? *The Blue Ribbon Cookbook* presents more than 50 country show cooks and their prizewinning recipes. Get busy in the kitchen with traditional favourites such as honey biscuits, mustard pickles and chocolate fudge cake.

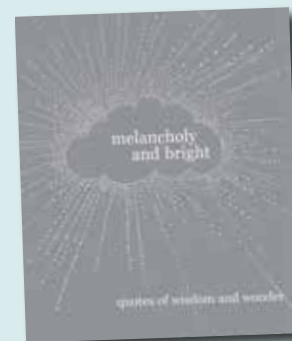


### The Sixties

Freemantle Media

Three DVDs to give away

In 10 episodes producers Tom Hanks, Gary Goetzman and Mark Herzog explore the most transformative decade in modern America, including the Kennedy assassination, the 'British invasion', Vietnam, the space race and sex, drugs and rock 'n' roll.



### Melancholy and Bright

Quotes of Wisdom and Wonder

Collected and illustrated by Kylie Johnson

Publisher: UQP

Three copies to give away

Find that quote you are looking for to express exactly how you feel, or find a little time to reflect and gain some peace from words on the page. This small book of quotes is aimed to be evocatively melancholy or bright, or a mix of both, with some wonder and wisdom for all.



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 13 February.



# Waiting for some good news

## Chris Wilkinson

President



**Welcome to 2015. Once again we find ourselves asking: 'Where have the past five weeks gone?'**

We now find ourselves preparing for a new school year, new challenges, new classes and hopefully a successful and stress free time.

Unfortunately we start the year where we left off last year, with no new developments in our negotiations regarding our agreement.

Meeting with the Catholic Commission for Employment Relations (CCER) continue so let's hope that some positive outcomes will emerge and we can get on with our work without further disruption.

As with every year we have several teachers and their families who have headed overseas as part of our successful teacher exchange program.

They will spend the next 12 months living and teaching in schools, becoming part of the local community and culture, traveling and generally experiencing the opportunity of a lifetime.

At the end of the year they will return to Australia full of praise, stories to share and the promise to return at a later date to do it all again. I wish them all the very best for a successful, safe and enriching year and look forward to their return. I would also like to welcome back all the teachers and families who have just returned from their

year abroad and hope that they can settle back into their schools and share their experiences, photos and memories.

I am sure that they will bring some exciting new teaching ideas to their students and colleagues.

I encourage chapters to hold meetings to organise chapter reps and committees for the coming year.

It will be a busy year and an active rep is a very important person to keep members informed and engaged with the IEU.

Branch meetings are also planned for February and attendance at these meetings is a valuable way to keep informed and to air any issues that you may be experiencing in your workplace.

I thank all reps working in their schools. This is often not a pleasant job, but can also be a rewarding one, so get involved and put your hand up if your school does not yet have a rep.

I wish you all a good year, be active, use our website to keep up to date and don't be afraid to contact your IEU organiser if you need advice on any issues related to your employment.

A special welcome to all of our support staff members who work so hard in our schools whether in the office, in the classroom, as science assistants, kitchen assistants and library assistants.

Your work is appreciated by all and your membership is valued. I encourage you to become involved. You are part of the chapter so attend meetings and voice your concerns and opinions.

I look forward to working alongside you again throughout 2015.

# Still standing up for ourselves

## Bernadette Baker

Vice President  
Systemic Schools



**Welcome to the New Year. We look forward to it being a productive year professionally, personally and of course industrially. 2015 will see the IEU and its members continue to ensure that our working conditions are not compromised by a substandard industrial agreement that is still currently being put forward by employers.**

Protests and stop works will continue if the employers continue to put forward this deeply flawed proposed agreement. Continue to wear red and your badges to remind employers we will not stand down.

The proposed agreement is complex, has immense detail and affects teachers, principals and support staff. Consequently progress will be slow, at times tedious and we, as members, will need to stay strong, not lose our focus (like employers wish us to do), so that we do not end up with a substandard agreement that strips away or undermines hard fought for gains from the last 30 years.

Current workload agreements will stay in place, so do not fall for misinformation. Stay in touch with the IEU through the website, Facebook and Twitter.

Do you have new staff members or graduate teachers? Join them up and educate them on the working conditions of their profession resulting from the hard work of those who have come before them.

## Penrith Women's Forum highlights key equity issues

**As part of the IEU's program of regional Women in Education Committee regional events, some western Sydney members were privileged to hear local solicitor and NSW Law Society President Ros Everett at Penrith on 19 November 2014.**

Ros spoke of her own personal and professional journey growing up as the daughter of a shearer in western NSW, studying law while raising her children and later setting up her own law practice so she could better balance her own work and family commitments.

A Union women's panel session at the forum included input from Alison Rahill of the Unions NSW Parramatta office and Jan Primrose and Linda Everingham from the AMWU Granville office.

Appreciation is expressed to IEU President Chris Wilkinson and to Executive members Patricia Murnane and Tina Ruello for their presence and contribution to the IEU Penrith event.

The attendance of NGS Super, a regular supporter of IEU women's activities, was also most welcome.

Issues discussed by presenters and members at the Penrith gathering included social attitudes to gender, balancing work, life and family, and ensuring that women's interests are protected and enhanced in industrial negotiations such as the current Catholic sector campaign. In the words of one member at Penrith "we all benefit when women act collectively in their workplaces".

The IEU Women in Education Committee has a program of activities in place for 2015 and looks forward to working with members to protect and advance workplace equity and inclusion.

**Pam Smith** Convenor Women in Education Committee

# Preparing for universal accreditation

## Pam Smith

Principals Organiser



**The year ahead looks like another busy and challenging one for IEU principal members, with a range of industrial, education and professional status and wellbeing issues on the agenda.**

Appreciation is expressed to principal members for their ongoing support for the Catholic sector campaign and for the Union's Enterprise Agreement (EA) negotiations in independent, Christian and Adventist schools.

For principals in NSW and ACT Catholic systemic schools, the IEU will continue to consult with principal members to progress the best possible outcome in EA negotiations with the Catholic Commission for Employment Relations (CCER).

With regard to education issues, the Union is continuing to engage with the Board of Studies, Teaching and Educational Standards (BOSTES) in relation to accreditation for pre-2004 teachers and principals with the aim of ensuring a smooth transition to the incoming 2018 arrangements.

In relation to expectations around the monitoring and documentation of teacher performance, the IEU has written to BOSTES to seek a clear, concise and unambiguous statement of what is required.

Such clarity of expectations has already been agreed with the Department of

Education where the Teachers Federation has reached agreement in regard to a realistic framework based upon the actual work of teachers. The IEU will continue to pursue this issue with BOSTES and with employers to ensure that the interests of teachers and principals are protected in the move to a standards-based environment.

The health and wellbeing of all members is a high priority for the IEU and the Union will work with its principal members to pursue issues arising from the recently released Principals' Health and Wellbeing Survey (see the March issue of *IE* for an article on this).

Of particular concern are threats or instances of physical or verbal violence towards principals and the IEU will pursue all necessary action to protect the safety of our principal members and the staff at their schools. There are too many cases of principals reporting harassment, bullying or other stress in relation to parents, clergy or school governing authorities.

IEU principal members are warmly invited to engage with the Union's Principals' Branch, which will meet on 14 February, and/or with IEU diocesan or regional events.

## Join the online conversation

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

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

[twitter.com/#!/IEUNSWACT](https://twitter.com/#!/IEUNSWACT)

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NSW ACT Independent Education Union

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# IEU mugshots

The IEU has produced a set of commemorative mugs for its reps to thank them for their hard work and mark the Union's 60th anniversary.



# 'Voice of IEU' passes on the reins after 20 years



**For years members' first point of contact with the IEU was Cheryl Baxter, whose reassuring voice steered many in the right direction.**

Employed as receptionist in 1994, Cheryl manned the switchboard for 12 years, until she decided switch alone wasn't enough for her, and moved over to accounts about eight years ago.

With no accounts background, having previously worked at the Red Cross in admin, she picked up the reins pretty quickly to develop a reputation as a formidable guardian of IEU finances.

"I think it's important to have someone who keeps a tight rein on things like credit cards and expense claims, especially when you look at what has happened at other unions," Cheryl said.

During her 20 years tenure, Cheryl said the Union has grown significantly in both numbers of members and staff, but the increased workload has been compensated for by improved computer systems.

Moving to the new office at Wattle St from Day St was one of the major events in her career.

"The Union has been a great place to work. They have always been very supportive when I've had problems. You know they care when you look at the work the officers do for the members."

In retirement Cheryl plans to swap Bankstown for a more relaxed lifestyle on the north coast, where she will do volunteer work.

"I already volunteer for meals on wheels, so I have been looking into volunteering

opportunities at Port Macquarie."

Cheryl has vowed to keep an eye on the IEU: "After 20 years you miss a place."

Cheryl's replacement Ram Rajbhandari said he is thrilled to be learning the job from someone with 20 years experience.

Originally from Nepal, Ram came to Australia because he was keen to gain a recognised degree from a western university.

He already had a Masters in Business Administration from Nepal before he farewelled his family, including his twin brother, to embark on his lone voyage to do a Masters of Professional Accountancy at Central Queensland University.

"I missed my orientation because I couldn't find the university, even though it was only five minutes from the station," Ram said.

"It was my first time in a big city and I wasn't used to it."

Ram said he was inspired to seek a western education having met many educated American, Canadian and Australian tourists when he worked as a tour guide in Nepal.

Ram's twin brother, also an accountant, now works nearby in Stanmore, and Ram is sponsoring his wife, a doctor, to join him from Nepal.

"I have worked for a couple of big and small companies, but this is the first time I've worked somewhere where everybody smiles."

"I'm really pleased to come and work for an organisation like the IEU with such a long history."





ngs  
Super

Bernard  
O'Connor

NGS Super



The federal government commissioned a comprehensive financial system inquiry that was headed by David Murray, a former CEO of the Commonwealth Bank. It is thought that the report will form the basis for future reforms in both the banking and superannuation sectors. The report outlined several key recommendations which may influence part of the government's second-term policy (if re-elected) in relation to superannuation. The principal recommendations include:

- Enact legislation to clearly state the purpose of superannuation, which is to build retirement savings in a favourably taxed environment, and remove it from the industrial relations system in order to prevent governments from tampering with it. Constant changes to the superannuation system certainly do erode member confidence as annual changes have occurred for the past 30 years.
- There should be a more competitive process to assign new participants in the workforce to high performing superannuation funds. In essence this means that funds would be tendering for members based on their past performance and low fees. The Committee was of the view that members were paying too much for superannuation products because funds had failed to pass on savings as they grew in assets under management. The Committee further iterated its 'reservations' about whether the recent Stronger Super reforms would improve the efficiency of the superannuation system.
- Establish income streams as a default. This would mean that at retirement the superannuation benefit would automatically convert into a regular income payment. Funds should focus more on retirement products and educate their members as to the benefits of a regular income stream rather than a lump sum payment. All funds would be required to offer account based pensions.

- Self-managed super funds should be banned from borrowing money to buy property and/or shares.
- Superannuation boards should consist of a majority of independent directors. This is in contrast to the current industry fund model whereby the principal parties appoint an equal number of employer and employee directors.
- Trustees should be subject to the same penalties for misconduct as directors of managed investment schemes.

It is clear that the Committee was not impressed with the recent Stronger Super changes which were both comprehensive and expensive for funds to implement. Decoding the messages could certainly lead to some significant future reforms.

The emphasis on income streams (or account based pensions) could be read as a requirement to disallow or discourage full lump sum payments at retirement. This measure would certainly sustain the savings longer.

Removing superannuation as an 'allowable matter' from industrial awards would break the traditional nexus between various industries and their funds. Compulsory superannuation certainly started as an accord between unions and employers – the initial 3% was paid into newly established industry super funds in lieu of a pay rise.

So it has been an industrial matter historically. Removing the constant tinkering with super by various governments would certainly be a good thing, but it may be impossible to legislate. The equal representation rule for directors has served the industry well and it is arguable that independent directors would be as familiar with the membership and do a better job. Banning self-managed super funds from borrowing would enhance security and reduce the risk of a default.

Super is definitely a difficult and complex area for governments to navigate as voters feel strongly about their retirement 'nest egg' after having worked a lifetime to build it. It will be interesting to see which of the Murray reforms (if any) will be legislated – certainly bipartisan agreement as to the purpose of superannuation and an end to the constant tinkering would be positive outcomes.

(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.)



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Tina Ruello  
Catherine McAuley College Westmead

James Jenkins-Flint  
St Brigid's Primary School Marrickville



## PD and Conferences Calendar

#### Term 1:

Wk 6: 2 Mar – 6 Mar

3 Mar: PIP: Work Hoarse,  
Voice Care, Kurri Kurri

Wk 7: 9 Mar – 13 Mar

9 Mar: PIP: Anti-Social Media, Ultimo

#### Term 2:

##### Holiday period:

15 Apr: Accreditation  
at Proficient workshop

15 – 17 Apr: Activists Conference

9 May: IEU & UNSW present:  
De-Mystifying Accreditation, Kensington

Wk 5: 18 May – 22 May

21 – 22 May: Securing our Future  
Conference, Ultimo

##### 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

#### Women's Forums

Various locations: Bathurst, ACT, 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](http://www.ieu.asn.au) for updates

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

## 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



# 2015 AGM branch meeting dates

**Northern Suburbs Branch**  
**9 February 2015 4.30pm**  
 North Sydney Leagues Club  
 12 Abbott Street  
 Cammeray NSW

**Central Metropolitan Branch**  
**10 February 2015 4.30pm**  
 Burwood RSL Club  
 96 Shaftsbury Road  
 Burwood NSW

**Southern Suburbs Branch**  
**10 February 2015 4.30pm**  
 Sutherland District Trade Union Club  
 57 Manchester Road  
 Gympie NSW

**Northern Beaches Branch**  
**10 February 2015 4.30pm**  
 Collaroy Services Beach Club  
 1058 Pittwater Road  
 Collaroy NSW

**Penrith/Blue Mountains Branch**  
**11 February 2015 4.30pm**  
 Nepean Rowing Club  
 Bruce Neale Drive  
 Penrith NSW

**Metropolitan East Branch**  
**11 February 2015 4.30pm**  
 Juniors at the Junction  
 Cnr Haig Street & Anzac Parade  
 Maroubra NSW

**South Coast Branch**  
**11 February 2015 5.30pm**  
 Bulli Workers Club  
 313 Princess Highway  
 Bulli NSW

**Central Coast Branch (TBC)**  
**12 February 2015 4.30pm**  
 Gosford Golf Club  
 22 Racecourse Road  
 Gosford NSW

**Monaro Branch**  
**12 February 2015 4.15pm**  
 Independent Education Union  
 Canberra Office  
 Unit 8, 40 Brisbane Ave  
 Barton ACT

**Riverina Branch**  
**13 February 2015 6.00pm**  
 Pavillion Motor Inn  
 22 – 30 Kincaid Street  
 Wagga Wagga NSW

**North West Branch**  
**13 February 2015 5.30pm**  
 Armidale Ex Services Club  
 137 Dumaesq Street  
 Armidale NSW

**Mid North Coast Branch**  
**13 February 2015 6.00pm**  
 Nambucca Heads RSL Club  
 3 Nelson Street  
 Nambucca Heads NSW

**Principals**  
**14 February 2015 10.00am**  
 Independent Education Union  
 Parramatta Office  
 12 – 14 Wentworth Street  
 Parramatta NSW

**Cumberland Branch**  
**16 February 2015 4.30pm**  
 Independent Education Union  
 Parramatta Office  
 12 – 14 Wentworth Street  
 Parramatta NSW

**Hunter Valley Branch**  
**16 February 2015 5.00pm**  
 Blackbutt Hotel  
 80 Orchardtown Road  
 New Lambton NSW

**Ku-ring-gai**  
**17 February 2015 4.30pm**  
 Hornsby RSL Club  
 4 High Street  
 Hornsby NSW

**North Coast Branch**  
**18 February 2015 5.00pm**  
 Independent Education Union – Lismore  
 Office  
 4 Carrington Street  
 Lismore NSW

**Lansdowne Branch**  
**19 February 2015 4.30pm**  
 Fairfield RSL Club  
 14 Anzac Ave  
 Fairfield NSW

**South East Branch**  
**20 February 2015 6.30pm**  
 Diplomat Hotel  
 2 Hely Street  
 Griffith ACT

**Central West Branch**  
**27 February 2015**  
 6.30pm  
 The Plainsman Motel  
 22 Sherriff Street  
 Forbes NSW

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