

# newsmonth

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The newspaper of the NSW Independent Education Union and the NSW/ACT branch of the IEUA (vol 35 #3) May 2015

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# Are you looking to our future?

## Gloria Taylor

Deputy Secretary



The fourth biennial IEU Environment Conference 'Looking to our Future' will be held in Sydney on 16 October 2015. An early advertisement for the conference and a call for workshop presenters on education for environmental sustainability can be found on page 10 of *Newsmonth*.

The Union conference will occur only weeks before the 2015 December Paris Summit and in the context of escalating debate on climate policy. Late last year at the G20 summit in Brisbane, the United States and China announced a landmark decision in establishing ambitious new carbon emissions reduction targets. The decision put pressure on the Abbott government that has made no firm commitment on Australian targets post 2020. Diplomatic pressure over Canberra's position on global

warming has increased with recent criticism from the US and China among others on Australia's climate change targets and Direct Action policy.

#### Papal encyclical

Pope Francis is weighing strongly into the climate change debate with his three-pronged approach to help save the planet. An encyclical on the global warming theme now is scheduled to be released in June or July and is expected to give support to those who attribute climate change to human activity. In recent months the Pope has argued for a radical new economic system to support human equality and avoid ecological devastation.

Further to the encyclical the Pope will convene an interfaith meeting of religious leaders to produce a joint response to global warming. Finally in September, Pope Francis has been invited to address the UN General Assembly on this issue.

Recent storm events close to home raise issues of climate change impact. The 2015 IEU Environment Conference will provide practical educational strategies for promoting environmental sustainability with recognition of some of this year's major international climate initiatives.

## EA negotiations for NSW Catholic independent schools

The Union is eager to finalise negotiations for a new Enterprise Agreement (EA) for NSW Catholic independent schools (CIS). The settlement of most matters in Catholic systemic schools should facilitate resolution of some similar issues, however, that apply just to Catholic independent schools. Further there are salary issues specific to individual schools or groups of schools. These are yet to be finalised.

The Union wrote to the Catholic Commission for Employment Relations (CCER) on 14 April outlining our current

position on salaries following consultation with our members. A meeting to discuss these matters has now been set for Wednesday 13 May.

If you require further discussion of the circumstances at your school, please contact your organiser.

We hope to see a rapid resolution of all matters including the back payment of salary increases.

Thank you for your continued support.

# Smoothing the way for pre-2004 teachers



## Mark Northam

Assistant Secretary

An important element in the final stages of discussions with Catholic employers has been the IEU's long-held view that the transition of the pre-2004 workforce into BOSTES on 1 January, 2018 is a significant matter which must be clearly agreed upon.

The 'recognition' process will be the subject of an exchange of letters with

a view to ensuring common experience across the various Catholic dioceses. The transition should involve completed initial teacher education qualifications, the possession of a current Working with Children Check and no grievance matters linked to the capacity to meet the Australian Professional Standards for Teachers being in play. A seamless transition to standards based processes should be the goal for both unions and employers.

A complexity in the process is the intersection of BOSTES requirements with those of AITSL (the Australian Institute of Teaching and School Leadership). The IEU believes that a model involving goal

setting, planning to undertake appropriate professional development in tandem with professional reflection and opportunities to engage in supported observations of teacher selected peers makes for an authentic process.

The IEU will be seeking a commonality of understanding and further discussions with the 11 Catholic dioceses to ensure that the intent of BOSTES and AITSL is not submerged in processes which detract from teaching and learning rather than processes which are collaborative, formative and developmental in nature. Importantly the evidence to be utilised should grow from the everyday work of teachers.

## Christian schools (CSA/CEN) latest

In recent times two productive meetings have been held between the Independent Education Union and Christian Schools Australia/Christian Education Network representatives.

While salaries have been largely agreed, final clarification is emerging in relation to core conditions. IEU members will receive a NewsExtra in coming weeks outlining the Union's position. It is trusted that a consent position can be reached. The agreement will be for the remainder of 2015 and 2016 and will retain salary outcomes ahead of those in Catholic systemic schools.

## Internships in initial teacher education

BOSTES recently convened a meeting to bring key stakeholders together regarding the internship dimension of initial teacher education.

All parties agreed in principle that a clear document building on the recently agreed practicum provisions would provide greater clarity and certainty of understandings.

The 'time' made available by the presence of interns must be closely defined to ensure that the needs of interns are met and that teachers can be assured of both support and acknowledgement of their contribution.

The NSW Council of Deans of Education have distributed a discussion paper which defines internships as:

"Internships refer to an in-school placement of a Preservice Teacher who is undergoing full-time (or PT equivalent)

further study in teacher education at a university, has completed content and methodology course which meet the NSW Department of Education and Communities minimum requirements for teaching, has demonstrated successful teaching practices in developmental field experiences leading to the internship, and is approved to teach a class without the presence of a supervising teacher".

IEU members who accept students from the Universities of Newcastle and Sydney would be familiar with the notion of interns. The role of the teacher mentor is the vital ingredient and must be recognised. The graduated reduction of payment in tandem with time release for the teacher mentor appears to be well accepted in schools. The IEU will keep members abreast of development in this discussion.





# New agreement will advantage members

## John Quessy

General Secretary



At midday on Friday 24 April after more than 380 days of, at times, bitter dispute with Catholic employers, a significant development occurred that encouraged the Union to suspend industrial action planned for the following Tuesday.

The dispute commenced on 7 April 2014 when CCER hand delivered the draft of a totally unacceptable enterprise agreement (EA) to the Union's office.

Claiming their proposal was to start a conversation, it did much more than that, uniting IEU members as seldom before against what they rightly saw as an attack on wages, working conditions and job security.

Twelve months on and very little of that document remains and what does have been tempered by modifications, protections and acceptable levels of compensation. It will provide significant advantage to IEU members throughout NSW and the ACT.

The EA we are now seeking to assemble will cover teachers and support staff as well as outdoor and maintenance staff in NSW and the ACT. A single agreement to replace seven existing ones.

This ambitious task is not without its challenges. More so when the original proposal was to strip conditions and establish a lowest common denominator minimalist industrial instrument.

For more than 12 months members have made their opposition clear, first by voting overwhelmingly in a series of protected action ballots, the largest number of such ballots on a single issue since the Fair Work laws were established.

Members then began to take the action they had endorsed by wearing red, displaying badges and taking stop work action not once but twice. Employers, despite significant efforts in some cases, were powerless to stop members exercising the rights they had won in the ballot process.

The threat of a full day of industrial action finally focused the attention of employers on resolving the impasse that existed with many of the significant but outstanding matters and, following a series of meetings, they offered the Union a revised 'terms of settlement'.

While not all issues are fully settled the IEU, as an act of good faith, suspended the planned action.

### Good outcomes

During the past year through countless hours of negotiations the Union has piece-by-piece reassembled key parts of the existing EA. Returning promotions positions, maintaining the status quo in respect of work practice agreements (thus preserving class size limits and hours of work) and reversing the proposed cuts to new support staff wages have all been achieved. Lunch breaks of 30 continuous minutes and fair procedures will continue as features of any new agreement and support staff required to perform higher duties to cover for an absent colleague will continue to be paid the higher rate, as they currently are.

### Pay increases

The key features of the agreement we are working towards will deliver the modest wage and salary increases in line with Government outcomes: 2.27% from January 2015 and 2.5% from the beginning of 2016 in NSW. Teachers in the ACT will receive 1.5% increases each October and April from 2014.

### New pay structure

There will be a new salary structure for teachers that over time will compress the nine incremental steps to seven. These are divided into Graduate (2 Steps) and Proficient Teacher (5 Steps).

Teachers will transition to this new model over the next few years and in the meantime most will continue on the current scale towards Step 13 (Proficient level 5). A fuller explanation will be provided shortly.

Support staff will also move across to new classifications. No one is to be disadvantaged by these processes.

### Personal and carer's leave

Proposed changes to the quantum of personal/carer's leave do not impact on support staff however changes to the evidence requirements and the introduction of special family leave will be an immediate benefit for both them and for teachers.

Reducing the annual quantum of leave for teachers but removing the cap on accumulation will benefit most teachers immediately and others over time. Currently a full time teacher who has never taken leave can accrue a

maximum of 150 days leave (only past six years count). Under the same circumstances that teacher would have 180 days at the end of 2017.

In reality most take some leave and employers say the average is seven days. That 'average' teacher who continues to use seven days would move from their current maximum 108 days (only past six years count) to 131 days in 2017.

A teacher with a history of using 10 days would accumulate 110 days by 2017 instead of their current cap of 90 days. Part time teachers will see proportional results.

In the coming weeks the Union will produce a number of models to assist individual to assess their own circumstances. Union officers will be able to assist.

### Support for teacher accreditation

Those teachers working towards accreditation at Proficient level and their mentors will have support guaranteed in the agreement although employers have not agreed to match the current time release provided to government teachers in all dioceses. There will be other potential benefits for these 'Graduate' teachers as well.

### Catholic ethos

The issue of the Catholic ethos remains a contested matter. It should be noted that despite what some employers have said and some continue to say, the IEU has NOT opposed the inclusion of a requirement for staff to support the mission of the Church in Catholic education.

These requirements exist in agreements already in various forms. We have agreed to replace the various existing Catholic ethos clauses with a statement of expectations regarding support (as above) and requirement that employees avoid influence on students contrary to the Church position.

Employers however continue to pursue the right to include additional unspecified requirements. Further discussions are required and will take place over coming weeks.

**The Union will provide a comprehensive outline of the new EA and the conditions it covers in coming weeks.**



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## What about the ACT?

## Carol Matthews

Assistant Secretary



For the first time, employees in all dioceses in NSW and the ACT will be under the one enterprise agreement (EA) if the new proposed agreement is made.

The Union has agreed to this on condition that employees in the ACT are not disadvantaged.

### Teachers

In particular the Archdiocese of Canberra and Goulburn has finally agreed that ACT

teachers will not be paid less than teachers in ACT public schools.

They have committed to back pay of the 1.5% pay rise from the first pay period on or after 1 October last year and a further 1.5% pay increase from the first pay period on or after 1 April this year with continuing increases of 1.5% each six months.

These increases are the same as the increases that will apply to teachers in ACT government schools.

Previously the Archdiocese had offered a 2.27% pay rise from 1 January 2015 and 2.5% from 1 January 2016. Back pay of any additional amount paid to teachers in the public sector was only offered from the date of the approval of a new public sector EA by the Fair Work Commission, which could be 12 months after the actual back

pay date in the public sector.

The Archdiocese has agreed to the retention of the work practice provisions in the current enterprise agreement.

The superannuation co-payment scheme will continue to apply, but only to those teachers in the ACT employed as at the date of commencement of the new EA. Under this scheme the Archdiocese matches a 1% voluntary superannuation contribution made by teachers.

### School support staff

The Union is still finalising the details of the transition of support staff to a new classification structure but we will ensure no staff are disadvantaged.

### Early learning centre staff

The Archdiocese has consistently refused to include teachers and other early learning centre staff in the new EA.

This has been opposed by the Union. However we will absolutely ensure that new arrangements for early learning centre staff maintain parity in rates of pay with schools for teachers and support staff.

We will also ensure that staff are not disadvantaged by any changes in conditions.





# What's on the table

**The Union received a much improved offer of settlement on 24 April in relation to the current dispute about an enterprise agreement to apply to teachers and support staff in NSW and ACT Catholic systemic schools.**

The Union considered there was sufficient basis for a suspension of the protected industrial action that had been scheduled for Tuesday 28 April, although not all matters are resolved. The position on the key issues is as follows:

## **Sick Leave (Personal/Carer's Leave)**

The employers will proceed with the reduction in sick leave for teachers from 25 days to 15 days per annum, fully accumulative, from 2016. The Union has negotiated compensation for this reduction that means for the vast majority of members the new scheme is an improvement.

## **The compensatory measures include:**

- all current teachers will receive a one-off grant of sick leave of 15 days (pro rata for part-time teachers) at the beginning of 2016 in addition to the sick leave that accrues in the course of 2016;
- new teachers will also receive an extra 15 days personal/carer's leave (pro rata for part-timers) on commencement (unless they are rolling over sick leave from another Catholic employer);
- existing sick leave accruals are retained as well as the new sick leave entitlement;
- the current requirement to produce proof of illness for every day of sick leave in a year after the first two days sick leave will be relaxed to only apply to longer absences. We are still discussing this issue;
- personal/carer's leave may be taken for personal emergencies as well as because of illness or injury of the employee or a member of their immediate family or household;
- special leave of one day per year will be available for family commitments in addition to the 15 days personal/carer's leave (this will not accrue);
- compassionate leave will remain - three days on the death of a member of the family or household or two days in the case of serious illness

The Union considers the uncapped accrual of personal/carer's leave will benefit all teachers in the longer term. Support staff will also benefit from the change to uncapped accrual and the reduced

requirement to produce proof of illness.

## **Allegations of reportable conduct**

Employers have agreed to retain fair procedures in all cases of reportable conduct allegations (not just extremely serious allegations) where a finding adverse to the employee is made. Employees would be entitled to see the evidence in these cases, subject to the usual confidentiality provisions for witnesses.

## **Teacher meal breaks**

Employers have agreed to the retention of a 30-minute uninterrupted lunch break. Only in cases where an employer suggests (not requires) and each affected teacher genuinely agrees to a different arrangement can this be changed. Agreements must be in writing and can only last for one school year.

## **Professional development**

The CCER has agreed that professional development that is a requirement of the employer must be offered within designated school hours.

## **Catholic ethos**

The Union does not agree to the proposed CCER clause on Catholic ethos, in particular the reference to the ability for employers to put different provisions in letters of appointment and policies.

## **Support for provisionally and accredited teachers and their mentors**

Employers have agreed to support for Provisionally and Accredited Teachers, including the provision of appropriate release, as a term of the EA.

## **Work Practice Agreements**

The employers have acknowledged that Work Practice Agreements are agreements with the Union and will only be changed by agreement between the Union and the individual Diocese.

## **Teacher's classification structure and transition.**

The Union has agreed to the introduction of a standards pay scale from 2016 that provides faster progression to the top of the scale for new teachers employed after 2014 and introduces the new classification of Highly Accomplished Teacher. Employers have now agreed that existing teachers will not be disadvantaged in the transition to the standards

structure in 2016. The earlier proposal has been amended to remove the requirement to spend two years on the one increment for transitioning teachers.

## **Special education teacher allowance**

The current EA provisions will be retained, that is payment of the allowance for teachers of classes of children with a disability.

## **General employees**

### **Higher duties**

The employers will maintain the current arrangements for payment of higher duties to employees acting in a higher classification (in most cases employees are paid after one day not after one week as previously proposed by CCER).

### **Maintenance and outdoor staff**

The employers will not change the current arrangements for existing staff in relation to the requirement to be available during school vacations, as earlier proposed. The Union has not agreed to this proposed change for new employees. The Union has also reached agreement on the translocation of maintenance and outdoor staff to the proposed new pay structure.

### **Pay rises**

#### **Teachers in ACT schools**

Employers have now agreed to match the DEC offer to government school teachers, that includes 1.5% pay rise back-dated to October last year and a 1.5% pay rise from April this year with ongoing increases of 1.5% each six months.

#### **Teachers in NSW schools**

Teachers in NSW will receive a pay rise of 2.27% back-dated to the beginning of January 2015 with an increase of 2.5% from January 2016.

#### **General employees**

General Employees will receive a pay rise of 2.27% from 1 July 2015 and 2.5% from January 2016.



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## Teachers and support staff celebrate hard-fought breakthrough

**Media release - 27 April 2015**

**Members of the Independent Education Union (IEU) will don red and wear their union badges with pride on Tuesday 28 April to celebrate significant developments in a hard fought dispute with Catholic employers.**

After more than 12 months of tough negotiations the Union achieved a major breakthrough on Friday, including:

- maintaining the right to a 30-minute lunch break
  - ensuring professional development, required by the employer or legislation, is undertaken in work time
  - avoiding the need for a medical certificate after single days of sick leave
  - supporting teachers during the accreditation process
  - safeguarding support staff wages and conditions
  - maintaining existing working conditions, like class sizes
  - providing fair procedures for staff subject to complaints
  - pay increases consistent with the government sector.
- "This result was achieved by the members' determination to stick up for quality education," IEU General Secretary John Quessy said.
- "It's a testimony to members' solidarity in the face of a very difficult campaign," Mr Quessy said.
- "We have come a long way in the

last 380 days, during a campaign built around recognising the work teachers and support staff do, respecting their professionalism and rewarding them for it.

"This result shows the unwavering resolve of the IEU membership."

The Union is now working on the details of an enterprise agreement that will be presented to members for final approval as soon as possible.



# Floods ravage schools of Hunter and Central Coast



Rep Marcus Ribbons at St Catherine's Catholic College Singleton



St Mary's All Saints College Maitland



St Columban's Primary School Mayfield



All schools of the Maitland – Newcastle Diocese closed throughout the flood period of late April, some for a day, others for the week. Some schools in the north of the Broken Bay Diocese closed for periods of time.

Photos of schools overwhelmingly affected are above; travel in the area was severely affected at different and unpredictable times, making it difficult for teachers and support staff to calculate travel to and from schools that were open in the region.

Kelly Pearson teacher at All Saints St Mary's campus, lives at Gileston Heights, one of the inundated areas. Kelly said "I wasn't able to get through to my school, and had Year 12 students doing their assessments. It's been such an anxious time, worried about my own children, husband and my mother's day to day safety but also my Year 12 students doing important assessments. It's been a period without power, internet, phones and mobiles, and roads have been completely flooded. I couldn't even send class material to other teachers or receive work from students. I've been helping at the community hall because there are so many families that have been affected, it's a time when we pull together as a community."

Members in the flood ravaged regions of the Hunter, Central Coast, Illawarra and parts of Sydney, have managed to meet and support their union's negotiations, while also assisting their school and local communities.

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## First Class

# Union to ensure early childhood teachers armed and ready for accreditation

### Amy Cotton

Professional Officer



With accreditation of early childhood teachers commencing in 2016, the Union is preparing to help members. Our intention is to arm Union members with enough information to complete BOSTES accreditation requirements well, but without unnecessary additional work.

At this point in time, much of BOSTES policies, procedures and evidence guides are still to be written. However the experience of primary and secondary teachers who started after 1 October 2004, as well as their supervisors and mentors, can be used as an indication of what the early childhood profession faces in 2016. The Union is well prepared to assist early childhood teacher members with their accreditation.

The question of who will be the Teacher Accreditation Authority (TAA) for early childhood teachers remains unresolved. In primary and secondary sectors, it is the employer or employer's delegate. It's understood that the person writing the accreditation at Proficient report is a qualified teacher themselves. In the early childhood sector this is not always the case, with many private providers being run by non-teachers and employing only one teacher. In situations like these, who will be the TAA? Who will be the teacher's supervisor? Who will be their mentor?

While questions like these remain unresolved, it is likely that in the next few months we will see a rapid evolution of how accreditation will

work in the early childhood sector as well as the supporting paperwork.

#### Here's what you can do:

- Remain (or become) a Union member. Without Union membership, you will not receive regular updates as major changes are made to your profession and responsibilities. Union members have a strong voice in determining what changes are made to NSW education and registration. In addition, as a Union member you are able to access our two accreditation officers (Elizabeth Finlay and Amy Cotton) as well as attend free workshops on accreditation.
- Attend Securing Our Future: Best Practice Induction and Mentoring Conference on 21 and 22 May in Ultimo. The two-day conference focuses on the twin issues of induction and mentoring, but there will be a special forum for early childhood teachers to get together and discuss the changes that accreditation will bring. It is at this forum that the Union will best be able to hear the unique issues that early childhood teachers face and from here we will formulate plans to support and advocate for teachers.
- Attend seminars and workshops specifically for early childhood teachers run by both the IEU and BOSTES. These will commence once it is certain what the accreditation requirements will be. The Union is committed to assisting early childhood teachers through the beginning of the accreditation scheme.
- Read all Union and BOSTES communications, including emails, the *Teachers r Teachers* enews, *Newsmonth* and *Bedrock*. Participate in the surveys that IEU will send – these surveys are important as they tell us what you think and want for your profession, and how best we can help you.

“Many private providers employ only one teacher. Who will be the teacher's supervisor? Who will be their mentor?”

## Successful SALT action inspires others

The IEU has gained a successful outcome for teachers and support staff in Catholic systemic schools within the Lismore Diocese in relation to compulsory employer compliance training.

Due to strong response by IEU members in Lismore Diocesan schools, the Union is happy to report that the Lismore CSO has advised principals and staff that Self Administered Legal Training (SALT) be completed during work hours.

Support and non-teaching staff must be provided with sufficient time during work hours to complete SALT training.

Appropriate facilities and assistance should be provided to support staff to allow them to complete the training. Support staff who may have completed or commenced SALT training outside of work hours

must be compensated appropriately either with pay or time in lieu to be agreed on an individual basis as per terms of the current enterprise agreement.

The SALT success is now resonating with employers in other dioceses, with Reps and members reporting a change of attitude towards the implementation of compulsory compliance training in their area.

No doubt this is a direct result of the positive outcome achieved by IEU Reps and members in the Lismore Diocese.

Steve Bergan IEU Officer

## Spotlight on MANSW

The Mathematical Association of NSW is a volunteer-run teaching subject association under the Professional Teachers' Council's umbrella.

On 14 and 15 May, MANSW is hosting a live show called mathsINSPIRATION for senior high school students. The venues are the Seymour Centre (Sydney University) and the Concourse Theatre (Chatswood).

The lively, funny and interactive shows will see Matt Parker speaking on the 'Hidden Maths of Technology', Rob Eastaway on 'Pepsi and Peace Deals' and Hannah Fry on 'Hidden Connections'.

To book an excursion, go to: <http://www.mansw.nsw.edu.au/events/category/maths-inspiration>

You find mathsINSPIRATION footage, go to: <http://www.mansw.nsw.edu.au/student-activities/maths-inspiration>





# Same standards for early childhood teachers

**BOSTES has announced its intention to accredit all early childhood teachers from 2016 onwards. The working party was attended by Verena Heron Industrial Officer and Amy Cotton Professional Officer.**

Early childhood teachers currently working as teachers will be deemed at Proficient, according to BOSTES, from 2016. Teachers beginning after that point would be provisionally/conditionally accredited and need to work towards their accreditation at Proficient.

The Australian Professional Standards for Teachers have been minimally re-drafted to include early childhood sector specific terminology but keeping the same structure that primary and secondary teachers currently use.

The Union sees this as important because it allows for teachers to work and maintain their accreditation under the same essential Standards regardless as to whether they are in an early childhood, primary or secondary setting. Similarly, the Union called for maintenance of accreditation professional development requirements to

be the same. Teachers are teachers, after all.

The potential of double regulation in light of the Australian Children's Education and Care Quality Authority (ACECQA) and BOSTES overlapping in areas of regulatory authority was raised by the working party. BOSTES committed to ensuring as little double up of paperwork as possible should occur.

Which bodies can be Teacher Accreditation Authorities (TAA) for early childhood teachers continues to be a stumbling block. Larger employers may be able to set up systems where there is a central TAA, but smaller, one teacher or even part-time teacher centres with non-teaching employers/community boards face challenges unique to the early childhood sector. Any developments in this area will be closely watched by the Union.

When BOSTES calls for early childhood teachers to join the electoral roll, the Union strongly urges that every member does so. The election of the early childhood teacher representative to BOSTES's Quality Teaching Council is important, and all early childhood teachers

should vote. Look out for information from BOSTES and the Union when this election is occurring.

BOSTES will soon be calling for early childhood teachers to become members of working parties for writing accreditation evidence guides particular to early childhood settings. Keep an eye on their webpage: [www.nswteachers.nsw.edu.au](http://www.nswteachers.nsw.edu.au)

The Union's upcoming Securing Our Future: Best Practice Induction and Mentoring conference on the 21-22 May will host a special panel session for early childhood teachers around the issues of accreditation. It's important that early childhood teachers attend the conference. The Union will be drawing from members' concerns raised at the event to determine its actions and the types of support Union members need in the next couple of years. For more information about the conference, contact Kayla Skorupan [kayla@ieu.asn.au](mailto:kayla@ieu.asn.au).

**Amy Cotton** Professional Officer

## Present Tense Time to meet

### Kendall Warren

Organiser

#### Seminar

On 18 May, the IEU will be holding its annual seminar for members employed in the private post-secondary sector. The seminar will this year incorporate the regular Reps training that the Union offers to IEU Reps in schools, amended to allow for the unique circumstances of ELICOS and other private colleges.

The topics covered will include the role of the Union representative, building capacity, dealing with disputes, managing conflicts and performance issues, and negotiating improved conditions – all the things that will help you use the resources of the Union to more effect in your workplace. The seminar is at 4-7pm on 18



May, and will be held at the IEU's offices at 485-501 Wattle Street, Ultimo.

Information about how to register will be with all members soon. We hope to see you there.

**The seminar is at 4-7pm on 18 May and will be held at the IEU's offices at 485-501 Wattle Street, Ultimo.**

#### Negotiations

Your Union is currently involved in negotiations for several enterprise agreements (EAs). The most advanced of these is at Navitas English (formerly known as ACL), where the current EA expires on 30 June. Officers from the Union visited workplaces in late 2014 in order to collate issues for inclusion in the Log of Claims, which was tabled in February.

Management made a preliminary offer of 2% per annum in March, but this has not been accepted by members, especially as it was felt that there are several issues that members would like

to see addressed other than salaries. The parties have agreed to meet fortnightly, and it hoped that an agreed settlement can be reached in the next few months. Your Union has also started bargaining at

UoW College (attached to the University of Wollongong), and will soon commence discussions at UWS College, UNSW Foundation Studies, EF, Access, Specialty, SELC, SCE, Universal and Insearch. If you would like to know how to get similar arrangements in train at your college, contact the IEU.

#### Enrolments

In late March, *The Australian* reported on the large surge of enrolments of international students over the last 18 months or so, a welcome increase after the grim years of 2011 and 2012. In

2013-14, enrolments increased by 27% in language schools, with a further nine per cent last year, while overall enrolments have increased by 10% over the same period. There are several reasons for this (just as there were with the slump), but the falling value of the Aussie dollar is clearly the most important factor – it's now simply much cheaper to study here than it was a few years ago. Australia has also benefitted from tighter restrictions in the UK (one of the main competing markets), our earlier (and ongoing) crackdown on 'dodgy' colleges (giving the remaining colleges a better reputation), and improved arrangements for student visas introduced in recent years.

This increase in student numbers removes one of the big excuses from employers against improving salaries and conditions. Business is booming – and those at the coalface should start to benefit.

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NSW ACT Independent Education Union

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# Workshop a success



**Responding to calls for a workshop outlining how to gain accreditation at Proficient, the IEU hosted a free workshop on 15 April for members.**

The day was attended by a variety of teachers in systemic and independent schools, as well as casual teachers. All participants had received little or contradictory information about accreditation or didn't have someone to

talk to about their situation and how to resolve it.

Accreditation is interpreted differently by different Teacher Accreditation Authorities (TAAs), but some fundamental requirements are the same no matter where a teacher works. The IEU offers advice in line with BOSTES policies and guidelines, but can also help interpret the additional layer placed on top by

employers. The Union offers assistance to members overseeing accreditation who wish to revise their current processes.

The workshop started with a brief overview of BOSTES accreditation guidelines, a session on interpreting the Standards as every day work for a teacher and a final session where teachers could work individually or in pairs on their evidence and annotations, whilst accessing an

IEU accreditation officer for one-on-one feedback.

The workshops will be repeated on 29 June and 22 September at the IEU Ultimo office. Regional members can ask for the PIP: How NSW Accreditation Works to come to a town nearby. Contact Amy Cotton [amy@ieu.asn.au](mailto:amy@ieu.asn.au) for more information.

**Amy Cotton** Professional Officer

## Countdown to accreditation appeal process paramount

**BOSTES called a working party on 18 March to scope changes needed to the Provisional and Conditional Accreditation Policy, which was attended by IEU representatives.**

NSW is inching closer to all teachers being accredited by BOSTES (1 January 2018).

The requirement to hold a Working with Children Check is also embraced by the policy: in 2016 for secondary teachers and 2017 for primary teachers (other than those new to teaching and those changing employers).

While challenges to administrative decisions can be made to the Civil and Administrative Tribunal, the availability of review processes at BOSTES level would provide potential solutions. Such reviews would need to be timely to ensure employment arrangements are not impacted upon.

The requirements of various undergraduate degrees (the subjects to be taken to teach various subject specialities) are also covered, as are refresher courses for those who have an absence from teaching of five years or more.

The regulations set out above place great onus on teachers and clarity of understanding is a positive dimension, but the importance of review mechanisms and clear avenues of appeal for IEU members are paramount.

### **Suspending accreditation**

Due to changes following the amendment to the *Teacher Accreditation Act 2004 (NSW)*, another BOSTES working party met at a later date to discuss revocation and suspension of accreditation.

The intricacies of a teacher registration board (BOSTES) interacting with legislated

protections for students, including child protection and teacher compliance with the *Education Act*, *BOSTES Act* and the *Teacher Accreditation Act*, mixing with industrial matters, calls for careful consideration of the implications for teachers.

Clarity is being sought by the Union as to when a Teacher Accreditation Authority (TAA) is required to suspend or revoke accreditation.

The possibility for disparity of thresholds in terms of determining when accreditation is suspended or revoked, without an ability to apply to BOSTES for reinstatement was stressed, as was the vagueness of guidelines provided to TAAs as to when and how to suspend/revoke.

The inappropriateness of using the NSW Civil and Administrative Tribunal for most matters relating to accreditation was raised by the Union.

The Union also queried the fairness of suspending/revoking a teacher's accreditation in relation to infractions of the law, such as speeding, that may have no bearing on a person's ability to teach well and in line with the Standards.

### **Defining the terminology**

Provisional Accreditation refers to a person who has completed an approved course and will receive a qualification in that course. Conditional Accreditation refers to a person who has not completed an approved course.

**Mark Northam** Assistant Secretary and  
**Amy Cotton** Professional Officer



**"The Union also queried the fairness of suspending/revoking a teacher's accreditation in relation to infractions of the law, such as speeding."**



## Facebook feedback April 2015

### Why NAPLAN does not work

**Stephanie:** Naplan is a symptom of the current trend in thinking that education is all about results that can be measured in standardised tests. Every teacher knows that these tests measure about a fifth of what students learn. I think this emphasis on proving results and gains places an artificial stress on teachers and students alike. Funnily enough, I think if there was more of a focus on supporting teachers and rich learning activities results would improve even more.

**Peta:** Instead of looking at education systems that are not having good outcomes for students, like the US and modelling our system on theirs, we should be looking to the countries having great outcomes. Many of the Scandinavian countries are seeing tremendous educational gains and have gone the opposite way and scrapped standardised testing.

**Damien:** NAPLAN data is anything but meaningful. It measures only what some students 'did' on that one day, not what they actually know or understand. How is such a limited data set truly useful for anything other than politically-motivated misrepresentations of

student ability and teacher efficacy? Short answer, it isn't, was never meant to be, and never will be.

### Stop work action suspended due to major breakthrough in talks

**Margaret:** Fabulous news. The IEU has worked so hard to achieve decent and fair working conditions for its members. We must always be vigilant so that just conditions are not dismantled. The unions have worked so hard in the past, to get us basic human rights.

### Why teachers should wear their Union badges when a principal said they should not

**Greg:** As an ex-principal in Catholic schools, none of this surprises me at all. I've seen the contempt teachers have been treated with building up for a number of years. I have been at CEO meetings where teachers are spoken about in disgraceful terms. I'm glad I do not work for them anymore.

**Vince:** So now the Catholics are in bed with the Murdoch press. Nothing would surprise. Laughable. Wear the badges teachers.

**Wendy:** Olay, as long as the Catholics take down any Catholic insignia– deal.

**Danielle:** I'd like to see Parramatta Diocese try that at my school. They'd be lynched.

### School children being used as pawns by the CCER

**Stephen:** Simply don't vote for such an agreement. Isolate the right wing views. Christ was inclusive!

**Chris:** Unions have absolutely no credibility. Nothing but thugs with a license thanks to Labor.

*In reply:*

**John Quessy:** The great thing about our country is we tolerate people having views like yours, even if we find them ignorant and reprehensible.

Compiled by

**Daniel Long** Online Journalist

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

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





Joe Pece, David Church, IEU General Secretary John Quessy and IEU Federal Secretary Chris Watt and (right) David Church, IEU President Christine Wilkinson and Joe Pece.



**“We are trying to push back against the view that the profession is no longer in charge of its own methods of teaching and has to keep proving itself.”**

# Exchange of ideas

**For Canadian teachers, union membership is compulsory. Nevertheless, fulfilling the wants and needs of their membership is top priority for officials David Church and Joe Pece.**

Ontario English Catholic Teachers Association Deputy General Secretary David Church and Head of Counselling and Member Services Joe Pece spent several days visiting the IEU in March to swap ideas.

Their union represents only teachers working in English speaking Catholic schools in Ontario. There are five teacher unions in the province, representing French speaking Catholic schools, and French and English non-denominational schools.

The Ontario English Catholic Teachers Association does not represent support staff or principals. Support staff may be in a different non-teaching union, or a teachers union, depending on the sector. The government has decreed principals be considered part of management.

Canadian schools are all fully government funded and are controlled on a provincial basis, so Ontario schools are run differently from Alberta schools, for example.

Despite these structural differences, both men agree they have discovered more similarities than differences on their visit.

“There are global trends in education, reforms in terms of economic measures and governments trying to balance budgets, increasing demands on teachers in terms of testing and accountability,” David said.

“We are trying to push back, like the IEU, against the view that the profession is no longer in charge of its own methods of teaching and has to keep proving itself.

“The view that teachers just need to be quiet and teach and governments and the parents tell them what to do is there. The IEU’s been fighting that and we need to do that more.”

Joe said he was impressed by the IEU’s work with communications and publications, and its expansion into the digital sphere, and he would be taking some ideas home.

“Given that you have to be continuously appealing to non-members, we can learn a lot from that, the way you communicate and engage with an audience.

“Even though union membership is compulsory we

need to be able to call on our membership to support us at times of bargaining and if we need to take strike action.”

In Canada teachers are regulated by the College of Teachers. The union resisted a bid to introduce a mandatory three-year cycle of re-certification in the 1990s.

“We did aggressive lobbying and got involved in the election. The government that was elected dropped these plans straight away,” David said.

Joe said the pair had been able to pass on some learning about the accreditation process to the IEU.

Both men have relatives in Australia that they planned to catch up with during their visit. They agreed the links between the two countries are strong and this was reflected in the vibrant teacher exchange program.

“The teacher exchange program is something that we always support by increasing member awareness of these valuable opportunities through our communications vehicles,” David said.

**Sue Osborne** Journalist



## Environment Conference call for papers

**The Union’s biannual environment conference is back. This year it’s on at the Mercure Hotel, Sydney on 16 October. The theme is arts, sciences, social justice and environmental sustainability.**

Dr Mark Diesendorf’s (UNSW) keynote, Sustainability: Transitioning Australia’s energy system from fossil fuels to renewable energy, will be fascinating and useful for teachers across a variety of key learning areas.

The Union is seeking teachers in early childhood, primary and secondary settings to run a one-hour workshop. The workshop

might highlight what you are currently doing with your class or at school in relation to the arts, sciences, social justice or environmental sustainability.

All members with a passion for environmental education are invited to submit an application to present at the conference. For more information, contact Amy Cotton Professional Officer [amy@ieu.asn.au](mailto:amy@ieu.asn.au)

**Amy Cotton** Professional Officer

# LOOKING 2<sup>nd</sup> FUTURE



Illustration by Michael Fitzjames

**NSW ACT Independent Education Union | Environment Conference | 16 October 2015**





## Rep's Spotlight

# Low paid work delivers union commitment

**St Catherine's Catholic College, Singleton TAS/VET teacher Marcus Ribbons knows what it's like to work without union support.**

He paid his way through university working as a pizza delivery driver. In 1998 he was earning \$7.82 per hour, five years later he was earning \$10.61.

When he got his first teaching job and encountered such 'luxuries' as holiday and sick pay, he had an immediate appreciation of why it's worthwhile joining the Union.

"I realised the conditions that I was receiving as a teacher were because of the work the Union had done before. As a casual delivery driver, there was never any paid holidays in six years, even though I was working 30 hours a week," Marcus said.

"There was a Union, but if you made a fuss you just didn't get any more shifts. At school I started reading all the *Newsmagazines* and taking an interest in issues."

Marcus travelled to work with an IEU Rep in his early teaching career, and learnt a lot more about the Union on those trips.

At St Catherine's there is an IEU Committee consisting a President, Rep, Secretary and two other committee members, to try and service the needs of the large K-12 school. Marcus is the Rep on the committee.

"I make members aware of the historic significance of the Union and what it has achieved when I talk to teachers.

"I tell them unions only work if everyone sticks together and works to support each other. It's not about what's in it for the individual.

"People shy away from taking on this role, but I'm passionate about it, it's something I've always felt was important. Getting the information out there is crucial."

As a VET teacher, Marcus has to deal with extra issues around maintaining his industry currency and visiting students on work placements. The IEU has fought for time-in-lieu for VET teachers who have to do work placement visits outside of normal work hours.

The IEU's Catholic claim has provisions to improve conditions for VET teachers, including time in lieu for visiting students on work experience or for acquiring mandatory industry experience outside normal working hours and dedicated administrative support for VET teachers.

Marcus said without Union support, improvements would not have happened for VET teachers.

**Sue Osborne** Journalist



## Prize perfectly timed

**PLC Sydney Librarian Cathryn Williams never expects to win prizes, so when she won the IEU's competition for a Bose Bluetooth Sound System she was thrilled.**

"If you don't expect to win then it's really exciting when you do," she said.

Cathryn has worked as a library technician and librarian at PLC for 23 years and been a member of the IEU all that time.

All she had to do to go in the draw to win her prize was update her details with the IEU's membership team.

"I worked in public libraries before I transferred to schools and I was a union member then," she said.

"I've always believed that unions do a good job for their members.

"It's been good knowing I had someone to support me throughout my career if anything went wrong."

Cathryn has opted to take a gift voucher to get a camera as a prize rather than the sound system.

The prize is perfect timing for Cathryn, as she is on long service leave and about to undertake a long tour of the US with friends.

"We're starting from New York and making our way to LA. I'll be able to think about the IEU every time I get the camera out to take a picture."

## 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)





# Securing Our Future

## Best Practice Induction and Mentoring

Thursday 21 and Friday 22 May 2015 | Univeristy of Technology  
Sydney, Ultimo

### Workshops

#### Induction experiences

Josh Walker, Student Support Coordinator  
McCarthy Catholic College Tamworth

Audience: Primary, secondary Session type: Presentation and Workshop

#### Supporting new teachers through induction

Lyn Smith

Senior Officer Teacher Formation and Accreditation

Bradley Cooney

Senior Officer Teacher Formation and Accreditation

Catholic Education, Archdiocese of Canberra and Goulburn

Audience: Primary, secondary Session type: Presentation

#### Capacity Building: Induction

Professional Teachers Council

Audience: Primary, secondary Session type: Presentation

#### EdCoach App – An effective classroom observation tool

Michael Victory, Executive Officer, Teacher Learning Network

Audience: Primary, secondary Session type: Workshop

#### Induction programs – Introductions to teaching, working and the workspace

Kris Darling, Education Officer – BOSTES Accreditation

Catholic Schools Office Broken Bay

Colin Back, Accreditation Coordinator

St Joseph's Catholic College East Gosford

Audience: Primary, secondary Session type: Presentation

#### Mentoring with a Critical Friend: Transformative professional development

Dr Elisabeth Betlem, Lecturer Professional Classroom Practice, University of New England

Audience: Early childhood, primary, secondary Session type: Presentation

#### Induction and Mentoring: A research project snapshot

Sian Welch, Teacher, Marist College North Shore

Audience: Early Childhood, primary, secondary Session type: Presentation

#### Mentoring in Early Childhood

Max Grarock, Program Manager, Teacher Learning Network

Audience: Early Childhood Session type: Workshop

#### Collaborative Conversation

Peter Anthony, Metta Consulting Group, Australian Catholic University

Audience: Early Childhood, primary, secondary Session type: Workshop

#### Ment2Teach

Jennifer Michalski

Audience: Early Childhood, primary, secondary Session type: Workshop

#### Mentoring with Impact

Professional Teachers Council

Audience: Primary, secondary Session type: Presentation

#### Grab Bag

Dr Elisabeth Betlem, Lecturer Professional Classroom Practice

University of New England

Audience: Early Childhood, primary, secondary Session type: Workshop

#### Supporting accreditation at all levels across a foundation of schools - an ongoing journey

Angela Cottier, Stage Coordinator/Curriculum Coordinator K-6

St Philip's Christian College, Salamander Bay

Audience: Primary, secondary Session type: Presentation

#### Professional Companionship – support for leaders

Dr Leoni Degenhardt, Dean, AIS Leadership Centre

The Association of Independent Schools of NSW

Audience: Primary, secondary Session type: Presentation

#### Developing all teachers today for tomorrow

Maria O'Donnell, Teaching and Learning Coordinator

Clare Fletcher, Teaching and Learning Coordinator

St Mary MacKillop College, ACT

Audience: Early Childhood, primary, secondary Session type: Presentation

#### Mentoring Program - St Joseph's College, Hunters Hill

Magdy Habib, Director of Personnel Services

Matt Bentley, Head of English, St Joseph's College, Hunters Hill

Audience: Early Childhood, primary, secondary Session type: Presentation

# Securing Our Future Conference

Best Practice Induction and Mentoring

Don't miss the opportunity BOOK NOW  
See page 24 for details

ngs  
Super

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

IEU  
NSW ACT Independent Education Union



# Keynote



**Dr Sean Kearney** is Associate Dean, Academic in the School of Education, Sydney at the University of Notre Dame Australia. He lectures in educational psychology and general pedagogical methods. Sean started his career in teaching in New York City before immigrating to Australia where he taught high school English and History and was the IEU representative at Waverley College. Sean's PhD research centred on beginning teacher induction programs in the independent education sector and the nature of professional socialisation to induct beginning teachers into the workforce.

# Speakers



**Dr Philip Riley** is a former school principal who spent 16 years in schools before moving to the tertiary sector. He researches the overlapping space of psychology, education and leadership. He has a special interest in how collegial relationships in schools function with a particular emphasis on how mentoring can be effectively used for whole school improvement.

Phil has produced more than 150 publications and peer reviewed conference presentations and been awarded ~\$5 million in research funding. In 2010 Phil was recognised by Monash University with an inaugural Monash Researcher Accelerator award, and the Dean's award for Excellence by an Early Career Researcher, and Excellence in Innovation and External Collaboration, at Monash in 2011. He moved to the Australian Catholic University in 2014.



**Associate Professor Peter Hudson (PhD)** lectures in science education and research methodology. He has wide collaborations across Asia including Japan, Vietnam, Malaysia, Hong Kong and the Philippines. His teaching career spans 36 years, including 10 years as a school principal. He has supervised several doctoral candidates to completion and, with over 150 publications, his continued focus is on leadership, mentoring, and science education.

(see [http://eprints.qut.edu.au/view/person/Hudson,\\_Peter.html](http://eprints.qut.edu.au/view/person/Hudson,_Peter.html))



**Dr Suzanne Hudson (PhD)** is the coordinator of professional experience at Southern Cross University after various leadership roles in the tertiary sector. She has been involved in teaching and teacher education for 35 years, and was the project leader of a large Australian Federal grant titled 'Teacher Education Done Differently' (TEDD). The Office of Learning and Teaching awarded TEDD a national citation in 2012 and an Australian program award in 2013.

Her publications focus on university-school partnerships, practicum, school-experiences, teacher education and middle schooling.



**Dr Neville Ellis** has previously worked as a teacher and in school management, both in the government and non-government sector, in NSW and in South East Asia, for a total of 28 years. This included an extended appointment as Dean, People Development, at Singapore's premier independent school, Nanyang Girls' High School, where he was responsible for coordinating all staff development matters and leading the school in achieving the People Developer Standard, a national quality assurance award for staff training and career development.

Neville is currently employed as a lecturer with the School of Education, UNSW, following employment at the University of Sydney and the University of Western Sydney. His research and teaching interests are in teacher development, professional learning, practitioner research, and the quality of feedback students receive from mentors during professional experience.

# Agenda

## 21 May Day 1

- 8.00 **REGISTRATION**
- 9.15 **WELCOME AND OPENING**  
John Quessy, IEU General Secretary
- 9.30 **KEYNOTE SPEAKER**  
Understanding Beginning Teacher Induction: A contextualised examination of best practice  
Dr Sean Kearney, University of Notre Dame
- 10.45 **MORNING TEA**
- 11.15 **INTRODUCTION TO CENTRAL QUESTIONS OF CONFERENCE**  
John Quessy, IEU General Secretary
- 11.30 **INPUT SESSION**  
Delegates identify early career teacher needs
- 11.45 **PANEL SESSION/DISCUSSION**  
The hopes, fears, expectations and needs of early career teachers  
Moderated panel of pre-service teachers
- 12.15 **KEYNOTE SPEAKER**  
Is 'Mentoring' the Right Word? A retrospective and prospective case study of mentoring in educational praxis  
Associate Professor Philip Riley, Australian Catholic University
- 1.30 **LUNCH**
- 2.20 **WORKSHOPS A**
- 3.20 **TRANSITION BACK TO MAIN ROOM**
- 3.30 **DISCUSSION: RESULTS FROM INPUT SESSION**  
Mark Northam, IEU Assistant Secretary

## 22 May Day 2

- 8.30 **REGISTRATION**
- 9.00 **WELCOME AND SUMMARY OF DAY ONE'S FINDINGS**  
John Quessy – IEU General Secretary
- 9.10 **KEYNOTE SPEAKER**  
Mentoring for Effective Teaching  
Associate Professor Peter Hudson  
Queensland University of Technology
- Dr Suzanne Hudson  
Southern Cross University
- 10.45 **MORNING TEA**
- 11.15 **ADDRESS**  
Mentoring in Schools: Professional learning through collaborative inquiry  
Dr Neville Ellis, University of New South Wales
- 12.15 **PANEL SESSION/DISCUSSION**  
How do we deal with the question of casual teachers and mentoring?  
Representatives from various registration bodies, schools and employers
- 12.45 **CONFERENCE SUMMARY**  
Amy Cotton, IEU Professional Officer
- 1.00 **LUNCH**
- 1.50 **WORKSHOPS B**
- 2.50 **TRANSITION BETWEEN WORKSHOPS**
- 3.00 **WORKSHOPS C**
- 4.00 **CONFERENCE CLOSE**



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



## Securing Our Future Soirée

for  
conference attendees

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**Thursday 21 May from 5pm**  
NSW ACT Independent Education Union  
The Briscoe Building 485 - 501 Wattle Street  
RSVP: [helen@ieu.asn.au](mailto:helen@ieu.asn.au)





# Learning Support Officer finds her voice

**"I think it's ridiculous that the funding for disability keeps getting cut while the need grows."**

**Learning Support Officer Julie Simon spent the first 20 years of her career not speaking up, not believing she had opinions worth sharing and not joining her Union.**

Despite believing her work changes the lives of children with a disability, she did not have the confidence to think she was of equal value with everyone else at her school.

That all changed when Julie moved from the Parramatta Diocese to the Sydney Archdiocese. For the last three years Julie has been funded to support a boy with autism at Our Lady Queen of Peace Primary School at Gladesville.

Joining that school has been a revelation. She feels valued. "The staff respect my experience with special needs children and my opinion is valued."

This new trust and confidence from her school community has inspired Julie.

She contacted the IEU after it put out a call for support staff stories in *IE* magazine. "I would never have done that a few years ago," she said.

She wrote to Prime Minister Tony Abbott to impress upon him the need for better funding for special needs students.

"I got a three-page reply from Christopher Pyne. It didn't say much," Julie said.

She also joined the IEU, after being impressed by a speech by a visiting Organiser, and also because she felt more confident to take a stand.

"I saw that the employers were planning, to reduce support staff salaries, and I thought 'that is just wrong'."

"I think a lot of support staff don't join the Union because they think like me, that their voices are not worthwhile."

"Really schools couldn't function without support staff."

Joining the Union proved a good move, as Julie was classed as Grade 4 at the Parramatta Diocese, but when she moved to Sydney she became a Grade 2. Her Union Organiser was able to arrange for her to become a Grade 3, and she is hoping to become a Grade 4 soon.

Unfortunately, Julie probably won't have a job at Our Lady Queen of Peace for much longer because she the autistic student she supports goes to high school next year.

"I think it's ridiculous that the funding for disability keeps getting cut while the need grows. I can think

of many students in Year 3 that could benefit from my help."

Julie actually works three hours a week with Year 3 kids on a voluntary basis.

"Governments keep saying they are doing more and increasing the funding but in fact it gets cut. My autistic student could really do with a full-time teachers aid every day."

Julie is funded for 12 hours a fortnight with the student; she has seen him learn to read chapter books and read about basic cooking skills in her time with him.

"His mother is so pleased. They both wanted me to go to high school with him, but it can't happen. I worry about what will happen when he goes to such a big school."

"We really are doing a disservice to children with special needs at the moment, because of the lack of funding."

Julie is busy trying to get casual stints at others schools now so that she has work next year.

**Sue Osborne** Journalist

## Wisdom shared



**IEU members in the Shoalhaven area participated in a successful IEU women's gathering at St Michael's Primary School at Nowra on 26 March hosted by IEU Support Staff Vice President Carolyn Collins and her colleagues. Principal Chris Paton and the St Michael's staff were welcoming and inclusive.**

Input on women and leadership from Shoalhaven Region Anglican Schools Executive Principal Lorrae Sampson and Carolyn Hadley from Wollongong CEO was greatly appreciated by the participants. In the words of one member: "We were honoured to be in the presence of two women educational leaders who demonstrated their warmth, wisdom, knowledge and vision".

Canadian exchange teacher ChyAnne Finney charmed the gathering with her insights about living and working on the NSW south coast. Those present wished ChyAnne and her family well for their time on exchange and all their travel plans while in Australia.

Appreciation was also expressed to Myriam Chrystal from NGS for her practical financial input and for the NGS 'lucky door' prizes.

The IEU Nowra women's forum was registered with BOSTES for 45 minutes of QTC registered PD for the maintenance of Professional Teacher Accreditation in NSW.

Part of the success of the event was the wide range of members present, including some retired IEU members in the Shoalhaven area.

Other forthcoming IEU regional gatherings for 2015 include:

**Tuesday, 12 May**  
Newcastle forum/dinner  
**Thursday, 14 May**  
Central Coast network at Gosford  
**Wednesday, 5 August**  
North Coast network at Lismore  
**Friday, 21 August**  
North West network at Armidale  
**Term 3**  
Mid North Coast gathering at Port Macquarie (tbc)  
**Term 4**  
Western Sydney forum (tbc)

The Union looks forward to supporting its members in advancing workplace equity and inclusion.

**Pam Smith** Committee Convenor



**For 10 years Debbie Milne has been the face of St John the Apostle at Florey in the ACT.**

Debbie is Office Manager and takes pride in the fact she can put a name to the faces of all the students and parents that pass by her door.

She's been associated with the school for a lot longer than she's been a paid employee, as she started off as a volunteer parent before she began part-time work in the canteen, eventually moving to the office.

"I try to treat everyone as an individual and get to know all the families – how many children they have – when their children will be joining the school," Debbie said.

"I've been to businesses where the receptionist is grumpy and it shouldn't be like that. Everyone should feel welcome at the school."

Debbie's involvement with the children has gone beyond dealing with First Aid issues or accidents. She was involved in a program called Seasons of Growth for children from families who had suffered a loss through divorce, separation or death.

"I was a companion so I would take a group of about six children for an hour a week to discuss issues."

Debbie joined the IEU about four years ago after an assistant principal suggested it.

## First port of call

**"I've been to businesses where the receptionist is grumpy and it shouldn't be like that. Everyone should feel welcome at the school."**

"She pointed out that on the front office I am often alone with children, dealing with them for First Aid or helping them change their clothes if they've split something."

"She said this was a potentially dangerous situation and that getting the support and protection of the Union would be a good idea."

Since she's joined, Debbie has discovered other benefits.

In 2013 she attended Dealing with Difficult People PIP which she found "very interesting".

"I think unfortunately in some schools there is a bit of a 'them and us' situation and support staff think the Union is for teachers, not them."

"I'd like to see more support staff get the information about the Union. I hope I never need call the Union personally but it's nice to know you are supported."

"Regarding this current dispute with the employers, I think I'm okay but if I leave and someone else takes my position they may be worse off."

"I like to support the Union from that point of view."

**Sue Osborne** Journalist



# Visit the art gallery without leaving the classroom

Sydney's Museum of Contemporary Art (MCA) has celebrated the third year anniversary of the opening of its National Centre for Creative Learning, a dedicated space at the museum for education.

Since it was launched in March 2012 it has provided onsite and offsite contemporary art experiences to 70,000 students and teachers from 2000 schools around Australia.

The centre has digital and multimedia studios, creative studios, a dedicated sensory room for the Bella program for students with specific needs and a lecture theatre, seminar room and library.

The number of preschools accessing the centre has increased fifty-fold and the gallery has a specific learning program aimed at early learning centres.

Student and Teacher Engagement Manager Georgia Close said preschools were not traditionally well catered for by museums and galleries so MCA had developed Art Escapades for ages 3-5, a workshop that allows children to explore current exhibitions through the lens of pattern, texture, shape, line or colour.

Georgia said a typical school excursion to the MCA begins with the artwork on display and then moves into the studio space, where there is an emphasis on process rather than product.

"The children may not have something to take home and put on the fridge, but they have developed creative skills with an artist educator," she said.

For schools outside Sydney that may not be able to physically visit the gallery, it offers a series of digital excursions.

Digital Learning Producer Alex White said the digital excursions started in 2012 and through Google Hangouts, Skype or video conferencing, schools can interact with an online artwork and participate in live discussion about it.

Teachers are provided with a digital pack beforehand, which offers different strategies to tackling the artwork.

MCA also provides BOSTES accredited PD for teachers, particularly primary teachers who may not have spent a lot of time on creative art during their teacher training program.

"If they are coming to contemporary art for the first time, we have programs which provide easy teaching strategies so that teachers can have the confidence to talk about art," Georgia said.

For more details and booking see [mca.com.au/learn](http://mca.com.au/learn), phone 9245 2400 or email [learning@mca.com.au](mailto:learning@mca.com.au)

**Sue Osborne** Journalist



"The children may not have something to take home and put on the fridge, but they have developed creative skills with an artist educator."



**Yamba Preschool Director Kerry Hulm was surprised and thrilled when all the politicians active in her electorate responded to her invitation to a morning tea at the north coast preschool.**

Kerry and fellow IEU member Julie Smith decided to hold the tea after being inspired by the Bigger Slice for Early Education campaign and the IEU's Teachers are Teachers campaign.

"I only sent the email out on the Friday for the event on the Tuesday, so I was happy they could all come," Kerry said.

Member for Clarence Chris Gulaptis (Nats), Independent Deborah Novak, Labor's Trent Gilbert and Christian Democrat Carol Ordish all attended. The Greens representative sent apologies and a supportive letter about early childhood.

Parents made the cakes and about six attended to advocate for early childhood funding with the staff.

"We gave the polities lots of stats to highlight the fact NSW spends less than any other state on early childhood education," Kerry said.

"We said the funding slice needed to be increased to make preschool more affordable for families and that three year olds needed to be funded too."

Kerry said Labor candidate Trent Gilbert was unaware that NSW was the lowest spending state prior to the tea, and said it was "concerning".

Kerry reported that Chris Gulaptis said the underspending was "shameful" and Deborah Novak said preschools played a really important part in the community.

Gulaptis also raised the issue of equal

pay for early childhood teachers with school teachers.

Kerry has previously encouraged parents to send out letters for the Teachers are Teacher campaign, but she hadn't raised it at the morning tea, so she was pleased a politician was aware of it and raised it unprompted.

**Sue Osborne** Journalist

## Polities eat up early childhood information

# TeachersR Teachers

IEU the Union for early childhood teachers



# Labour bites



## Windsor Castle on strike

The Queen is to face industrial action by members of the royal household for the first time after staff at Windsor Castle voted for work to rule in a row over pay.

Low-paid staff at the castle were balloted in a dispute about leading guided tours, with 84% voting for action. The Public and Commercial Services Union (PCS) claims staff have suffered years of pay restraint and are paid less than the living wage, with new recruits starting on as little as £14,400 a year.

The union said the staff narrowly accepted an unsatisfactory pay offer last year on the understanding that additional allowances for paid-for tours and other skills such as translating would be considered this year.

PCS general secretary, Mark Serwotka, said: "These loyal workers are the public face of Windsor Castle and with this vote their message to their employer is loud and clear. Staff should be properly rewarded for their commitment to ensuring visitors from around the world can fully enjoy their time at the castle." (Source: *The Guardian*)



## Surprise surprise Wal-mart misbehaviour

The United Food and Commercial Workers International Union has asked the US National Labor Relations Board to force Wal-Mart to reinstate employees at five stores, accusing the retailer of closing the locations to retaliate against workers for attempts to organise for better pay and benefits.

Wal-Mart Stores, which announced last week that it was temporarily closing five stores in Texas, Oklahoma, Florida and California to fix plumbing issues, denied the union's claims. It said it would work to reopen the stores, which employed about 2,200 people, as quickly as possible.

"We don't believe there is any basis for an injunction," the world's largest retailer said in a statement.

The Union said Wal-Mart closed a store in Pico Rivera, California, because it has been a center of worker activism in recent years, including having the first U.S. strike in 2012. The union claimed Wal-Mart shut down the other four stores as cover for the move. (Source: *Reuters*)



## Fight for \$15

Workers in more than 200 US cities walked out on jobs or joined protests bankrolled by organised labour in latest bid to raise minimum wage

The protests are calling for a minimum wage of \$15 an hour in the US, more than twice the current federal minimum of \$7.25.

Speaking at a protest in San Francisco, Karen Joubert, a nurse and Fight for \$15 organiser, said: "When you pay someone a decent wage, it helps him to get better healthcare and take care of his family.

The strikes are fuelling a national debate over low wages in the US. President Barack Obama has been pushing unsuccessfully for a national raise to \$10.10.

But a national increase still faces stiff opposition. The International Franchise Association, the world's largest organisation representing franchise owners, called the Fight for \$15 protests "a multimillion-dollar public relations campaign designed to mislead the public and policymakers". (Source: *The Guardian*)

## Fair Work Ombudsman unfair

The federal workplace watchdog has been criticised for not prosecuting a Taiwanese company that brought Chinese workers into Australia, paid them no wages for months and left them to live on a \$15-a-day "food allowance".

Taiwanese company Chia Tung Development underpaid 13 Chinese and 30 Filipino workers more than \$873,000 for labour performed in regional NSW over six months to February this year.

The construction union said on Wednesday that the company should have been prosecuted given the extent of the abuse perpetrated on the workers.

The Chinese employees were promised about \$10 an hour but were paid no wages for three months and only received a \$15 a day 'food allowance'.

Almost 30 workers lived in a five-bedroom house with one toilet at Nowra, with nine sleeping in the living room. At Narrabri, six workers lived in a worksite office, while four lived in an onsite demountable.

Chia Tung unlawfully deducted fees for visa processing, flights, insurance, food and transport from the wages of the Filipino workers.

Despite the severity of the offences and the level of underpayment, the Ombudsman did not try to prosecute Chia Tung through the courts but opted to seek an enforceable undertaking from the company, arguing it achieved outcomes that would not have been possible through litigation. (Source: *AFR*)

# Let an exchange into your life

There are still some exciting exchanges available to Canada commencing January 2016, including Catholic primary positions. These are now on the Union's website (teacher exchange). For those members who have already applied for an exchange for next year, you too are being placed on our counterpart in Canada's website.

So stay positive and let's hope for some 'exchange' news soon, any of the stories below could be you. Please contact Exchange Coordinator Helen Gregory on 82028900 or email [helen@ieu.asn.au](mailto:helen@ieu.asn.au) for news and further details.

Here's some exchange news.

This was going to be our year for a sea change, except that it was a snow change. And what a change it has been. We arrived at Toronto airport on the night of 30 January 2015, from a hot south coast NSW summer into -7 degrees C and a cold wind funneling through the airport while we waited for our hotel shuttle bus. We arrived in Sugarbush, near Orillia where we were to find our new home for the next 12 months to a baptism of snow. The day I started school, 5 January was called as a snow day, as there had been so much snow that the buses wouldn't run and not many children would go to school. It is amazing to live in the snow and have to drive with winter tyres through blizzards and freezing rain at times. Getting used to helping 26 Junior and Senior Kindergarteners putting snowpants, boots, jackets, hat and mits on has been an experience I'll never forget - then to see them charge out to play in the snow is a sight to behold.

While I teach, my husband John has taken the year off and is being the perfect house husband, cooking and cleaning, while snowboarding every second day at the local ski resort, five minutes down the road. We feel we have embraced the winter and have cross-country skied and snowshoed locally in provincial parks and up to the truly spectacular Algonquin Park. We took a bus trip with the Aussies to Quebec City, which is steeped in history and tradition. We tried ice fishing on Keppenfelt Bay in -40 degrees celsius and survived. For our March break, we went to Niagara Falls and New York City to pack in as many activities as possible

in our time there. Both were mind blowing and the best part for us was the 9/11 Museum. It was confronting and emotional. Seeing Les Mis on Broadway, walking across the Brooklyn Bridge, a ferry tour to the Statue of Liberty, going to the top of the Empire State Building and the Metropolitan Art Museum as well as food on foot tours to taste local food were among the highlights.

It is now Spring, the snow has melted and new adventures await as we begin to hike in the provincial parks, mountain bike their numerous rail trails and sea kayak and canoe the massive amount of lake systems in Ontario. The choices are endless if you love the outdoors.

Four months down the track and we have been away long enough to be missing home, family and friends. However we will have a long eight-week break where we are planning to travel through and explore Quebec, New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland and Labrador. And the exciting thing is when we come back we will have visitors from home. What a great opportunity for them as well!

We saw the ads for the Ontario exchanges. Tell anyone who applies not to hesitate as it will be the experience of a lifetime. They are welcome to email us or checkout John's blog. It is 12 monthsincanada.blogspot.com

Hope it works out. Will email again when we have more adventures.

Stephanie and John Jakimyszyn are from Nowra and exchanged with Chy-Anne and Neil Finney who featured in the last issue of *Newsmonth*.

## Exchange from St Joseph's

**My first exchange position, as a young single in 1996, was so out of my world amazing and I promised myself I would do it again in the future! I believe I stayed at home about five weekends that whole year. I met so many other Aussies on exchange through organised events and the staff at my school became some of my best friends.**

Between this exchange and now I got side tracked getting married and having babies but was lucky my husband saw the value of exchange in our lives. So, here I am currently on my second exchange teaching position in Canada (Woo-hoo!) but with a young family, including a five, seven and eight year old! What a memorable and informative year they are experiencing.

Exchange teaching is a revitalising break from the ordinary. If you are like me and you love teaching and travel then I couldn't recommend it more. Every day in my family's life there's something new to experience: words, foods, sights, accents, rules, architecture, etc. So far this year we've had a Snow Day (gotta love Canada - a day off school because there's too much snow falling!) gone downhill and cross country skiing, snowshoeing, ice skating across a frozen lake, attended exciting ice hockey games,

visited Quebec City for their Winter Carnival (just a little bit chilly at -35c), visited Ottawa where we slide down many free ice slides on tubes and our bottoms as well as skating on the famous Rideau Canal, visited Montreal where we ate yummy French food and attended Jazz and Blues Clubs and visited Niagara Falls. We hope we can fit in so much more over our nine-week summer break traveling throughout Canada and the USA.

Professionally, during both exchanges, I have found adapting to cultural and curriculum changes painless, as leadership and staff are so welcoming and ready to help. Not understanding small things gives you the perfect opportunity to ask someone and therefore get to know them. Teaching in Australia really prepares you if you encounter something puzzling - as Aussies we just adapt and get on with it! It's a great opportunity to learn/teach new concepts and processes when I swap ideas with my colleagues.

Every day teaching and traveling in Canada is a marvel. I'm looking forward to my third exchange.

Rosanne McGrath is on exchange from St Joseph's Riverwood to Mississauga Ontario and exchanged positions with Pamela Van Kooten.





# IEU Activists Conference – stories from the front line



**What is activism? What do activists do? Seventeen participants at the Union's Activists Conference held recently at Leura explored these and many other questions while telling their stories of activism.**

It was in many ways a conference of personal stories.

IEU President Chris Wilkinson in her opening address encouraged participants to share their stories and explore ways of becoming more active in the Union.

Amanda Tattersall, of Sydney Alliance, continued the theme in her dinner speech where she challenged participants to be leaders. True leaders, she said were prepared to act on behalf of others and not just for their own causes.

Amanda told her story of activism from her involvement in student politics, Unions NSWs, GetUp and the formation of the Alliance.

General Secretary John Quessy gave an overview of the story of the IEU from it's early days as a Union of 'masters' teaching in boys schools with a membership of 30 through to the Union as it is today, representing all workers in non-government education with a membership of over 30,000.

IEU Assistant Secretary Mark Northam followed with his own history of activism in the Union. Mark attributed much to his grandmother whose own journey to activism began with her first teaching appointment at Telegraph Point.

IEU Assistant Secretary Carol Matthews gave an overview of the current issues in each sector and explained the role of activists in ensuring members achieved the best possible outcome.

Participants were again enthralled by the story of the Newington dispute as recounted by the then Chapter Rep Michael Davis. Michael told the history of the dispute that was essentially a grass roots campaign that demonstrated the power of collective action. Michael also spoke of the emotional impact the dispute had on him and other members of the Newington Chapter.

Day 3 opened with an explanation from IEU Industrial Officer Robert Seals of the hurdles that must be overcome in order to exercise our right to take 'protected' industrial action. Robert was undoubtedly the best place to do this as he personally filed the 600 plus applications for protected action ballots in the Fair Work Commission. We also saw a brief glimpse of Robert's megaphone technique. The conference concluded in much the same way as

it began with a story from our newly appointed Organiser Keith Heggart. Keith told the story of the development of his activism from his days as a Union member when working in the UK through to his 'election' as IEU Chapter Rep, Branch President and now Union Organiser. Keith's story reminded us that activism is a personal story that can be manifested in any number of ways.

The conference was a great success and plans for next year's gathering are now underway.

**Marilyn Jervis** IEU Organiser

## Lifted sense of value

I've been the chapter Rep at Aspect's South East Sydney School for a few years now. Lately I've been feeling increasingly uneasy about the deteriorating working conditions of school staff and Australian workers generally, and the declining scope for us to defend our rights.

Thinking I should do something more, I signed up to go to the IEU's Activists Conference held in the April break. What a very good decision that was. I was seriously impressed with the genuine concern for the welfare of employees felt by the active members and officers of the Union.

This really lifted my sense of the value in being more actively involved in the Union. The excellent presentations by members and staff also gave me much more confidence in my understanding of the aims and methods of effective union action.

I would really recommend this conference to anyone who has the opportunity of getting along when it next comes around.

**Brian Roche**  
ASPECT, Marrickville

## Need to stand strong

During the last week of school holidays, I was invited to attend the IEU Activists Conference.

The course presented an informative insight into 'the power of the people', through the opportunity to hear guest speaker Amanda Tattersall, and a complete history of the IEU, presented by John Quessy. We were also educated by Robert Seals as to the process which has led to the current industrial action, and Keith Heggart's personal journey as an activist.

The guest speaker who has awakened me most is Michael Davis: a former school teacher who was instrumental in the Newington College dispute of 2006.

To hear firsthand how the Union can be utilised, and how vital it was in this case, has been instrumental in my realisation that as a unionist I need to stand strong and stand up for my rights (with the CCER case).

The IEU certainly put forward a valuable program for members of the Union throughout our school systems, whether you are an 'activist' or not. It was reassuring to realise that to be an activist, you don't necessarily need to be the stereotypical placard holding person the media presents. The bottom line that rang throughout the agenda is as important now, more than ever: 'our strength is in our numbers'.

**Jenna Maughan**  
St Michael's Primary Manilla  
Armidale Diocese

## Inspiring history

It was both a privilege and a pleasure to spend three days with like-minded activists at the recent Activist Conference in Leura. I was honoured to hear the history of the IEU and inspired by the battles fought and won by passionate unionists in times gone by.

The conference gave me the opportunity to learn about the Fair Work Act, about awards and about the negotiations for fair, just and well deserved workplace conditions. Without the Union we wouldn't have maternity leave, RFF, lunch breaks and workplace protection.

At the end of the three days I walked away more knowledgeable and more determined than ever to continue to be a proud member and activist within the IEU. We are the Union: united we stand.

**Seeta Kildea** Teacher  
St Brigid's Primary School  
Marrickville

## Story of revolt

I was fortunate in being a part of this year's conference that had a strong focus on the collective role of IEU members, organisers, branch members and executive. Together, we have a united voice to ensure our workplace and working conditions reflect our commitment to our jobs.

The conference had a central theme that showed the historical context of unionism and the various changes to workers' rights and working conditions since the early 1900s. I particularly enjoyed the presentation from General Secretary John Quessy, whose interest and passion

for history highlighted the evolution change demonstrated through collective unity of members over the years.

Amanda Tattersall spoke of her journey from university politics to the founder and Executive Director of the Sydney Alliance. She was authentic in her beliefs, astute in her wisdom and passionate about issues involving social justice.

Michael Davis, former IEU Rep for Newington College gave a fascinating insight into a major staff revolt against former Headmaster, David Scott, who in 2006, told 40 senior staff they had to reapply for their various executive positions and work up to four extra weeks a year. There were shades of former Prime Minister, John Howard's WorkChoices rearing its ugly head.

This was a remarkable journey of staff that united in solidarity for common good. They demonstrated courage and resilience under the most challenging of circumstances.

Mark Northam addressed delegates on important issues involving BOSTES and AITSL as well as significant historical changes throughout the IEU's committed campaign for improved working conditions.

Robert Seals gave a highly informative presentation on campaigning and the legal process. I found this particularly interesting in light of the present Enterprise Agreement campaign. Terminologies were diluted and methodically explained in a manner that demystified the often laborious process for change.

I have been involved in education, in both the public and private sector, for over 35 years. I have witnessed significant changes to the status of teachers and their working conditions over this time all due to the hard work and negotiations of the former ITA (Independent Teachers Association), NSWTF (NSW Teachers Federation) and the IEU.

This conference highlighted the need for strong, vigorous membership, solidarity in seeking outcomes that fully engage our members and in the end, give us a voice in educational reform.

My thanks and gratitude for the opportunity to attend and in doing so, acknowledge the work involved from IEU Organisers, Pam Smith, Marilyn Jervis and Helen Gregory.

**Sidonie Coffey** Principal  
Holy Family Primary School  
Merewether Beach



# NSW Independent Education Union

## Balance sheet as at 31 December 2014

	2014	2013
	\$	\$
<b>ACCUMULATED FUND</b>		
General Fund	14,433,170	14,553,007
	<u>14,433,170</u>	<u>14,553,007</u>
Represented by:		
<b>CURRENT ASSETS</b>		
Cash at Bank	2,087,759	1,906,581
Cash on Hand	1,700	1,700
Account Receivables	102,385	43,200
Interest bearing deposits	3,000,000	3,000,000
Others	87,572	80,662
<b>TOTAL CURRENT ASSETS</b>	<u>5,279,417</u>	<u>5,032,143</u>
<b>NON CURRENT ASSETS</b>		
Unlisted shares at cost	17	17
Land and Building	12,750,311	12,587,212
Building improvements ( at cost )	3,812,266	3,738,954
Less: Accumulated Depreciation	(640,283)	(450,752)
Motor Vehicles ( at cost )	530,947	550,742
Less: Accumulated Depreciation	(402,556)	(358,052)
Office Furniture and Fittings ( at cost )	247,657	248,712
Less: Accumulated Depreciation	(140,871)	(121,815)
Plant and Equipment ( at cost )	433,489	512,641
Less: Accumulated Depreciation	(336,593)	(354,738)
Intagibles - Computer Software	622,809	622,809
Less: Accumulated Depreciation	(497,142)	(341,707)
<b>TOTAL NON CURRENT ASSETS</b>	<u>16,380,051</u>	<u>16,634,023</u>
<b>TOTAL ASSETS</b>	<u>21,659,467</u>	<u>21,666,166</u>
<b>CURRENT LIABILITIES</b>		
Accounts Payable and accruals	576,343	425,207
Provisions for leaves	2,798,553	2,744,462
Receipts in advance	212,402	304,491
<b>TOTAL CURRENT LIABILITIES</b>	<u>3,587,297</u>	<u>3,474,160</u>
<b>NON-CURRENT LIABILITIES</b>		
Westpac Loans	3,639,000	3,639,000
<b>TOTAL LIABILITIES</b>	<u>7,226,297</u>	<u>7,113,160</u>
<b>NET ASSETS</b>	<u>14,433,170</u>	<u>14,553,007</u>

# Income and expenditure statement

## for year ended 31 december 2014

	2014	2013
	\$	\$
<b>INCOME</b>		
Membership Subscription	13,129,166	12,418,189
Other Income	799,635	958,786
	<u>13,928,801</u>	<u>13,376,975</u>
<b>EXPENDITURE</b>		
Administration Expenses	4,708,434	4,889,722
Donations	4,200	2,022
Capitation and Affiliation Fees	750,442	652,298
Professional Fees and Services	183,992	471,249
Salaries and Allowances	7,497,725	6,832,427
Superannuation and Associated Costs	903,845	823,131
	<u>14,048,638</u>	<u>13,670,850</u>
<b>SURPLUS/(DEFICIT) FOR YEAR</b>	<u>(119,837)</u>	<u>(293,875)</u>
<b>ACCUMULATED FUND AT BEGINNING OF YEAR</b>		
	<u>14,553,007</u>	<u>14,846,882</u>
<b>ACCUMULATED FUND AT END OF YEAR</b>		
	<u>14,433,170</u>	<u>14,553,007</u>

# Summary of the consolidated financial statements

## for year ended 31 December 2014

The financial statements of the NSW Independent Education Union have been audited in accordance with the provisions of the Industrial Relations Act 1996 and the following summary is provided for members in accordance with Section 263 (2) of the Act.

A copy of the Auditor's Report, Accounts and Statements will be supplied free of charge to members who request same.

Certificates required to be given under the Act by the Accounting Officer and the Committee of Management have been completed in accordance with the provisions of the Act and contain no qualifications.

### Notice to members

Subsections (1) and (2) of section 512 of the Industrial Relations Act 1991, preserved as regulations under section 282(3) Industrial Relations Act 1996, provide that:

s.512. (1) A member of an organisation, or the Industrial Registrar, may apply to the organisation for specified information prescribed by the regulations in relation to the organisation. [Industrial Relations Regulation 1992, clause 60]

(2) An organisation must, on the making of such an application, make the specified information available to the member or the Industrial Registrar in the manner, and within the time, prescribed by the regulations.

### NSW Independent Education Union Auditors Certificate

We certify that the above summary is a fair and accurate summary of the financial statements of the NSW Independent Education Union for the year ended December 31 2014. Our Auditor's Report dated 24 March 2015 on the financial statements did not contain particulars of any deficiency, failure or shortcomings as referred to in Section 514 (5) of the 1991 Act.

SUTHERLAND & COMPANY Ground Floor 4 Railway Parade Burwood NSW 2134



D.W. Sutherland AM JP BA FCA FGIA Registered Company Auditor (Nr. 3835)  
Date: 24 March 2015





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



# Innovator celebrates 30 years in the Union

IEU Organiser Anne Lajoie presents Bev Smith with her 30-year membership badge.

**Bev Smith has been doing new things all her life. She's one of a handful of IEU members who has received their 30-year membership badge aged in their 80s.**

Bev has been a member of the IEU since 1980, even though she actually retired from teaching in the late 80s.

"Receiving the IEU publications on a regular basis helps me stay in touch with the profession. I have two grandsons in Catholic schools and there have been so many changes in methodologies over the years."

Bev started out as a library assistant at Marist North Shore High School around 1969. She gives great credit to the Brothers who encouraged her to take a teaching degree.

"I didn't think I could do it because I had three young children, but they supported me," Bev said.

"But I surprised them because they thought I'd want to teach kindergarten, and I opted for science. I had always wanted to do medicine."

Bev became a science and religion teacher and embarked on a lifelong learning process.

She was one of a few women working in an all boys school at that time, and her approach was different to most of her colleagues.

"They used the cane, women did not use the cane. I had to find my own way of working with the boys. I used to keep them in at lunchtime and they used to confide in me. I felt I needed to know the students to teach them, but a lot of the others would say 'don't tell me that, I can't teach them if I know about that'."

When caning was abolished around 1977, Bev had an

**"In those days children were not believed when they reported on sexual abuse, we were breaking new ground."**

advantage as she had already worked out techniques to control the boys without it.

Bev continued to study and gained numerous qualifications, including a Masters of Theological Studies. She was appointed at the Broken Bay Diocese to look after secondary religious education, pastoral care and sexual abuse across the Diocese.

She received training in dealing with sexual abuse from

psychologist and future NSW Governor Marie Bashir.

"In those days children were not believed when they reported on sexual abuse, we were breaking new ground."

Bev then became involved in a program under the auspices of the Sisters of St Joseph called Seasons for Growth, a loss and grief program. The program is not religious and gives school students coping skills.

Parents requested the program be extended to adults, possibly dealing with bereavement or marital breakdown, and Bev was involved.

She eventually retired from teaching and worked with the adult version of Seasons for Growth around Australia, and of late with female inmates at Silverwater Correctional Complex.

She is still involved with female inmates at the jail today.

"It is a humbling experience for me to be at the jail. The program really works," she said.

Bev said she was surprised and thrilled that the IEU would pay her a visit to present her 30-year badge.



## Active members make the Union

### Chris Wilkinson

President



**Welcome back to Term 2. I hope you are well rested, your batteries are charged and ready to take on the challenges ahead.**

I have just arrived back from the Activist Conference that was held during the Easter break. Thirteen keen and committed members from schools within NSW attended, willing to become more active in the Union.

We all know that an active and dedicated Rep makes for an active and well informed Chapter. These are the members that make the IEU

what it is today and also makes the job of our Officers so much easier when members are kept informed of issues and understand their rights in the workplace.

By the time the conference ended the participants felt they had a better understanding of the workings of the Union, were better equipped to deal with issues, knew the correct procedures to follow and had a willingness to take on new roles within the IEU.

My thanks go to Marilyn Jervis who facilitated this conference and to the many Officers who conducted sessions on various aspects of the IEU.

Term 2 is always a busy time, the weather is starting to cool down as the flu season sets in. Make sure that you all have your flu shot as we are prime targets for catching colds and flu in the workplace.

Best wishes for a good term. Stay well and safe.

## Dispute goes on for principals

### Pam Smith

Principals Organiser



**For principals in Catholic systemic schools, a major focus has continued to be the enterprise agreement (EA) dispute which is unfortunately now into its second year. While IEU has been bargaining in good faith for more than a year about the proposed teacher/support staff EA, at this stage in principle agreement has been reached in relation to key matters.**

Principals remain concerned regarding time frames for the completion of an EA for Catholic systemic principals.

Many of the issues in contention are highly relevant for the employment conditions of principals.

In particular, principals have noted the relevance to them of sick and carer's leave, maintenance of a fair procedures clause in regard to reportable conduct allegations and the need to ensure appropriate protection in the case of suspension.

From a justice perspective, the IEU understands that principals are of course also committed to ensuring the best possible outcomes for the teachers and

support staff with whom they work in the mission of Catholic education. In the words of one principal "everyone loses if conditions are undermined".

The IEU is also aware that industrial disputes, especially stop work action, can be very stressful for principals who can feel conflicted between their loyalty to their staff and the expectations of their employers.

In regard to other matters, the IEU is very appreciative of the contribution made by many principals members to the diverse activities of the Union.

For example, a special 'thank you' is extended to Lorrae Sampson, Executive Principal of Shoalhaven Anglican Schools, for her input on leadership to the IEU women's forum at Nowra on 26 March. The feedback was very positive about Lorrae's reflective insights and practical advice.

Principals' Branch president Sidonie Coffey was also a participant in the IEU's 2015 Activist Conference held during the second week of the Easter vacation period.

The Term 2 Principals' Branch meeting was held on 2 May at the Union's Parramatta office. Some principals eligible to receive a 30-year membership badge were invited to join Branch members for morning tea.

## Why is our work worth less?

### Louise Glase

Vice President

Teachers, Non-Systemic



**Independent schools are a diverse and dynamic part of the education system within Australia. The complex and often unique circumstances within independent schools are well-known but have become increasingly obvious in the negotiation and settlement of the various enterprise agreements currently up for renewal.**

I am a teacher at an independent Catholic school and my employer is proposing a shift from an incremental system, where teachers advance pay scales on an annual basis, to a three-band model, where advancement and pay increases are dependent on the successful application to the next band.

If we agree to this, teachers, like myself, that are already on the top 'step' would automatically transition to Band 3 but colleagues that are on Step 11 or lower would need to go through a rigorous application and accreditation process that has been likened to completing a university course, with little school-based support.

The proposal would also see us paid less than teachers at other schools on the same model. Why is our work worth less? For my school this is an ongoing debate and one that my chapter will continue to discuss and seek advice from the Union as we begin Term 2.

For those Catholic independent school Chapters yet to finalise and agree upon their new enterprise agreements I urge you to open the conversation among your colleagues. Call a chapter meeting of members as soon as possible and invite your IEU Organiser along.

## The colour purple



**The Monaro Branch celebrated International Women's Day with a well attended dinner where members were invited to share their story.**

Branch president Margot Firth explained why the colour scheme of purple, white and green was adopted in 1908 to symbolise the plight of suffragettes.

She said that purple symbolised justice and dignity, white purity and green hope.

IEU Organiser Lyn Caton outlined the challenges for gender equity. Key issues

identified for 2015 include balancing work and family, career planning, employment security, closing the pay gap and financial planning.

Guest speaker Myriam Chrystal from NGS encouraged those present to use the expertise of a financial planner. The resounding message for members was "a man isn't a financial plan".

**Berna Simpson** IEU Organiser

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# News from the ACT

## Leah Godfrey

Vice President ACT



### IEU and CCER ready for a vote in ACT congregational schools

The Union has engaged in negotiations with the Catholic Commission for Employment Relations (CCER) since mid 2014 for a new multi-enterprise agreement (MEA) to apply to teachers in the three ACT Catholic Congregational schools, Daramalan College, Marist College and St Edmund's College, Canberra.

The last pay rise received by teachers was in July 2013. After consultation with members the Union agreed in late 2014 to modest pay increases:

- 1% increase from the first full pay period on or after 1 July 2014
- 2.25% increase from the first full pay period on or after 1 July 2015
- 2.5% increase from the first full pay period on or after 1 July 2016.

This was not the end of negotiations. Employers had previously sought to reduce sick leave accrual, and develop a system where sick leave is accrued throughout the year rather than at the commencement of each year of service. This proposed change was withdrawn by schools in February this year, following

strong opposition by members. The IEU held Chapter meetings at Daramalan College, Marist College and St Edmund's College late last month where members overwhelmingly supported motions rejecting the unacceptable Catholic ethos clause and ongoing delays in pay rises. Employers, not wanting to further delay the making of the agreement, have advised the IEU that the schools are prepared to maintain the status quo at this time. The IEU and CCER are ready to proceed to a vote on a new agreement.

### Catholic systemic schools

Teachers and staff of Catholic systemic schools turned out in overwhelming numbers during protected industrial action last year and were fully supportive of the planned stop work on Tuesday 28 April. Thank you to our Union staff for all of your hard work and to members for your support during this campaign.

In my experience as a member and Rep I have quickly learned that knowledge is power for members. Stay tuned to the Union's website, Facebook and Twitter feeds to keep up to date with current negotiations. For all Reps and members of school chapter committees make sure you register for the Reps Training Day to be held at The Brassey of Canberra on the 8 May. Casual relief is paid for by the Union.

# Allow us to teach at our best

## Bernadette Baker

Vice President Systemic Schools



Welcome back after a well earned break (even though I know that you would have spent several days preparing for this term). The dispute with the employers has ebbed and flowed over the last couple of weeks. It is because of our strength and collegiality that we did not give in to reduced working conditions for members.

One of the sticking points was the 30-minute uninterrupted lunch break. It seems that several schools have different

arrangements which means there is no 30-minute break due to specific local conditions. Speaking with colleagues across many schools it is the one thing that directly impacts on their working day every day.

This time is the release valve in a busy day. I know that we may eat our lunch at our desk while marking, prepping the afternoon lessons and dealing with the multiple tasks that need our attention, but that is our decision.

Sometimes we even have time to go to the bathroom. Sometimes we get to go to the staff room for adult conversation. This minimum of a 30-minute break allows for down time, 'brain space', for our own mental health and wellbeing and to allow us to be the best teacher for our students after lunch.



## Join the online conversation

Join the IEU social group & keep up to date with us...  
[www.facebook.com/ieunswact](http://www.facebook.com/ieunswact)

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# Welcome Refugees rally

The IEU joined hundreds of other organisations and individuals across Australia calling for a new, just and humane approach to asylum seekers and refugees.

A good number of IEU members, staff, families and friends joined around 3000 people to hear speakers and march from Belmore Park to Victoria Park in Sydney at the Welcome Refugees rally and march on Sunday, 19 April.

The rally was endorsed by the IEU along with other unions, religious orders, church groups, ethnic councils, social justice groups and organisations such as Chiloout.

An IEU contingent gathered to show their support for welcoming asylum seekers coming to Australia, and to protest against the Federal Government's treatment of asylum seekers, including placing men, women and children who are legitimate refugees in indefinite detention. The IEU joined other unions to march behind the Unions for Refugees banner.

The good showing from unions and a key speech from ACTU President Ged Kearney was noticeable and should help get better policies at the ACTU and ALP conferences over the next few months.

## Speakers at the march included:

Ged Kearney, President ACTU, Dr Sue Wareham, Medical Association for the Prevention of War, Kyol Blakeney, President Sydney Uni Student Representative Council, Lydia Shelly, Islamophobia Register and Shokufa Tahiri, Hazara refugee. ACTU President Ged Kearney's speech was inspiring and was reported in depth

in the SMH of 19 April. Ged asked the crowd to imagine going back to the Tampa time and to imagine if one of our political leaders chose words such as 'We can help' or 'Come be safe' or 'Welcome to Australia' instead of 'Stop the boats'.

Ged Kearney privately acknowledged the work and assistance of Chris Watt, the IEU's Federal Secretary, in the ACTU's Refugee Policy.

Ian Rintoul, from the Refugee Action Coalition, read a message on behalf of asylum seekers on Manus Island. The message thanked those present for giving up their time to attend the rally and for their support with their struggle.

## Members are invited to:

1. Sign the Getup petition to close Manus Island and Nauru detention Centres
2. Add the petition to your Facebook page or Twitter account. Links to do this are at the bottom of the petition webpage and are easy to use, and
3. Distribute the link to the petition to your own email list, and encourage others to sign and distribute.

Here's the link to sign and distribute the petition: <https://www.getup.org.au/campaigns/refugees/shut-down-manus>

**Ann-Maree McKewan**  
IEU Organiser



Join the conversation  
[facebook.com/ieunswact](https://facebook.com/ieunswact)



## May giveaways



### The Honourable Woman

BBC DVD (MA)

Three DVDs to give away

As a young girl Nessa Stein (Maggie Gyllenhaal) witnessed the assassination of her father by the armed wing of the Palestinian Liberation Organisation. Now in her late thirties, Nessa is at the forefront of the Middle East peace process. She must fight forces that are conspiring against her as she awards a highly lucrative contract to a Palestinian businessman. When he is killed, Nessa and her brother come under the close scrutiny of Whitehall and the Secret Intelligence Service. Set against the gripping backdrop of government paranoia and espionage, The Honourable Woman tells the story of one women's journey to right the wrongs conducted in a past life.



### Fire Eye

Author: Peter D'Plesse

Publisher: Short Stop Press

Three books to give away

Adventure turned nightmare: how did Alexander Dulaine's search for a lost aircraft become a life and death struggle in the unforgiving Australian landscape. Fire Eye is the first novel of Peter d'Plesse, who has written articles on education, the outdoors, and aviation and is a pilot rated for aerobatics and formation flight.



### Top Gear, The Perfect Road

Trip 2

BBC DVD (PG)

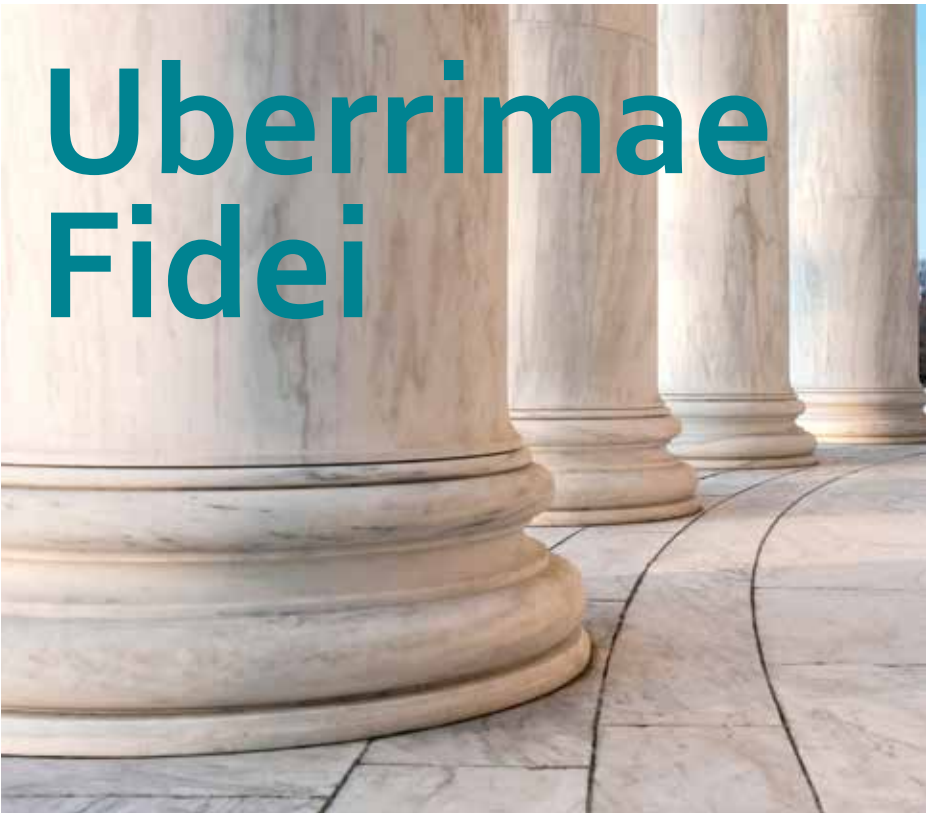
Three DVDs to give away

Jeremy Clarkson and sidekick Richard Hammond try their perfect road trip again, this time in Italy – 500 miles from Venice to the Isle of Capri taking in some stunning coastline in the McLaren 650S and its fellow zoomph clubber the Lamborghini Huracan. Throw in the hybrid McLaren P1 and the boys mean business, although on the Isle of Capri they have two final cars: Ford Capris!



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 19 May.





ngs  
Super

Bernard  
O'Connor

NGS Super



This Latin term represents a cornerstone of all contracts of insurance and translates as 'utmost good faith' for both parties to the contract. The concept originated in common law, but was codified in the Insurance Contracts Act 1984 and is now an implied term in every Australian contract of insurance.

Interestingly, the concept of utmost good faith sits as a polar opposite to the traditional principle of contract law, which is 'caveat emptor' or 'buyer beware'. This puts insurance contracts in a special position in relation to the body of contract law.

Insurance offered through industry superannuation funds is provided via a contract between the trustee and the insurer and terms such as 'group life' and 'salary continuance' are usually used to describe such contracts. Members of the fund are the beneficiaries of these contracts and the trustee has a legal obligation to act in the interest of members as a fiduciary.

However, the contract of insurance between the trustee and insurer contains no element of fiduciary obligation – it is simply governed by the terms and conditions of the contract. The insurer has no fiduciary obligation to the member, only a contractual duty.

So the obligation of utmost good faith applies to the insurer at point of claim. If the member is covered at the time of illness or accident and the conditions of the contract are met, the insurer is bound to pay the claim according to the agreed terms. If a problem arises, it is the duty of the trustee to pursue the claim in the interest of the member. However, if the claim is outside the terms of the contract of insurance, the trustee has fulfilled its obligation and is not obliged to do anything further.

Acceptance and payment of such a claim would mean that the other members of the fund would be paying

the claim from their accounts and the trustee would actually be in breach of its obligation to the membership as a whole. The overriding principle here is the 'sole purpose test,' which requires the trustee to provide the maximum retirement benefits to members and their dependants.

However, with group contracts of insurance there are complexities that are built into the contracts, such as eligibility requirements, which are necessary for the equity and overall balance for the members as a group. In short, some terms of group insurance policies are built into the contract to help keep the premiums low for all members. Eligibility requirements such as the 'at work test' are particularly relevant upon joining a fund, when a merger takes place or when significant changes to the policy take place. If this requirement is not met, any claim may not be paid.

The utmost good faith requirement is also significant when fund members apply for increased insurance or for any change in cover, which requires filling in a form or providing information to the insurer. The applicant must answer all questions honestly and completely disclosing all material facts. If there are questions on the form, they should be read and answered under the uberrimae fides principle. A cursory answering or ticking the 'no' box could result in non-payment by the insurer at time of claim. For example, in the case of a member applying for a higher level of death cover who does not disclose a pre-existing condition or who fails to answer other questions honestly may, on the face of it, receive the cover.

At point of claim, or in this case, the death of the member, the insurer will be provided with a complete medical history of the deceased and may void the contract on the grounds of non-disclosure. The position of the insurer is simple – if the member had disclosed the information requested on the form, the higher level of cover would not have been provided. The contract is void and the higher level of cover will not be paid.

It is important to understand how your insurance works as a member benefit provided by your fund and in utmost good faith I can tell you it is a valuable protection to have in times of need.

(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.)

## NSW/ACT IEU Executive

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**Assistant Secretary**

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Michael Hagan

Mater Maria College Warriewood

Tina Ruello

Catherine McAuley College Westmead

James Jenkins-Flint

St Brigid's Primary School Marrickville



## PD and Conferences Calendar

**Term 2:**

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

9 May: IEU & UNSW present:

De-Mystifying Accreditation, Kensington

11 May: TeachMeet:

Sustainability, Lismore

16 May: Mathematical Association of NSW:

Stepping Outside the Square, Wollongong

21 – 22 May: Securing Our Future Conference, Ultimo

23 May: English Teachers' Association NSW:

Teaching English Studies, venue TBC

23 May: Science Teachers' Association NSW:

Meet the Markers, Kensington

26 May: English Teachers' Association NSW:

Leadership in English Faculties, Webinar

1 Jun: PIP: Anti-Social Media, Liverpool

10 June PIP: Anti-Social Media, Dee Why

12 Jun: Science Teachers' Association NSW:

Chemistry Teachers' Conference, Kensington

21 Jul: English Teachers' Association NSW:

Leadership in English Faculties, Webinar

29 Jun: Accreditation at Proficient Workshop,

Ultimo

3 Jul: Starting Strong, Ultimo

**Term 3**

Wk 6: 17 Aug – 21 Aug

21 Aug: Support Staff Conference, Ultimo

Wk 7: 24 Aug – 28 Aug

29 Aug: Early Childhood Sector Conference, Ultimo

**Term 4**

Wk 2: 12 Oct – 16 Oct

16 Oct: Environment Conference, Ultimo

**TeachMeets**

Various locations in NSW/ACT

**Pedagogy in the Pub (PIP)**

Various locations through NSW/ACT.

Topics include:

Anti-Social Media

Dealing with Difficult People

Maintenance of Accreditation at

Proficient

Work Hoarse: Voice Care

An Indigenous Perspective

**Check [www.ieu.asn.au](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.

### Reps Training 2015

Topics covered will include:

Current Issues

Teacher Performance and

Development – Industrial implications

Analysing your membership

Understanding you Agreement.

Both introductory and Advanced courses will be offered including:

7 May Fairfield RSL

8 May Canberra Brassey

31 July Griffith (tba)

**Check [www.ieu.asn.au](http://www.ieu.asn.au) for updates**

### Our locations

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

Parramatta 12-14 Wentworth Street, Parramatta NSW 2150 (02) 8202 8900

Newcastle 8-14 Telford Street, Newcastle East NSW 2302 (02) 4926 9400

Lismore 4 Carrington Street, Lismore NSW 2480 (02) 6623 4700

ACT Unit 8, 40 Brisbane Avenue, Barton ACT 2600 (02) 6120 1500



Don't miss the opportunity

# Securing Our Future Conference

## Best Practice Induction and Mentoring

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

### Keynote speakers:

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

### Other speakers include:

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

**21-22 May Ultimo, Sydney**

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



**IEU**  
NSW ACT Independent Education Union

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

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



For more information go to [www.ieu.asn.au](http://www.ieu.asn.au) or to RSVP [kayla@ieu.asn.au](mailto:kayla@ieu.asn.au)

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