

# newsmonth

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The newspaper of the NSW Independent Education Union and the NSW/ACT branch of the IEUA (vol 35 #8) December 2015

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# Postcards hit home

**IEU members have achieved a win on behalf of their colleagues in the Wilcannia-Forbes Diocese.**

Teachers and support staff working in schools in the remote Wilcannia-Forbes Diocese were left feeling isolated and disadvantaged by a ruling by Director of Schools Anthony Morgan.

In all other dioceses in NSW, school staff are allowed to access long service leave in short blocks of a few days to take their children to important family functions such as weddings, sports carnivals or to settle them into boarding school.

In the Wilcannia-Forbes Diocese, teachers and support staff could only take long service leave in blocks of three weeks or more. This left them unable to attend appointments in Sydney for example, which is a day's travel away.

The diocese covers an area about the size of Germany (50% of NSW), so flexible leave arrangements are vital.

The IEU organised a campaign with members sending Mr Morgan a postcard calling for him to reverse his decision.

At least 300 postcards arrived in Mr Morgan's letterbox. Local media such as the *Daily Liberal*, ABC Broken Hill, *Parkes Champion Post*, *Nyngan Observer* and others took up the story.

The diocese relented to pressure and now staff in Wilcannia-Forbes can request long service leave in short blocks again, giving them the flexibility they deserve in such a remote area.

IEU Wilcannia-Forbes Council delegate Peter Nunn said it was "a wonderful result".

"Staff from 16 out of the 18 schools in our diocese, as

well as the principals, have been waiting for this for over 18 months," Peter said.

"We would all like to thank the IEU Council members who voted for the first motion and then later not only filled in the post cards at the AGM, but also took them back to their own schools, letting staff know of what was happening in Wilcannia-Forbes. Fellow staff members then filled them out and sent them off.

"We would also like to sincerely thank our IEU Organiser Marilyn Jervis for her tireless work to get our diocese back on par with the other dioceses in NSW.

"For many of us it's a sigh of relief when thinking about our family commitments in 2016 and it is great to know the Wilcannia-Forbes CEO is now supporting us. It's just like an early Christmas present."

## HSC markers: Union fights for better pay for online work

**IEU and BOSTES representatives went before the NSW Industrial Relations Commission on 12 November to discuss a dispute over pay for HSC markers who marked papers less than three hours long in the onscreen mode.**

Specifically, BOSTES proposes paying for the marking of the English Paper 1 questions at the rate of \$4.056 per question. The Union argued that under the HSC Marking and Related Casual Employees Rates of Pay and Conditions

Award the correct rate should be \$6.01 per question.

Following a direction of the Commission that the parties further discuss the matter, a meeting was scheduled at the Union's office on 20 November, prior to a report back before the Commission on 26 November.

The Union is concerned that the issue could extend beyond the English paper to other courses where the written paper is less than three hours in duration.

To this end, BOSTES was asked to provide information prior to the meeting on rates per question it proposes to pay in relation to papers of less than three hours that are being marked in the onscreen mode.

The Union also identified that pay slips don't adequately disclose what people are being paid per question, and how many questions have been marked.

This, it believes, is largely the reason why such a dispute had not been

identified and addressed previously. The Union pressed for the disclosure of rates per question and for payment advice to be amended so that members can clearly identify how many questions they actually marked, and how much they have been paid in relation to each such question.

Both parties were due to report back before the Commission at 9am on 26 November 2015.



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# New enterprise agreement proposed for Sydney Catholic principals



## Gloria Taylor

Deputy Secretary

**The IEU has reached 'in principle' agreement with the Archdiocese of Sydney for a one year enterprise agreement (EA) for principals in Catholic systemic schools. The Union anticipates that the proposed EA will go to the vote before the end of the school year.**

The proposed EA includes a new approach to salaries and classifications with a significant step towards parity between primary and secondary school principals' salaries based on enrolments.

It delivers superior salary outcomes, particularly in the longer period. Some principals would also receive significant increases immediately. The proposed EA also incorporates a number of long standing Union claims.

The principal's salary is based on the school enrolment band with progression between steps within each enrolment band on the basis of the principal's contract. The Sydney CEO structure is an initial two year contract (the first step) with contract renewal for a further four years (second step) followed by an additional four year contract (third step).

The model provides that salary levels will be adjusted when an existing principal moves between schools. In the eighth year of appointment at a particular school, discussions would occur concerning the next school appointment.

No current principal will be worse off and all existing principals will receive at least the 2.5% increase in January 2016.

The proposal includes the following features:

- remuneration that recognises principals' experience – progression through salary levels within enrolment bands on the basis of contract renewal terms
- access to professional resources such as phones and laptops to be contained in the EA
- arrangements relating to principals' renewal leave
- the flow through of personal/carer's leave and other conditions recently settled for teachers, and
- the inclusion of casual principals' rates as well as references to casual principals in the EA.

During the life of the EA the parties will discuss how principals can attain lead or highly accomplished status and receive appropriate additional allowances.

The IEU is pursuing similar outcomes for principals in other NSW and ACT dioceses. As a first step, we anticipate an administrative payment of 2.5% to NSW principals to enable discussions to continue early in 2016. The quantum of the payment to ACT principals is still under discussion.

# Compliance confounds VET teachers



## Mark Northam

Assistant Secretary

**IEU members teaching Vocational Education and Training (VET) subjects, particularly tourism, travel and hospitality, are seeking urgent clarification relating to the provision of the above subjects in school subject selections for 2016 and beyond.**

The second draft of a training package, developed by Service Skills Australia, will

in all likelihood diminish the availability of VET subjects in the school curriculum.

Central to teacher dissatisfaction is that industry groups support and endorse three years recent industry experience.

To mandate recent industry experience is to stymie the function of schools. To assume that teachers cannot teach and assess a particular course is unproductive.

University qualifications supplemented by industry 'training' is devalued in favour of 'assessors having a working knowledge of industry in order to make the final decision as to the competency of the learner'.

The Union understands that employer delegates are opposed to the proposal.

The IEU has formally contacted the Catholic Education Commission seeking a statement of support for teachers.

Put simply, industry needs are being advanced in a manner that is unwarranted and unnecessary. The Tourism, Travel and Hospitality Training Package will be submitted to the Department of Education and Communities this month.

The IEU trusts the situation will be resolved and that schools and students will not be disadvantaged. See the IEU website for updates.

## Accreditation: Union questions need for fifth year report

**BOSTES has signalled a review next year of the Maintenance of Accreditation Report. The IEU's preliminary view based on member experience and feedback is that the submission of a report is not warranted. The report demonstrates how classroom practice has continued to reflect the Australian Professional Standards for Teachers.**

Your Teacher Accreditation Authority (TAA) (read your employer) will make their decisions on a teacher's ongoing demonstration of the Standards, completion of PD and submission of a

copy of the report to BOSTES. Members report this process can be inordinately lengthy and question the function of submitting a copy of an employer driven process to BOSTES.

**"Competing compliance is not in members' best interest."**

The provision of the report when members are engaging with AITSL

processes further questions its purpose.

In terms of compliance and managing teacher workload, the emergence of AITSL requirements, that is goal setting, planning PD requirements and reflective practice appear to make the need for the submission of a report after five years (seven years if a casual) maintenance report superfluous.

A dual approach (both BOSTES and AITSL) to compliance is unwarranted. Competing compliance is not in members' best interest.

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# Some things change, others stay the same

## John Quessy

General Secretary



**On 1 January 2010 the NSW Government referred its industrial relations powers to the Commonwealth for all private sector workers leaving only public servants covered by NSW Awards and regulation by the State Industrial Commission.**

Employees of the 11 Catholic dioceses moved into the federal industrial relations system at that time, under what the IEU described then as an 'orderly transition', whereby we replicated the existing state awards and state enterprise agreements into federal enterprise agreements (EAs).

Even before 2010 the Union had been making federal EAs in the independent school sector and for some early childhood services and private post secondary colleges.

This was all possible because when our members join the Union they join two bodies, the state organisation (NSW Independent Education Union) and the federal body (Independent Education Union of Australia NSW/ACT Branch).

For most of our existence we operated almost entirely from the state organisation with that body making all decisions, employing staff and owning

the assets of the Union. Over the past few years as our work has become almost exclusively work in the federal jurisdiction and operating under the *Fair Work Act* (and related legislation) that has been gradually changing although most members would scarcely have noticed.

We are fortunate that our State Executive and Federal Branch Executive are made up of the same people and although they meet as different bodies we have been able to transact Union business in the appropriate forums. We are committed to ensuring that the rules and practices of our Union reflect the reality of what we do and how we do it.

The coming year will see some further changes both financial and organisational. On a financial level the majority of our business will be conducted by the Branch with the state organisation responsible for real assets such as property. The employment of current staff will transfer from the state organisation to the federal branch, a requirement of the *Fair Work (Registered Organisations) Act*, the legislation under which we operate.

Part of the commercial changes are that member fees will be paid directly into the Federal Branch account rather than into the account of the state organisation and these changes will be phased in so that most members will not need to take any action to facilitate these arrangements.

There is a need to make some changes to the rules of both the state organisation and the branch of the federal Union and much of the preliminary work on this has been done leaving the formalities to be completed in the first half of 2016.

The purpose of these rule changes will be to ensure that the democratic and representational structures of the IEU continue in their current form. The supreme decision making body of the state organisation is the Council made up of elected delegates from the 20 branches, the Union Executive and the professional and Industrial officers of the Union.

Almost all the business conducted by the Council is now of a federal nature and should be conducted in a Federal Branch forum. At present the Branch rules do not include sub-branches or Branch Council. The rules will be amended to set up these structures in terms similar to the bodies that currently operate. Once established these will replace the existing bodies however the timing of this is largely in the hands of the Fair Work Commission.

The principle of these modifications has been discussed and approved by the current State Executive and Council as well as the Branch Executive. It is agreed that the existing local Branch and Council structures will be replicated for the federal Union modified only for any compliance requirements of the *Fair Work Act*. The relevant bodies will consider specific amendments in coming months.

While all this is necessary to comply with the existing legislation under which the Union operates, it is likely that the vast majority of members will notice no change. Your Union will continue to be the NSW/ACT IEU with the same officers and staff and will still provide the same high level of service, advice and advocacy for members.

## Christian school teachers voting on new MEA

### Carol Matthews

Assistant Secretary



**At Newsmoth press time teachers in nearly 50 NSW Christian schools were voting on a new Teaching Staff Multi-Enterprise Agreement (MEA) which will be in force until the end of 2017.**

The Union is recommending a 'yes' vote on the MEA.

The Union has been in negotiations with Christian Schools Australia for more than 12 months on the new MEA. The previous agreement expired at the end of 2012.

Teachers received interim pay rises in 2013, 2014 and 2015 but the Union had been unable to reach agreement with employers over the terms of a new MEA.

Schools had insisted that any new MEA reduced existing conditions, including personal carer's leave, long service leave and redundancy pay, in exchange for further pay rises. The IEU has consistently rejected such reductions in conditions.

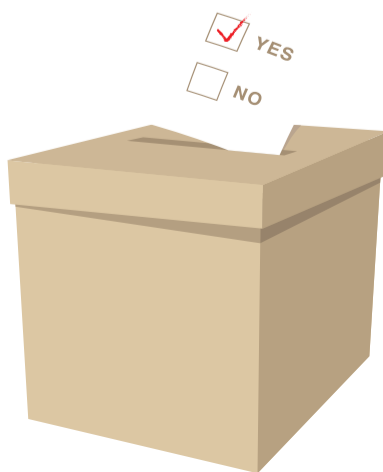
The Union has now reached agreement with schools for increases of between 2% and 2.25% in February 2016 and February 2017 without a reduction in conditions.

In addition pay increases recommended by Christian Schools Australia for February and August this year will

also be legally enforceable in 46 of the schools covered by the MEA.

The increases over the period of the MEA are above predicted inflation levels and broadly in line with those being paid in the sector. The rates of pay continue to be above those applying in government and Catholic systemic schools. Members with queries should not hesitate to contact the Union organiser for their school.

**"The rates of pay continue to be above those applying in government and Catholic systemic schools."**



*Continued page 8*

### Catholic independent pay rises

The ballot result has just been declared in the vote on the teachers and support staff agreements in about 35 NSW Catholic independent schools.

A Teachers Multi-Enterprise Agreement (MEA) and a Support and Operational Staff Multi-Enterprise Agreement (MEA) will apply to all but one of the schools. Santa Sabina College will be covered by its own separate teachers and support staff enterprise agreements. In total, the agreements will apply to more than 3000 teachers and 1500 support staff.

Because of errors in the electoral rolls detected in one school after the vote had commenced, the vote in that school has been deferred for more than a week to allow the voting process to recommence with correct rolls.

The Union has been advised by the Catholic Commission for Employment Relations (CCER) that employers will now pay the long overdue increases where employees have voted for the agreements.

Back pay will also be paid as soon as possible, without waiting for formal endorsement of the agreements by the Fair Work Commission.

The Union will have further discussions with members in the one school where teachers voted against the proposed MEA as to the next step.

The Union thanks members for their patience during this long and trying period.



## Aboriginal and Torres Strait Islander working party begins journey

**The IEU Aboriginal and Torres Strait Islander Working Party had its inaugural meeting in November to discuss its future journey with the Union.**

The working party consists of Aboriginal Education Workers (AEWs) Kylie Martinez, Karen Andriske, Vincent Cooper and Denise Kelly, Sydney CEO Aboriginal Education Officer Elizabeth Burke and IEU Organisers Lyn Caton, Karen Forbes and Jackie Groom. IEU Deputy Secretary Gloria Taylor is the convenor.

Upon convening the meeting Gloria highlighted the fact that many AEWs in non-government schools have qualified as teachers, but are not being employed as teachers. Consequently many move to Department of Education schools.

She said it is "time for us to work towards improvements for our

Aboriginal and Torres Strait Islander members and so we invite you to attend to start the conversation that will allow us to identify our goals and set the targets to reach those goals."

"As a Union we believe that increasing Aboriginal and Torres Strait Islander peoples' participation in further education is critical to Aboriginal and Torres Strait Islander economic development."

Kylie, at The Assumption School, Bathurst, said the group of people gathered for the working party would fill a gap.

"I've been in education a long time and I wanted to step up and say what's working and what's not," Kylie said.

St John's College Dubbo AEW Karen said the working party was giving Aboriginal and Torres Strait Islander staff a voice.

"We can share our passion for our culture and a basic understanding of it with people at the Union," Karen said.

"We may have been holding back previously but the working party gives us a chance to express all our thoughts and share our journey with others."

Elizabeth said the working party could provide representation across all systems through the IEU, and identify issues in all workplaces affecting Aboriginal and Torres Strait Islander staff.

"We can work together to clear pathways in the systems," Elizabeth said.

It was Vincent's idea to form the working party; he suggested it through the IEU's Hunter Valley Branch, as he works at St Joseph's High School in Aberdeen.

"There was a strong need for Aboriginal and Torres Strait Islander

representation within the IEU," he said.

"We want more AEWs to join the Union, that is the main goal. The working party can put forward the Aboriginal perspective and raise cultural awareness in schools.

"There's a lot of lip service paid to this but it's not always followed up by action."

Denise, of St Marys Catholic School, Wellington, said the support of the Union would allow the group to raise issues that they deal with on a daily basis and seek further action.

The working party will meet again on Tuesday 16 February, 9.30am - 1pm.

**Sue Osborne** Journalist

## Up to date Reps serve members well



Chris Boylan



Adrian Di Qual



Margaret Adams



Mary Williams

**"Teachers are busy keeping up with curriculum and don't always put themselves first, so it's good experts from the Union can do that work on our behalf."**

**Getting their heads around the new Catholic systemic enterprise agreement has been the catalyst for a number of Reps to update their knowledge at Union training sessions.**

Margaret Adams of All Saints Primary School Liverpool has been the IEU Rep since she started at the school 20 years ago.

She went to the recent Reps training to update her knowledge on the agreement.

"It's such a big thing I just want to make sure I know how it works," Margaret said.

"There have been a lot of questions around it. The training has been very useful because I can go back armed with information to share with my colleagues."

Union recruitment isn't a big issue at Margaret's school, which has always enjoyed 100% membership, even among support staff.

However, for Adrian Di Qual at Champagnat Catholic College (formerly Marist College Pagewood) having a "point of contact" at the school who is up to date on legal rights and responsibilities is "fundamental".

"Outside of the principal who else is there to go to? If you have a problem with your principal, you need a Rep to talk to about things. There's no one else."

Adrian is a new Rep. He has been teaching biology and junior science at his current school for three years but previously he moved around a lot while undertaking a Masters in Biology.

He plans to set up a meeting for school support staff as soon as he can now that he has learnt more from his training.

"I want to make sure they're clear on their rights and find out if there is anything I can do to help them," Adrian said.

Christ the King Primary Bass Hill teacher Mary Williams has been Rep at the school for as long as she has taught there - about 14 years.

She too wanted to get updated on the new agreement so she could answer any questions staff fired at her.

"If it wasn't for Union training we would only know what the employers tell us about the agreement and that would be as they wanted us to perceive it."

"Teachers are very busy keeping up with curriculum and don't always put themselves first, so it's good experts

from the Union can do that work on our behalf, and I can take that back with me."

"Having this good knowledge helps me get member involved with the Union, and I like coming to training and meeting people from other schools and the Union and finding out how they approach things."

Visual Arts teacher Chris Boylan on "on again off again" Rep at St Paul's College Manly.

While he's not the Rep at the moment, the current Rep was marking HSC papers when the training was on, so Chris came in his place.

"I'm always involved in some way. We have an unofficial Union committee and we all support each other with the work."

"I hope I've got enough highlighted bits in my book [the enterprise agreement] that I can bring back to my colleagues to share," Chris said.

**Sue Osborne** Journalist



# Union works for smooth transition into 2016

## Amy Cotton

Professional Officer



### Early childhood accreditation

The Union has run over 30 information sessions around NSW in the past month. We were determined to bring information to as many towns around NSW as possible, as well as offer an online session for all. The sessions have been extremely well attended. The level of questions and specifics we were able to hear directly from our members has informed the IEU's response to BOSTES.

The IEU submitted a comprehensive response to the BOSTES consultation paper regarding accrediting early childhood (EC) teachers in 2016. In late November, the Union met with several senior officers from BOSTES for further input and clarification.

The IEU had asked two groups of EC teachers to get in contact:

- those who are early intervention (EI) teachers, and
- those who are working in a centre attached to a school.

The Union heard from teachers in both settings from around the state, and we

thank our members for spreading the word via their professional networks that we were looking for case studies.

### Early intervention teachers

The Union has fought hard for the inclusion of EI teachers in the accreditation scheme. At the point of writing, BOSTES have indicated that their draft policy is capable of including most EI teachers.

EI teachers who are engaged with a service (this does not necessarily mean employed by the service – it can be consultancy or working with the service but funded by an outside agency) should be able to seek accreditation at Proficient according to the current draft policy.

The group that is not explicitly covered by the draft are EI teachers who are never engaged with a service. This might include those that work exclusively with children in their homes, mobile services, or as part of charities (with no connection to centres/ services).

The Union will seek further clarity from BOSTES regarding the opportunity for EI teachers not engaged with a service to be accredited at Proficient alongside their centre-based colleagues. If you are in this situation, contact us: [accreditation@ieu.asn.au](mailto:accreditation@ieu.asn.au)

### EC teachers attached to schools

There has been confusion regarding the accreditation process of EC teachers employed in long day care or preschools attached to schools – specifically where

the centre is the same incorporated business as the school.

The IEU objected to this group of teachers being treated differently to their colleagues in non school based centres/ services.

The Union highlighted that the proposed policy requiring EC teachers attached to schools to undertake accreditation as a beginning teacher would breach the Act.

In good news, this requirement has been dropped for early childhood teachers working in non-government sector schools. This means that all IEU members in centres attached to schools will be able to seek accreditation at Proficient if they were employed as an early childhood teacher in the five years before the proclamation date, or between 1 January 2016 to 30 September 2016.

New graduates employed in school based centres after the date of proclamation may still need to undergo accreditation as beginning teachers.

The IEU will watch to see if this new position will be written into policy and endorsed by BOSTES's Quality Teaching Council.

We encourage you to get in touch for clarification about your situation: [accreditation@ieu.asn.au](mailto:accreditation@ieu.asn.au)

### Qualified EC teachers working in Diploma positions

There is a lack of clarity regarding the eligibility of teachers not practising in teaching positions to attain and maintain

Proficient accreditation. If you are an early childhood teacher who is employed in a Diploma or Certificate position, please email your details and a brief description of your circumstance to [accreditation@ieu.asn.au](mailto:accreditation@ieu.asn.au). We are looking for case studies to discuss with BOSTES.

### Pre October 2004 school teacher accreditation

In 2015, the Union has been extremely active advocating on behalf of the non accredited teaching cohort. Great progress has been made, but the current BOSTES consultation policy is still not tight enough for the Union's liking.

Specifically, the Union wants it to be absolutely clear in the BOSTES policy that accreditation at Proficient for pre October 2004 teachers will be a recognition process. The Union advocates that teachers who have worked in primary and secondary settings, as well as teaching qualified consultants and advisors at head offices, should be recognised as Proficient. There should not be additional hoops to jump through, or scare tactics used by employers regarding the 2018 date.

When BOSTES has finalised its policy, the IEU will run information sessions around the state for pre October 2004 teachers regarding accreditation in 2018.



Join the conversation  
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## Salary deductions for laptops not lawful

**Teachers cannot be forced to buy IT devices like iPads and laptops through salary deductions, a court has ruled.**

In Victoria the Australian Education Union has just won millions of dollars back payment for more than 40,000 teachers and principals in a landmark case.

The Federal Court found the Victorian Government made unlawful deductions from the salaries of teachers and principals in contravention of the Fair Work Act, by requiring them to pay for access to the Education Department's laptops directly out of wages.

The IEU has dealt with a similar issue in the Lismore Diocese, where teachers in some schools were asked to buy their own laptops for work purposes with an option to salary sacrifice.

After the IEU raised members' concerns with the CEO the matter was resolved with a favourable outcome.

Cases like this arise from time to time; members with queries should contact their IEU Organiser.

# Present Tense One day stop work by Navitas English staff

## Kendall Warren

Organiser



As regular readers would know, your Union has been negotiating with Navitas English (NE) Pty Ltd to renew the enterprise agreement that expired in July. While agreement has been reached on many matters, the parties have been unable to agree on salary. Consequently, IEU members at Navitas were balloted by the Australian Electoral Commission around taking industrial action to further their claims.

The ballot was declared on Monday 9 November, and resulted in a strong endorsement of industrial action; 127 members were balloted and 79 valid votes were returned, easily enough to pass the 50% of returns required by the *Fair Work Act*. This means that members at NE can legally take protected industrial action.

Often, a successful ballot is enough by itself to pressure an employer into revising their approach, but NE have advised that they do not intend to move from their current offer of 2% per annum over three years.

As a result, a one-day stoppage will be held on Wednesday 2 December, with a rally to be held at the Trades Hall at Unions NSW. All members at NE are encouraged to take part in the action and to attend the rally.

NE Administrative Staff Rep Daniel Laurence said admin staff were strongly in support of taking industrial action, alongside the teachers.

"Over the last few years the workload for administrative staff has grown, while the potential to increase earnings has not; indeed a number of office admin staff had to reapply for their roles and saw a subsequent decrease in their salaries," Daniel said.

"Some admin staff act as trainers, presenting workshops in class every day, and it is felt that the pay does not adequately reflect this. Also, upgrades in step for all admin staff are now based on performance rather than time served, which is a concern, as there is a lack of

transparency in this process," he said.

Daniel said teachers and admin staff from colleges all over Sydney were planning to join the rally.

### Other agreements

Your Union has also commenced negotiations with several other employers. Discussions with UWS College (in conjunction with the NTEU and the CPSU) started in August, and steady progress has been made. It is likely that an agreement will be reached in early 2016.

Meanwhile, negotiations at Insearch UTS are well-advanced, the parties have agreed in principle to a number of matters, and only a few areas of contention remain outstanding. The IEU is confident of finalising a settlement here by Christmas, although teachers are still seeking improved leave conditions.

Your Union has also started the process of negotiations at a number of other colleges, including UNSW Foundation Studies, EF Language Centre, SELC, Sydney College of English, Access Language Centre, Specialty Language Centre and Universal English College.

### Unpaid superannuation

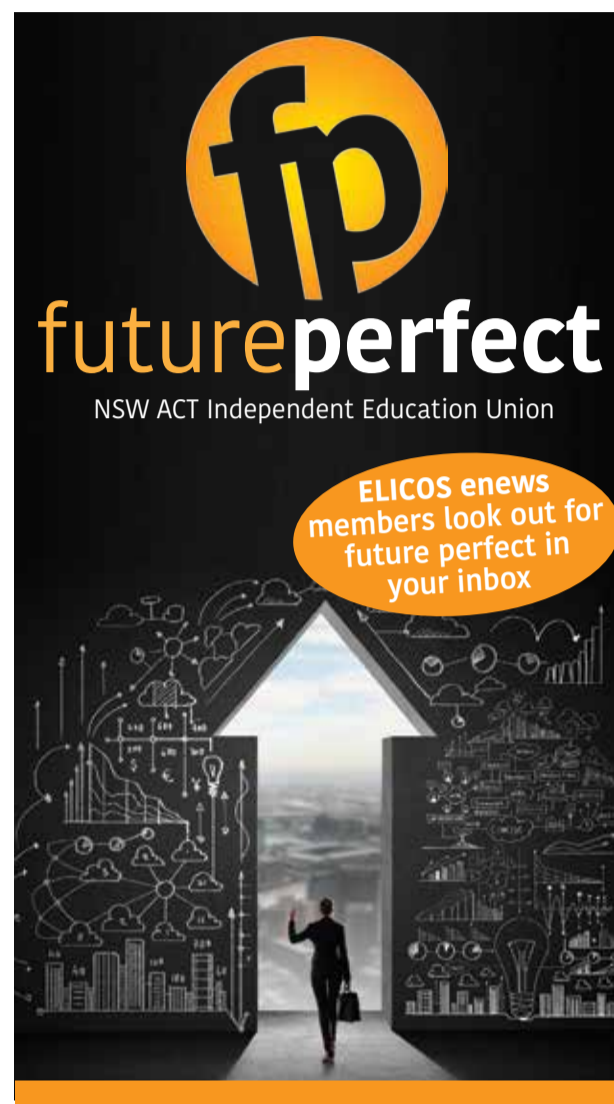
The IEU fields regular complaints from members in private colleges that their superannuation guarantee contributions are not being paid. Colleges often suffer from cash flow problems, and super contributions are no doubt seen as an easy thing to skimp on, given that most people don't look at their super statements very often. In some cases, super has not been paid for over a year.

You should therefore be checking your superannuation statements regularly. Your employer is required to pay an additional 9.5% of your annual salary into your nominated fund (or the default fund, most often NGS Super, if you haven't nominated one) at least once every quarter. This means your fund should receive your employer contributions by 28 January, 28 April, 28 July and 28 October each year.

NGS Super is the designated industry fund for non government education (including private colleges), and is one of the better performing funds. NGS Super will be more than happy to come to your college to give you more specific information on superannuation matters.

### Season's greetings

This will be last Present Tense for 2015. On behalf of everyone here at the IEU, we wish all the best for the festive season. See you again in 2016!



## English syllabus under review

The Senior Years English Draft Writing Brief Board Curriculum BOSTES meeting was held recently to consult with important education stakeholders, including employer groups, parent organisations, professional associations, universities and unions.

This consultation is part of the Syllabus Review process, which is at phase two in a four phase timeline. Regular IEU Rep Olivia Gollan who was unable to attend the meeting.

Despite the request to separate assessment, including the HSC examination, from syllabus considerations, participants (particularly practising teachers) were well aware that some draft proposals would require changes to assessment procedures. The proposal to add a written examination to Extension 2 English is an obvious example.

These are some of the shared responses to the draft proposals:

- rejection of adding a written examination to Extension 2 English
- rejection of common content as part of Extension 1 English
- acceptance of common content for Standard/Advanced courses as well as course-specific modules

- agreement that the Area of Study should be dropped
- rejection of an independent research project in Preliminary Advanced English, and
- rejection of having an English Studies HSC examination, either compulsory or optional.

Some strong concerns were expressed about the workload for students and teachers. The following suggestions were supported:

- that the Advanced modules be reduced from three to two, and
- that other related texts for Standard English be assessed internally.

IEU members are encouraged to respond to the BOSTES surveys. It is worth remembering that group submissions, such as that of the English Teachers Association, have more weight than individual ones.

### Peter Moore

IEU BOSTES Committee Representative

## Position Vacant

### IEU representative to BOSTES primary curriculum committee position

**A vacancy exists as the IEU nominee to the BOSTES Primary Curriculum Committee due to the resignation of the current IEU Rep Dayle Costello.**

The Union sincerely thanks Dayle for her commitment to the profession and for ably representing primary teachers from the non government sector since 2004.

The Primary Curriculum Committee advises BOSTES on matters relating to NSW primary school curriculum and education and meets around five times a year in Sydney.

The Union invites IEU members who teach in the primary area to apply for the vacant unpaid position.

Applications will be assessed on the basis of merit, taking into consideration:

- Active union membership
- Professional experience
- Geographic/gender/sector balance.

In your application to the Union, provide relevant and recent information, which addresses the above criteria. Include all contact details in your application (school/home/mobile/phone and email).

IEU members who are nominated to BOSTES committees on behalf of the Union accept these positions with the understanding that they represent the voice of practicing teachers, that they will be consultative with other teachers, and responsive to the wider views of IEU members.

Please gain the support of your school principal/supervisor before making your application to:



**BOSTES Primary Curriculum Committee  
(IEU representative)  
NSW/ACT IEU**

**Attention: Mark Northam  
GPO Box 116 SYDNEY 2001**

or by email: [tania@ieu.asn.au](mailto:tania@ieu.asn.au)

Closing date for application is 15 December 2015.

# KU preschools transition to long day care

Seventeen KU preschools will be transitioning to long day care over the next six months. This is a result of the State Government's continued lack of funding for preschools.

These centres will now operate up to 48 weeks a year and from eight to ten hours a day. They will still cater for three to four year olds but parents will be eligible for childcare benefits.

For teachers and directors employed in these services this will mean substantial changes to their conditions of employment.

Attendance time goes from 202 plus two to 48 weeks per year, although full time staff will be eligible for 11 rostered days off per year, plus public holidays which normally occur during non term time.

There will be an overall loss of non term time. Hours that teachers have to be face to face with children will increase. Under preschool conditions, the hours are capped at 30 per week.

Teachers' salaries will be increased to long day care rates.

The Union is working with teachers and directors and KU to mitigate the negative effects of these changes for individuals. A number of teachers will not transition and will either transfer to another preschool or accept a redundancy package.

Negotiations for a new KU agreement were due to commence this year, however the Union has agreed to delay this until March 2016, provided that an agreement can be reached on a salary increase to be applied in January 2016.



## Goodstart negotiations

Negotiations for a new Goodstart Agreement began early November and are expected to finish soon. Three unions are involved in the negotiations – AEU (for Victorian Teachers), UV and the IEU. The AEU and IEU have both made claims for significant increases in teachers' salaries.

While there have been no definite agreement on wage outcomes, preliminary discussions have confirmed that Goodstart believes that they need to recognise the value of teachers by offering differential salary outcomes to staff depending on the qualifications and position.

The following will be included in a new agreement:

- Ceremonial Leave
- Volunteer leave (to be taken from personal leave allocation)
- Leave purchase arrangements
- Provisions for the cashing out of annual leave
- Domestic violence leave
- Training for union delegates
- Protection of current conditions
- Financial recognition for those employees appointed as Educational Leader
- Confirmation that annual leave loading will be paid on termination, and
- Acknowledge of the need to for employees to be given sufficient time for planning and preparation.

## Childcare: A key election issue in Canada

One of the key platforms of the newly elected Liberal Government in Canada is the development of National Early Learning and Child Care Framework that meets the need of Canadian families, no matter where they live. It aims to deliver affordable, high quality, flexible and fully inclusive childcare for all Canadian families.

Work on the delivery of this commitment is to begin within the first 100 days of the newly elected government's term. There is an explicit commitment to research, evidence based policy and best practice in the delivery of early learning and childcare to be funded through investments in social infrastructure.

This was the first election in Canada where childcare was a major election issue and childcare advocates are hopeful that new Prime Minister Justin Trudeau will deliver on his commitment.

Will the delivery of quality early childhood education and care become a key election issue in the next Australian federal election? We need to start raising the issue with our local federal members now.

Verena Heron Industrial Officer

# Early Start Conference: marquee event for sector

The Independent Education Union attended the University of Wollongong's inaugural Early Start Conference in September as an event supporter.

The university's \$44 million state of the art early start research, teaching and community engagement hub was officially opened in July.

According to Vice Chancellor and President, Professor Paul Wellings, the facility was the "catalyst for this first Early Start Conference, the driving force behind the marquee event for the Australian early childhood sector".

Professor Tony Okely, Chair of Early Start Conference Organising Committee, said the conference theme, A First for Australia, A Model For The World, articulated Early Start's mission, to improve children's lives, translate research for practice, policy and community.

The conference provided an opportunity for early childhood and early years primary teachers to participate in forums focused on sharing interdisciplinary research findings and encouraged ongoing discourse around reframing policy and practice for young children, families and practitioners.

IEU early childhood Organisers Tina Smith and Anne Lajoie attended along with over 675 delegates from 12 countries, more than half of whom were early childhood practitioners.

Guest speakers included a range of world leading experts specialising in early childhood development, education, care and health from across Australia, America, England and the Netherlands.

It was inspiring and reassuring to learn from a world leading authority on early childhood and primary education Professor Iram Siraj, University College London, that evidence from a longitudinal study conducted in the United Kingdom linked enhanced life long outcomes to high quality experiences in educational and care settings.

An authority on childhood literacy, Professor Catherine Snow, Harvard University Boston, shared her latest research demonstrating the critical importance of providing rich language and literacy experiences in early childhood care environments.

The conference program included more than 100 presenters expert in areas of school readiness, physical activity and health, information and communications technology, literacy, numeracy, social inclusion and Aboriginal education.

Congratulations to all involved. The next Early Start Conference will be held in 2017.

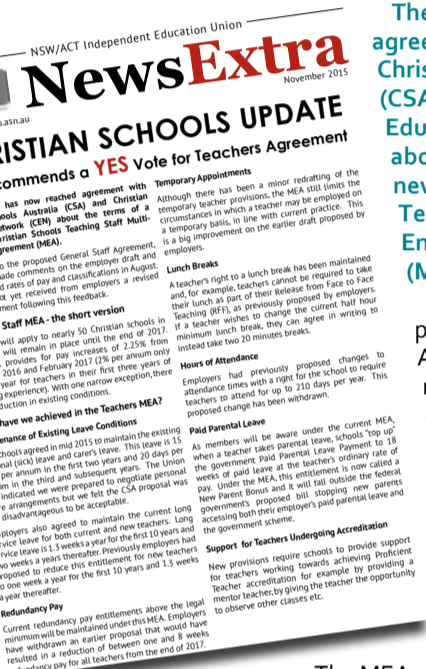


Catherine Snow and Vice Chancellor and President University of Wollongong Professor Paul Wellings.

Continued from 3



# Union says ‘yes’ for Christian school teachers agreement



The Union has now reached agreement with Christian Schools Australia (CSA) and Christian Education Network (CEN) about the terms of a new NSW Christian Schools Teaching Staff Multi-Enterprise Agreement (MEA).

In relation to the proposed General Staff Agreement, the Union made comments on the employer draft and the proposed rates of pay and classifications in August. We have not yet received from employers a revised draft agreement following this feedback.

### Teaching staff MEA

The MEA will apply to nearly 50 Christian schools in NSW and will remain in place until the end of 2017. The MEA provides for pay increases of 2.25% from February 2016 and February 2017 (2% per annum only in each year for teachers in their first three years of teaching experience). With one narrow exception, there is no reduction in existing conditions.

### What have we achieved in the Teachers MEA? Maintenance of existing leave conditions

The schools agreed in mid 2015 to maintain the existing personal (sick) leave and carer's leave. This leave is 15 days per annum in the first two years and 20 days per annum in the third and subsequent years. The Union

had indicated we were prepared to negotiate personal leave arrangements but we felt the CSA proposal was too disadvantageous to be acceptable.

Employers also agreed to maintain the current long service leave is 1.3 weeks a year for the first 10 years and two weeks a year thereafter. Previously employers had proposed to reduce this entitlement for new teachers to one week a year for the first 10 years and 1.3 weeks a year thereafter.

### Redundancy pay

Current redundancy pay entitlements above the legal minimum will be maintained under this MEA. Employers have withdrawn an earlier proposal that would have resulted in a reduction of between one and eight weeks redundancy pay for all teachers from the end of 2017.

### Temporary appointments

Although there has been a minor redrafting of the temporary teacher provisions, the MEA still limits the circumstances in which a teacher may be employed on a temporary basis, in line with current practice. This is a big improvement on the earlier draft proposed by employers.

### Lunch breaks

A teacher's right to a lunch break has been maintained and, for example, teachers cannot be required to take their lunch as part of their Release from Face to Face Teaching (RFF), as previously proposed by employers. If a teacher wishes to change the current half hour minimum lunch break, they can agree in writing to instead take two 20 minutes breaks.

### Hours of attendance

Employers had previously proposed changes to attendance times with a right for the school to require

teachers to attend for up to 210 days per year. This proposed change has been withdrawn.

### Paid parental leave

As members will be aware under the current MEA, when a teacher takes parental leave, schools 'top up' the government Paid Parental Leave Payment Scheme to 18 weeks of paid leave at the teacher's ordinary rate of pay. Under the MEA, this entitlement is now called a New Parent Bonus and it will fall outside the Federal Government's proposed bill stopping new parents accessing both their employer's paid parental leave and the government scheme.

### Support for teachers undergoing accreditation

New provisions require schools to provide support for teachers working towards achieving Proficient teacher accreditation for example by providing a mentor teacher, by giving the teacher the opportunity to observe other classes etc.

### A problem area – early learning centres

The Union is opposed to the proposed reduction in long service leave for teachers working in preschools attached to schools. The new MEA resolves an ambiguity in the existing 2011-2012 MEA by reducing long service leave for this group, subject to the proviso that teachers who previously enjoyed the same more generous long service leave as other teachers will continue to do so.

The Union is also opposed to the removal of teachers employed in early learning centres operating 48 weeks per year from the proposed MEA. The previous 2011-2012 MEA will continue to apply but teachers will not be automatically entitled to the pay rises in the new MEA. Contact your IEU Organiser for more details.

# More preschool funding won – more needed



**Gabe Connell**  
Vice President ECS

This week State Early Childhood Education Minister Leslie Williams announced some additional funding supplements for NSW community based preschools as well as some changes to the Preschool Funding Model.

This has come after a concerted lobbying effort by preschools, families and peak bodies including the IEU. Leading up to the announcement we were hoping that there would be a significant injection of funds into the sector from the NSW state government.

**This is not to be**  
There have been small increases in base funding and loadings and an increase to

SEIFA rates. This will deliver increased funding for services of \$13 million over four years, a preschools for Sustainable Communities Program, and a new community preschool 600 hours incentive.

### Preschools for sustainable communities

Preschools in regional or remote communities with transition funding have been worried about their future when this funding stops but the announcement of the 'thin market viability funding' will alleviate this to a degree.

They will receive payments equal to their transition funding capped at \$70,000 for another four years if they have no neighbouring services in a 10km radius.

All other regional and remote services will receive up to 80% of their transition funding again capped at \$70,000 per annum.

**Six hundred hours incentive**  
There will be bonus payments of

between 5% and 15% of SEIFA rates for four and five year olds for services who increase their enrolments of four and five year olds for at least 600 hours per year. Services who already have more than 90% of their children as four and five year olds enrolled for 600 hours per year will receive a 5% bonus. We would argue that with fees still so high families will not be able to afford the 15 hours a week (600 hours a year) and the funding should be upfront.

The following issues still need to be addressed and preschools and families must continue to lobby strongly for following:

- financial penalties for enrolling unfunded three year olds
- the funding of three year olds to ensure all children receive a high quality early childhood education for two years
- the affordability of NSW preschool education

- funding challenges for all preschools, and
- the inequities of the SEIFA band model of funding.

### What do these changes mean for preschools in real terms?

A small injection of funds that will not even cover CPI – so fees will still increase.

Continued decreases in enrolments rather than increases as required by the state government.

Added pressure on services to meet the 15 hour requirement. The minister stated in a meeting that this could be done over two seven and a half hour days but if only three or four children can afford the extra hours this will impact on viability.

Preschools are still penalised for enrolling unfunded three year olds to fill vacancies as they try to remain viable.

So little has changed for community based preschools in NSW.

# What does the Fairer Paid Parental Leave (PPL) Bill mean for you?



Currently, IEU members in schools are able to access 14 weeks of PPL (for most employees) provided by their employer in addition to the 18 weeks paid leave by the government at the minimum wage to complement existing employer schemes.

If the Coalition Government's proposed, Fairer PPL Bill 2015 is passed by the Senate, this is likely to change. The Bill recommends substantial cuts to the current government scheme which could mean that IEU members could lose up to \$11,862. Members who currently have access to both employer and government schemes could set to lose significant financial assistance, often when they need it the most.

The National Foundation for Australian Women (NFAW) recommends the Bill be rejected. The NFAW has labeled the government proposal "purely and simply a savings exercise which runs contrary to the advice of national and international bodies with expertise in child development".

PPL increases productivity by making it easier for parents to balance paid work with family responsibilities. In the absence of government support, working women

may be forced to leave the workforce, reducing their work experience and accumulated skills.

In comparison with other developed countries, Australia lags behind the average amount of leave available to mothers. A restriction or abolition to the

**"It's purely and simply a savings exercise which runs contrary to the advice of national and international bodies with expertise in child development."**

current 18 weeks will leave Australia as one of only two developed nations not to have a PPL scheme for working parents.

The former Sex Discrimination Commissioner Elizabeth Broderick, in her submissions to the Senate Inquiry into the Fairer PPL Amendment Bill 2015, came out in support of the current scheme.

The Commissioner found that in removing the ability of individuals to benefit both from the employer scheme and the PPL scheme, the Bill is contrary to the original purpose and foundations of the PPL Act.

Further, the submission indicated that proposed cuts to paid parental leave would breach Australia's international human rights obligations and increase the gender pay gap. Commissioner Broderick along with the view of IEU members considers this to be a regressive step that may

negatively impact working mothers.

For the Coalition Government to originally promise an increase in the PPL and then subsequently to introduce such retrograde reforms at the cost of the health and well being of new mothers and their babies is of significant concern for all Australian workers. One would imagine the period following the birth of a child is one of the hardest financially for parents. It is crucial to remember that this is an industrial provision which was won by the likes of teachers and support staff. PPL was fought for and was won

over 30 years of campaigning. To simply watch it disappear through the exercise of government policy would be unacceptable to all IEU members. The proposed cuts would be disastrous for all workers, but particularly for teachers, who are predominately women and receive lesser pay than others in comparable professions.

This is why the IEU is calling on all members to show their support for our Hands off Our Paid Parental Leave Campaign by writing to their local MPs to express your concerns regarding the cuts. Further, members are strongly encouraged to sign the ACTU's petition in order to preserve and save the current scheme.

For more information visit the IEU website.

**Gaurav Singh** Organiser



Join the conversation  
facebook.com/ieunswact

## CHANGING SCHOOLS OR CENTRES FOR 2016?

**Don't forget to update your details**



Call 02 8202 8900



Email [update@ieu.asn.au](mailto:update@ieu.asn.au)



## Corroboree marks milestone for university

**Yalbalunga (Place of Learning) Higher Education Unit is located on the Australian Catholic University (ACU) Strathfield Campus. It provides a place for Aboriginal and Torres Strait Islander students to meet, study and work on assignments.**

This is important for 'away from base' students who return to the campus for residential programs four times a year.

This year the ACU will reach a milestone – 25 years of people, learning and achievements that continue to bring real change for communities.

On 28 October Yalbalunga hosted a morning tea and a corroboree in the university grounds as part of the 25 year celebrations.

## Survivors – giving Aboriginal people a voice



**Students and staff at St Marys Catholic School in Wellington NSW have new insights into the stories of Aboriginal people in their area following an exhibition by former student turned photographer Asher Milgate.**

The Survivors exhibition was held at Western Plains Cultural Centre in Dubbo and at Wellington earlier this year. It featured photographic portraits of 18 elders and 'elders in waiting' paired with a short audio recording in which they recall their past.

Asher Milgate's mother Maureen is a maths teacher and IEU Rep at the K-10 school. One of the people featured in the Survivors exhibition is Denise Kelly, who has been AEW at the school for 18 years, and a long time family friend of the Milgates.

Denise is a member of the IEU's Aboriginal and Torres Strait Islander Working Party (see story page)

Maureen said the students had initially asked 'why did he do it', but once they had attended the exhibition they were amazed by the stories.

"Looking into people's eyes as they tell their stories was a very moving experience. Asher wanted the stories to live on forever, and I think the exhibition did that," Maureen said.

School Principal Simon Price said he did not fully understand what had happened to Denise and other Aboriginal people prior to the exhibition.

"This has been a really emotional experience for the students and staff. I didn't understand why people were so angry until I heard these stories."

For example when Denise took Holy Communion she and other Aboriginal people were forced to use a side entrance to the church, sit at the back and use tea towels as veils. They were not invited to celebrations at the town hall, but sent straight back to the Namina Mission.

Simon said the way Aboriginal people relate to the Catholic Church is affected by the past.

"At this school we have an ongoing focus to tackle racism and we have a lot of events that

Denise organises, including NAIDOC Day, Sorry Day and Deadly Day.

"The priests have been positive about re-introducing Aboriginal culture into the school."

Since the excursion to Survivors, students look at Denise with new eyes.

Maureen said: "There was a real atmosphere to that exhibition. It was presented in a tin, like the sheds the people used to live in. Very moving."

In the exhibition Denise talks about life on the mission and children being taken away.

All the mission children learnt to swim so they could escape to the other side of the river when police came to take children away.

"We thought it was just a game," she said.

Denise describes how her mother got food vouchers and was only allowed in one shop in Wellington, "because blacks were excluded elsewhere."

"People did not know who their families were, who they were related to, because they were taken away so young.

"I thought Asher was joking when he first asked me to be in the exhibition. I didn't see myself as an elder," Denise said.

"I'd never been allowed to speak up about growing up on a mission before, about having to hide from the white men. It was hard to talk about it.

"But he's given us a voice and allowed people to listen to our stories."

Asher said of the exhibition: "I have embarked on a work of art that will immortalise the Wellington of times gone by; one which I believe will carry great overarching significance for the town. Moreover, it's a work that I believe, by reflecting the town's rich history, will engender a greater sense of self among its Aboriginal population".

Survivors is accessible online: [www.survivors.net.au](http://www.survivors.net.au)

**Sue Osborne** Journalist

## Members benefit from IEU training

**It has been another busy year, with hundreds of members benefitting from IEU training.**

Fourteen Reps training courses ran in 2015 in centres as diverse as Forbes, Port Macquarie, Ballina, Wagga Wagga, Wollongong, Fairfield, Penrith, Dubbo, Tamworth, Leeton, Canberra and of course the IEU's head office at Wattle Street, Ultimo.

The training this year was centred on the theme Controlling the Agenda and used teacher performance and development as the vehicle. Reps

examined ways in which chapters could 'control' the form of teacher performance and development used in their school.

In the wake of the new Catholic systemic agreement, a number of days in the latter half of the year were set aside specifically to unpack the new agreement.

Reps, armed with sticky notes and highlighters, forensically examined the agreement noting changes and enhancements.

A total of 209 Reps and committee members took part in training this year and all reported that they would implement some of what they had learnt on their return to school.

Training changes every year so if you are a Rep, committee member or are thinking about taking on such a role, keep an eye on the [www.ieu.asn.au](http://www.ieu.asn.au) for 2016 course dates.

**Marilyn Jervis** Training Officer/Organiser



IEU Environment Conference 2015

# Cool Australia: Cleaning up the big bedroom

One of the popular workshops at the IEU's recent Environment Conference Looking 2 Our Future was by Cool Australia.

Cool Australia achieves its vision by creating environmental educational content and activities for students and teachers, from early learning to Year 10.

When CEO and founder of Cool Australia, Jason Kimberley, is invited into schools, he makes 'the environment' relevant to kids.

"Did your parents talk to you about responsibility?" There's a rumbling 'yes'.

"In relation to what?" he queries.

"Mainly our bedroom, putting things away, keeping things tidy, putting things where they should be, looking after our things so they last longer, not breaking things, sharing, looking after others."

"That's so right. Well we need to start thinking about our whole planet like it's our bedroom and start looking after it."

This is what award winning, not for profit, Cool Australia is all about. Giving school kids the information, inspiration and insights they need to connect with and care for their planet – to clean it up, but more importantly, to understand how to stop it from getting dirty in the first place.

But the Cool Australia approach is far from grandiose. It is a grass roots sustainability initiative that aims to empower young people to be the change by giving them the knowledge to take ownership of their actions. It is about breaking down barriers to action by providing young people with the opportunity to understand how simple lifestyle choices make a big impact on the world around them.

The Cool Australia mantra, Positive Everyday Action Counts underpins Cool Australia's Enviroweek – a national campaign for young Australians to take on a challenge and create good habits for life: [www.enviroweek.org](http://www.enviroweek.org)

## What does Cool Australia do?

The resources are online, free to access, Australian curriculum aligned and easy to use. They can simply be downloaded from the Cool Australia website and taken straight into the classroom.

Cool Australia enlists the help of a team of research graduates and curriculum advisers to develop these online learning activities and resources for students, based on the core curriculum for each year level.

"The aim was to strip away the complexities, all the dry stuff often associated with sustainability, and get the message across in plain English," Jason said.

Information about the environment from all areas of learning, from maths and science to English, and civics and citizenship has been integrated. Rather than serving as an optional add-on for the lesson plan, the program features elements of the core curriculum, with a view to sustainability, of course.

"It has to go well beyond talking only to sustainability teachers or geography teachers," he said.

## Why education?

With education, there is a captive audience that is forming opinions and understandings that will last a lifetime. Cool Australia believes that we cannot afford another generation of Australians who are ignorant about our environment. The fact that our natural world is indeed our life support system is unknown to most. Schools are the places where our outlook on life and understanding how the world works is largely formed.

Teaching reading, writing and arithmetic in real

**"We need to start thinking about our whole planet like it's our bedroom and start looking after it."**

world helps environmental understanding. So to a Year 6 maths teachers who says, 'How does maths relate to sustainability?' We say 'everything'. Go to [www.coolaustralia.org](http://www.coolaustralia.org) and click on the teacher section. Enter Year 6 and maths and down will drop a dozen learning activities to engage Year 6 maths students with learning also around energy, or biodiversity or water or waste.

## Our thoughts on climate change

Climate change has been described as the biggest moral challenge of our time. The effects are already manifesting in our everyday life. It's not just about polar bears. It's about food security, loss of biodiversity, water resources, energy consumption and sustainability. The issue of climate change filters into all facets of our life, it involves everyone. Quality education is a key part of solving the issue of climate change.

Increasingly, we are bombarded with 'gloom and doom' news outlining the repercussions of climate change such as extreme weather, rising sea levels, ocean acidification, climate refugees and loss of biodiversity. The feeling of impending doom can be incredibly overwhelming, especially for children.

Cool Australia's role is to help educate in a way that empowers young people to tackle climate change in a positive way.

The pedagogical approach of our learning resources allow students to experience action based learning, that is, they apply what they learn to their local communities. Students experience real world challenges and are supported to take action to help be part of the solution rather than the problem.

We believe the world becomes what we teach, so we ensure that our lessons are scientifically accurate, apolitical, fun and engaging. Only then can we tackle climate change in a positive and meaningful way.

## The inspiration behind Cool Australia

When Jason returned from a trek in Antarctica he wrote a book *Antarctica A Different Adventure* recounting the stories of his adventures on the frozen continent. While researching the book Jason became concerned about the human impact on the southern ocean. He discovered that fishermen were coming down to the Southern Ocean and netting krill by the boatload to use as an additive in pellets that were being fed to cattle that were being grazed on cleared Amazonian rainforest to send hamburgers to the Americans who, one could argue, don't need any more burgers.

Jason didn't realise this was going on. As it turns out there are hundreds of actions like this that impact our natural world that we all have little idea about.

This Antarctic adventure invigorated and armed Jason with a renewed appreciation of the foibles of humankind and the responsibility we all have to ensure the preservation of our natural environment.

Jason recognised the need to provide our next generations with relevant and engaging information about our natural world. He identified our education system as the most important and effective medium for connecting with kids and recognised our teachers as the appropriate 'voice' for Cool Australia. In August 2008, Cool Australia was founded.

In 2015, Cool Australia reaches more than 35,000 teachers and 800,000 students through its resources and toolbox. The website features more than 750 free to access learning activities covering many environmental and sustainability topics.

The ultimate goal is to achieve the sort of awareness and behaviour change of the federal government's anti-smoking crusade over the past few decades.

"We wouldn't even think of smoking inside nowadays," Jason said, thanks to campaigns targeting Australians with health warnings the government introduced on packaging in the 1970s.

"Kids will go up to a smoker and say, 'What are you doing? You're killing yourself!' They grow up knowing it's not good for your health.

"This is not an alternative hippie attitude, it is the mainstream consciousness. A natural reaction."

Cool Australia looks forward to the day that all Australians take positive everyday action to clean up and nurture the biggest and most important bedroom out there – our environment.

## Go to

<http://coolaustralia.org/>  
<http://www.enviroweek.org/>

## Women's advocate recognised – congratulations from the IEU

The IEU congratulates Ludo McFerran, finalist in the 2015 Human Rights Community Awards.

Ludo has done considerable work and research involving workplaces and unions, raising awareness of the personal impact of family and domestic violence.

She has had a key role in designing approaches to family violence that focus on housing stability and avoiding homelessness.

Her advocacy in recent years has focused on family violence leave being incorporated into workplace agreements.

Her work inspired the inclusion of rights to personal and carer's leave for family and domestic violence

reasons in many enterprise agreements, including the 2015 Catholic systemic teacher and support staff enterprise agreements.

"The Community Award recognises individuals and organisations that work for a fairer and more just Australia, often on a voluntary basis," Commission President Gillian Triggs said.

"It is fitting that several of the finalists are working to counter violence against women, at a time when domestic violence has been recognised as a blight on the country," Professor Triggs said.



# Labour bites



## Teachers' mental health

Two Hunter research institutions are the first beneficiaries of a new Teachers Health Foundation created by the Teachers Health Fund to promote investigation into conditions experienced by teachers, such as mental illness.

The Hunter Institute of Mental Health and the Hunter Medical Research Institute are each receiving grants of \$50,000.

Teachers Health Fund chief executive Brad Joyce said it is hoped the foundation will lead to real changes for education staff in the region.

"It's to raise greater awareness of the issues but, secondly, it's to try to identify potential solutions that might improve the condition in relation to mental health issues for teachers, particularly those teachers in the Newcastle and the Hunter Valley area," he said.

Mr Joyce said it is time that mental health issues in the education industry were put under the spotlight. "There has been a doubling of demand in mental health services over the past five years, among younger members in that 24 to 29 age group," he said. "We do know that the education sector ranks number two for mental health stress claims in Australia." (Source: ABC)



## Disabled mail

In the UK, Royal Mail staff have ignored strike laws to protest in support of a fellow disabled worker. Around 80 staff in Bridgewater staged the strike over the treatment of a fellow worker, who they allege has been prevented from working by the company.

Dave Chapple, who is the local representative of the Communication Workers Union (CWU), said the company has increasingly made it difficult for his colleague Andrew Mootoo, who has multiple sclerosis, to return to work.

"When Andrew was first diagnosed 18 months ago, they tried to pay him off but had to back down after the union pointed out it was illegal," he said. "Since then they've come up with every excuse you can think of to stall his return to work."

Royal Mail have reportedly told the strikers they will sit down with Andrew to find a solution. Chapple commented that his situation highlights the difficulties disabled people face in the workplace. (Source: Metro)



## The fight for \$15

In mid November, workers in hundreds of US cities again went on strike and rallied, this time with an especially militant overtone, timed to launch a year long campaign to foreground low wage workers' issues in the presidential elections.

At issue is the minimum wage which is as low as \$5.15 per hour in Georgia and in no state higher than \$9.50 per hour, although some individual cities have rates over \$10.

The Fight for \$15 campaign has so far probably done more to shed light on the crisis of economic inequality than it has to actually improve wages. New research shows much more than wage hikes is needed to build sustainable jobs for low wage workers.

According to the think tank National Employment Law Project, more than four in 10 workers nationwide earn less than \$15 per hour. Food services have the greatest percentage of ultra low wage earners of any industry, with a whopping 96% of fast-food workers earning sub \$15 wages. That wage is roughly the bare minimum needed to live decently anywhere in the country. More disturbingly, low wages are a symptom of more systemic, structural oppression across the labor force. Ultimately, while policies to raise hourly pay have drawn populist energy, they will not directly improve the lot of workers stuck in the informal economy: undocumented labourers, people who are part time and erratically employed, or those trapped in jobs where wage theft and overtime violations are rife. (Source: The Nation)



## Walmart workers dead but no compensation

On 24 November 2012, a preventable fire at Tazreen Fashions, a factory in Ashulia, in the outskirts of Dhaka, Bangladesh, claimed the lives of at least 112 garment workers who were trapped inside. At the time of the fire, the majority of the clothing made at Tazreen was Walmart's. However, three years later, Walmart still hasn't paid even a single penny of compensation owed to the injured workers and families of the deceased. The survivors continue to suffer not only from the pain of their injuries and the trauma of the horrific fire, but also from severe economic hardship as a result of medical bills and loss of income, as they continue to await the full and fair compensation due to them. On the third anniversary of the fire protests were organised at dozens of Walmart stores urging them to pay full and fair compensation to the injured workers and families of the deceased. (Source: ILRF)

Compiled by **John Quessy**  
IEU General Secretary



Above: The Conroys hit the papers  
left: The Conroys at Broulee beach, NSW, The Conroy kids at the ANZAC parade with Cub Scouts and school

# Exchange postcard

**Terry Kennedy of Kildare Catholic College in Wagga Wagga exchanged with Andrew Conroy, St Thomas Aquinas Secondary School in Brampton, Ontario. Andrew Conroy is originally from Australia and emigrated to Canada in the 90s.**

I'm working at Kildare Catholic College in Wagga Wagga, NSW and we are living in the small town of Junee about 25 minutes drive from school. Kildare has been welcoming to me and my family. I have found the teaching position challenging, especially in the first term as I learned the technology used in the classroom and by students, the curriculum, and the additional work needed as the school goes through an accreditation process. When it was stated at our exchange information session back in Canada that 'the exchange year is often compared to your first year of teaching', they weren't wrong. It has been difficult to be an experienced teacher and feeling like a novice but I have enjoyed the challenge.

My family (wife and three children aged 6, 8, and 10) transitioned easily to small town life in Junee. I would definitely recommend that the spouse not work during the exchange if you have children – that way they can manage the settling in, home, kids, and travel plans. Junee and the school the kids are at have been amazingly welcoming and the kids settled in quickly, making new friends.

They enjoyed the differences Australian schools have to offer (uniforms, sports carnivals, regular assemblies, school canteen, and a small school of 130 where all students know each other), and the activities (footy, cubs, swimming, dance) the town has to offer. My wife was able to quickly get involved and volunteer at the school with the P&C (school council) and canteen and in the community with cubs and Junee's annual festival.

I'm in a fairly unique position because I'm actually Australian but we have been living in Canada for the past 15 years. It has been great to be able to spend time with my parents and siblings and their families. My children have very much enjoyed time with their cousins – whether

for the weekend or a family holiday. We just returned from two weeks in Western Australia where we enjoyed the coral reefs, real outback and hiking in national park gorges.

## Goings and comings

Farewell to our Year 2015 visiting exchange teachers. We hope that your experience has been a rewarding one and that you take home many memories from your exchange experience so that others may benefit from your time here. Please try and become involved in your local exchange leagues. Those who attended exchange weekends, dinners and walks organised by the NSW ETL would realise how hard the regional reps and central committee work for the good of the exchange program.

Farewell to our outgoing Year 2016 exchange teachers. You are off to some exciting (yet cold) destinations: Alberta, Ontario, British Columbia, Nova Scotia, England and Scotland. You and your families will have a wonderful year. You will continue to receive the Union's publications whilst on exchange to keep abreast with all the news.

We are still accepting applications for 2017 – for all provinces in Canada, the UK and Colorado in the USA, and international schools in Europe (are you under 30 years of age or do you have a EU passport)?

For those of you who missed out on a match for next year, you will be our priority for the next round of matching, so please think seriously about reactivating your applications. Most who miss out the first time do not miss out the second time.

So if you want to experience one or two winter festive seasons (you may also apply for a mid year exchange) download an application from the IEU website [www.ieu.asn.au](http://www.ieu.asn.au) and click on teacher exchange.

You could also call Helen Gregory on 8202 8900 or 1800 467 943 or email a brief profile to [helen@ieu.asn.au](mailto:helen@ieu.asn.au).

# International Day of the Girl Child

**International Day of the Girl Child (11 October) is an annual day when the world considers the particular challenges faced by girls around the world.**

This year the international community assessed the progress made under the Millennium Development Goals (MDG) since their implementation in 2000 and looked at the Sustainable Development Goals for the next 15 years.

Girls born at the turn of the new millennium have now achieved adolescence. But, what has the world achieved for them?

## **MDG 1 Eradicate extreme poverty and hunger**

The girl child living in a developing country may now be less likely to experience extreme poverty than before. Despite this, women still face a greater risk of living in poverty than men due to their unequal access to paid work, lower earnings, lack of social protection and limited access to assets.

## **MDG 2 Achieve universal primary education**

The girl child may have had greater access to primary education and has improved literacy skills. The number of out of school children globally has been cut almost in half since 2000. However, while improvements have been achieved, a gender gap in literacy rates remains with average youth literacy rates estimated to be 93% for men and 90% for women.

## **MDG 3 Promote gender equality and empower women**

The girl child may have a greater chance of accessing paid employment, yet will receive less earnings than her brother.

The proportion of women in paid employment outside the agriculture sector has increased from 35% in 1990 to 41% in 2015. Yet women remain at a disadvantage in the labour market.

## **MDG 4 Reduce child mortality**

The girl child most probably has received vaccinations against disease. Her siblings are more likely to have survived their childhood. Child mortality rates are falling

faster than ever. Despite this improvement, the current mortality rates do not meet the MDG target. In 2015, every day, around the world, about 16,000 children under five die.

## **MDG 5 Improve maternal health**

The girl child would have seen her mother survive the birth of her siblings and her siblings would have most probably been delivered by a trained health professional. However, in the developing countries, significant gaps remain between rural and urban regions.

## **MDG 6 Combat HIV/AIDS, malaria and other diseases**

The girl child is more than likely to be under less threat from disease than she was 15 years ago. Anti malaria interventions have been expanded and tuberculosis prevention, diagnosis and treatment have been increased.

## **MDG 7 Ensure environmental sustainability**

The girl child and her community would more likely have access to improved drinking water and improved sanitation. Yet deforestation, forest degradation and over exploitation of marine fisheries remain threats to ecosystems and to livelihoods.

Water scarcity affects more than 40% of the global population and is projected to rise.

## **MDG 8 Develop a global partnership for development**

The girl child would have witnessed the effects of overall increased development assistance from overseas aid. Overseas development assistance increased by 66% in real terms between 2000 and 2015.

However global overseas aid is now decreasing and thus, while the debt burden of developing countries fell dramatically over the first decade of the new millennium, it is now expected to rise.

## **Supporting the girl child into adulthood**

Adolescent girls have the right to a safe, educated and healthy life, not only during the formative years, but also as they mature.

The global community has made significant progress in improving the lives of girls during their childhood. But it is now time to consider greater investment as the girl child enters the second decade of her life.

This greater investment is needed to ensure quality secondary education and higher education, prevention of child marriages, services regarding reproductive health and prevention against gender based violence.

Girls have the potential to change the world – both as the empowered girl children of today and as tomorrow's workers, mothers, entrepreneurs, household heads and political leaders.

As the global community moves forward on the Sustainable Development Goals for the next 15 years, it is time to recognise that achievements made in supporting young girls in reaching their potential, is the key factor in achieving a sustainable and equitable world.

Reference: The Millennium Development Goals Report 2015. (United Nations, New York)

APHEDA – Union Aid Abroad works to improve the opportunities for women and girls in developing countries.

APHEDA is not a charity organisation but rather works closely with local women's groups and women's communities and unions to develop projects from a rights based approach which will make a difference in the lives of women.

APHEDA projects aim to build self reliance for women through the support to educational training.

IEU members can assist APHEDA to make a difference to a woman's life by making monthly donations to support the above women's projects. Join APHEDA online at [www.apheda.org.au](http://www.apheda.org.au)

## SMARTER ASSESSMENT

Improving feedback, reducing correction - workshops with Glen Pearsall

**“Discover the keys to better student assessment.”**

*Glen Pearsall works throughout Australia as an educational consultant, specialising in engagement, assessment and workload reduction strategies for teachers.*



**Creating meaningful assessment tasks, keeping up with correction and providing helpful feedback consumes teachers' time. One of the biggest challenges of teaching is managing a successful work/life balance.**

Smarter Assessment explores practical strategies for balancing these demands, offering teachers fast, formative strategies for providing feedback and assessing student performance in the time-poor environment of the everyday classroom.

### **By the end of this workshop, participants will have explored:**

- quick grading strategies for providing effective feedback while reducing the time spent on correction
- effective questioning techniques that encourage deeper inquiry but take little additional planning time to implement
- practical formative assessment activities and games that have been road-tested in everyday classrooms
- techniques for encouraging students to take a more active role in the feedback cycle, fostering self-correction and ensuring students take up advice.

- 16 February Hills District
- 29 February Newcastle
- 1 March Ultimo
- 2 March Liverpool
- 3 March Canberra

**4.30pm to 6.30pm**

**IEU MEMBERS \$30**

**NON MEMBERS \$80**



Completing Smarter Assessment: Improving Feedback Reducing Correction will contribute 2 hours of QTC Registered PD addressing 5.1.2; 5.2.2 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 contact Marie-Claude at [professionaldev@ieu.asn.au](mailto:professionaldev@ieu.asn.au)



**“Early intervention is crucial and children are still missing out through lack of recognition and support.”**

# Making sure children are seen and heard

Teacher Anne Townsend has worked at the same centre, Pymble Turramurra Preschool, for 36 years.

“Sometimes I worried I was stagnating, being at the same place for so long, but I had a conversation with early childhood consultant Joy Lubawy and she said if I’ve put roots down, it gives you a firm foundation to work from,” Anne said.

She recently celebrated 30 years as an IEU member and said Union membership has also been another firm foundation from which she has drawn security.

“Being in a community based preschool with a new committee of management every year, there’s always that niggling doubt about whether the new board of management is going to be supportive to the staff.”

In fact Anne said the majority of the committees she has worked with have been excellent. But once she did call on the IEU for advice because a chairperson had told her she needed to resign first if she wanted to alter her hours of work, then be reinstated.

Anne contacted the IEU and was given advice to the contrary.

Anne’s husband is a school teacher and the couple went on exchange to the UK in 1992, organised through the IEU.

Anne taught in an English preschool for a while. So although she has always been at the same preschool in Australia, she’s branched out into various enterprises over the years.

She has worked as an external advisor for Macquarie University, mentoring student teachers in preschools, long day care centres and primary schools.

In 2011 she obtained a Masters in Applied Psychotherapy and Counselling and now combines teaching with a part time counselling and therapist role.

Recognising that children have additional needs in the early childhood setting is something Anne is passionate about.

“There’s still a culture around that children should be seen and not heard. With my years of experience as a teacher, I can recognise when a child has a challenge when they are quite young. But parents often find it hard to accept. I guess it’s a grieving process for them.

“Paediatricians and psychologists often say to teachers ‘we don’t see this behaviour in the clinic so it’s not happening’.

“Early intervention is crucial and children are still missing out through lack of recognition and support.”

Although Anne has vast experience, she has opted to work as a teacher so she can maintain that hands-on relationship with children.

“I have seen an increase in anxiety and problems in young children over the years as we hothouse them and become more competitive with each other.

“Young children often become the pawns, and they wear the anxieties that their parents and society puts on them.

“I still have a passion for this field after all these years and feel that I have lots to offer.”

**Sue Osborne** Journalist



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





# Union recruitment is everybody's job

**Organisations that have a high percentage of workers belonging to a union enjoy better pay and conditions.**

To get the best work environment in your school or centre, you need to encourage your colleagues to join the IEU.

Often when there is a Rep in a school, members assume they don't need to talk about the Union with their colleagues because the Rep's doing it.

However, the Rep does not always have time to see everyone in a big school or may be tied up with a particular issue.

If you've got rapport with someone you work closely with, you may be the best person to talk to them about Union membership anyway, not the Rep.

Of course in early childhood settings it may be up to the teacher or director to talk to their colleagues about joining the Union.

Whenever anyone starts at your

school or centre, whether they're moving from another place or new to the profession, it's worthwhile having a chat and seeing if they're in the Union.

This can be done in a light, friendly, positive way over morning tea or lunch perhaps, talking about the benefits of belonging to the IEU. It doesn't have to be strident or dogmatic.

For school teachers, it's crucial that you don't forget to include support staff in your discussions. And it's really good if support staff can talk to their colleagues, indoor and outdoor, about joining.

You could point out how the Union will give them a voice in the workplace. If membership fees are a barrier, explain that it's an investment in their personal wellbeing as well as the profession.

It's like insurance, always there for advice and support or even legal help if necessary. You never know when you might need confidential support.

The children benefit from a strong union membership as well, as the Union strives to maintain high standards in schools and centres.

Have a chat with colleagues about all the different things Union membership can provide. Show them the publications and website.

The Union's professional development is invaluable for attaining and maintaining accreditation, and there are conferences and courses aimed at support staff.

The range of professional development offered is surprisingly varied, including dealing with difficult people, social media, women's issues, environmental sustainability, Aboriginal issues as well as teaching and learning.

Explain how the Union has a team of lawyers on hand should members require them and how much this would cost if a non-member needed legal help with a workplace issue. The

Union also has the power to lobby the employers and government on issues that affect the profession. If you're a member, you can have a say.

Don't forget to put the IEU calendar which you received with this issue of *Newsmonth* up in the staff room or on the noticeboard.

Put Union publications, leaflets and other information on tables where they're easy to see.

And finally, it's that time of year when people are moving around a lot. So don't forget to update your contact details on the Union's website. It only takes a minute and ensures we can send you the most up to date information throughout the year.

Remember, the Union can only be strong and represent you well if it has strong membership.



**Join the conversation**  
facebook.com/ieunswact

## Advancing workplace equity – IEU women's events



**This year has seen a range of successful IEU regional women's events across NSW and the ACT. The most recent gathering was held at Penrith on 21 October with Blue Mountains area community activist Susan Templeman as guest speaker.**

One of the country's most experienced media and communication coaches, Susan started on Radio 2GB's breakfast program, before moving to the Canberra press gallery in the mid-80s as 2UE's federal political reporter. In 1988 she worked in New York as a foreign correspondent, and then in London for the Austereo Network, while also being news editor at London commercial radio station LBC.

Susan shared some of her insights into communication styles and forum participants had fun practicing some strategies that could be used in interactions at work and at home. (The styles are based on the work of US therapist, Virginia Satir).

While 'levelling' is the most balanced communication style where words, body posture, tone of voice and facial expression come authentically together for

honest communication, the varying styles of 'placater', 'blamer', 'computer super-reasonable' and 'distractor' are also widely employed.

These four styles are less effective because they are defensive mechanisms that allow people to protect feelings rather than to communicate realistically and honestly. Susan emphasised the importance of becoming conscious of physiology and body stance for communicating in both neutral and challenging situations. She indicated that taking control of body language helps speakers to choose words that lead to enhanced communications.

In a wide ranging discussion of equity issues following Susan's input, the Penrith forum strongly supported the IEU's campaign to protect access to the Federal Government's 18 week Paid Parental Leave scheme and also supported the right to short blocks of long service leave in the Wilcannia-Forbes Diocese.

Planning is currently underway for the 2016 Women's Conference to be held on 19 August at the Mercure Sydney. Associate Professor Pep Serow, coordinator

of the University of New England's Nauru Teacher Education Project has already accepted an invitation to speak at the conference.

Dr Sheree Gregory from Western Sydney University, whose specialist area is women, equity and diversity, has also agreed to speak.

Proposed Women's Conference workshop areas include positive staff relationships, financial wellbeing for women, anti discrimination law update, reconciliation and Aboriginal and Torres Strait Islander issues, as well as supporting students' mental health. The IEU thanks its members for their commitment to workplace equity and inclusion and looks forward to providing further details in 2016 about Women's Conference and other events such as International Women's Day in March.

**Pam Smith** Assistant Secretary  
Convenor Women in Education Committee

## Reflections on a big year

### Chris Wilkinson

President



**What a year we have had! For all members teaching in Catholic systemic schools, great news with the conclusion of the long battle to reach an agreement. There are also several agreements still to be settled, but we are sure that these will also be finalised in the coming months.**

Also great news for the members in the Wilcannia-Forbes Diocese now that their long service leave has been sorted – a good outcome for all. A big thank you to all members who campaigned in such a focused way with Marilyn Jervis to reach this outcome. It just shows what can be achieved when everyone works together to improve working conditions.

As we reflect on the year, there have been some outstanding events that members have had the opportunity to enjoy. The various Women in Education forums held throughout the regions have offered impressive speakers, good discussions and a wonderful time to network and discuss issues affecting women in the workplace.

The conferences that have been held, Securing Our Future, the Early Childhood Conference, the Support Staff Conference and the Biennial Environment Conference were great events. The evaluations for these were outstanding and showed the need for this professional development for our members.

The PIP program and TeachMeets were well attended and will continue next year.

These are just a few of the many benefits available to members. PD registered with BOSTES is an added bonus.

I wish to thank all of the Chapter Reps who do a tremendous job in their schools to keep members up to date with news from the Union. It may sometimes seem a thankless job, but it's much appreciated by members and the IEU alike.

For those who regularly attend Branch meetings and for members of Branch Executives – thank you for your time and effort. To Council delegates who give up their weekends four times a year – a big commitment, but a very rewarding experience – thank you. To you the members – thank you for your continuing support and interest in the IEU.

To the members of the Executive, thank you for your friendship, support and dedication throughout the year. You are an exceptional group of people.

To the officers, clerical staff, publications and communications department and all associated with the workings of the IEU – thank you too. It is the collective work of everyone that makes this Union the success that it is.

To our members who are heading off for a year of adventure to exotic destinations as part of the teacher exchange program, have a ball. Enjoy your new school, chances of travel and new friendships. We look forward to hearing about your time and travels. Stay safe.

### Best wishes

I wish you all a very Merry Christmas and a well deserved holiday. Rest and enjoy family and friends and if you are heading overseas, travel safely and enjoy your time. I look forward to working with you all again next year and thank you all for your support throughout 2015.

## Safety in numbers for support staff

### Carolyn Collins

Vice President  
Support Staff



**School support and operational staff (oh how I dislike the term 'general employees') have come a long way over recent years.**

With each year we are gaining strength and recognition within the Union. We have our own Support Staff Advisory Committee and our own biennial conference. This year's conference Work Well was attended by so many and one of the most relevant and finest conferences those present had ever attended.

Many support staff take advantage of other conferences, regional events, PIPs and TeachMeets run by the Union.

Our activism is on the increase, with members fighting for pay and conditions. This resulted in stop work and industrial action in 2014. Many support staff participated in rallies, with some speaking at them. We also have a number of school reps, something unheard of until recently.

This year saw the launch of Gaining Ground enews, which once a term is sent to all support and operational staff.

*Newsmonth* constantly has updates, articles and stories relevant for school support staff. If you have something you wish to share, please contact the *Newsmonth* team, as they are constantly seeking interesting articles.

Our greatest numbers come from Catholic systemic schools, but our coverage of independent, early childhood, special schools, English and business colleges, CEO office and other institutions needs to grow. Please encourage our colleagues in these sectors to join. There are many employees who are not members and are missing out on the protection and benefits of belonging to a union. There is a lot to say for safety in numbers.

Just a reminder to check your membership details are up to date. Check that your payroll deduction is current and if you pay Union membership annually, that your don't allow it to lapse. Check the date supplied from your credit card is accurate, as they do change regularly. As a Union, we can only help current members. It would be a shame to miss out on our support because of a lapse in membership.

I look forward to your continuing support in the New Year and wish everyone a safe and happy holiday.



## Join the online conversation

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



## Ten tips for the Teacher Quality Institute

### Leah Godfrey

Vice President ACT



**With the end of the year fast approaching here is some friendly advice to ensure that your registration will be maintained in 2016.**

You must complete 100 hours of professional learning over five years.

Each year you should register five hours of Teacher Quality Institute (TQI) accredited professional learning and 15 hours of teacher identified learning.

Contact TQI if you are intending to take leave for an extended period of time.

Teacher identified learning can include reading and professional conversations.

University courses can count for 10 hours per unit. Make sure you put the total hours that the university recommends into the box. The maximum hours that you can enter at a time is 100 hours. The total hours will be recorded on your profile, but the total time is not counted on your record for registration. You can do this through teacher identified learning instead if you want all hours to count towards registration.

There are many free online courses available which could be used as self directed learning.

Head to the Teaching Portal, specifically to the events section, to find a list of TQI accredited professional learning. There are even ones announced for next year.

Keep an eye out over the next year as many teachers' Working with Vulnerable People (WwVP) registrations will expire. You will need to renew this if you want to maintain your TQI accreditation.

Casual teachers (and all teachers) have opportunities available to attend sessions at TQI each year to find out about requirements and to gain support in accreditation maintenance.

Contact your IEU Organiser if you need additional support and advice.

## Meeting with principals a vital area of union engagement

### Pam Smith

Principals Organiser



**IEU's Principals' Branch met at the Union's Parramatta office on 7 November with a focus on the current EA negotiations for Catholic systemic principals.**

As principals will be aware from previous IEU meetings and communications, the IEU has been engaged in negotiations with CCER for a new Principals' Multi-Enterprise Agreement to apply in all NSW and ACT dioceses. Discussions have also occurred in recent times with Sydney CEO in regard to principals' classification, remuneration and other aspects of working conditions.

Following these discussions, the Union has now reached in principle agreement with the Sydney Archdiocese for a new enterprise agreement (EA) to apply to principals. This proposed agreement would apply for 2016 only.

The IEU will continue to discuss with CCER the implications of the Sydney proposal for principals in other dioceses with a view to achieving a MEA to protect and enhance the interests of NSW and ACT principals.

In addition to salaries and other aspects of remuneration, issues raised by principals with the IEU and at CCER consultations have included workload and wellbeing, funding and other aspects of school resourcing, and dealing with Parish Priests and school communities.

### Wellbeing survey

Many IEU principal members have also participated in the ACU/Teachers Health Fund principals' wellbeing survey and data from this research will help inform current and future industrial negotiations on behalf of principals.

Meetings with principal members are a vital area of IEU engagement and recent Catholic sector meetings have been held with principals in the Archdioceses of Sydney and Canberra-Goulburn and in the Bathurst, Wilcannia-Forbes, Broken Bay, Wagga Wagga and Wollongong Dioceses. Further Term 4 meetings are scheduled with principals in the Maitland-Newcastle, Armidale and Lismore Dioceses.

A teleconference for independent sector IEU principal members was held on 29 October with agenda items including BOSTES accreditation for pre 2004 teachers and principals, current and emerging workload issues, and dealing with school boards/governing bodies.

It is with great sadness that the Union notes the sudden deaths of two principals - Michael Connell at St Columba's at Berrigan in the Wagga Wagga Diocese and Terry McGoldrick at St Lawrence's at Coonabarabran in the Bathurst Diocese. Tributes were made to both Michael and Terry at the recent Principals' Branch meeting and our thoughts and prayers are with their families and school communities.

The IEU thanks principals for their support during the past year and especially acknowledges the contribution of those who attended Principals' Branch meetings on other gatherings. In 2016, the Principals' Branch AGM will be held on 13 February, with other meeting dates scheduled for 7 May, 6 August and 5 November.

## Brave new world begins for all teachers

### Bernadette Baker

Vice President Systemic Schools



**As the year is quickly winding up, not slowing down, but winding up . . . it gives us a chance to reflect on achievements in our sector.**

The finalisation of the enterprise agreement, after such a long running dispute, with improved conditions, is a significant accomplishment. This would not have been possible without the actions by you, your colleagues in your workplace and those all around the state. The solidarity of members has proven the strength of your Union.

The brave new world of accreditation for pre 2004 teachers will be the immediate challenge in 2016. Secondary teachers are the first to move into the BOSTES accreditation process with primary teachers beginning in 2017. Teachers who are already working are automatically moved to the Proficient level. This is unavoidable so don't ignore it or you might find yourself unable to teach, even as a casual.

AITSL standards are being fully implemented in the New Year. The challenge with this implementation is to not let employers use it so that it becomes intrusive and increases workload.

Are you changing schools in 2016? Are you moving systems? Make sure your membership goes with you. Notify the IEU office if you are moving school/house, especially if you're on payroll deductions or on maternity leave or other leave.

If someone is new to your workplace ask if they have made sure their membership is up to date. Diligence is important especially in the case of needing assistance.

Enjoy the summer break. Recharge the batteries because we will need to power on in 2016.

## Vale: Mick Connell Principal St Columba's Primary School, Berrigan



**Mick was born to be a teacher. His passion for learning, his love of children and his desire to 'make a difference' are hallmarks of what defined him as a leader.**

He never tired of improving himself as a leader, whether it be through study or ensuring he was at the 'cutting edge' of contemporary education through attending professional learning opportunities. He was particularly committed to not only Catholic education but quality education.

When Mick spoke of his work and of the students who were privileged to have been taught by him, it was always with a smile and a genuine interest in giving himself completely to be the best for them.

He was on a constant quest to improve and was a very reflective practitioner. He sought advice readily from those who he admired in education and believed in as leaders, aspiring to grow in his own leadership.

Mick believed so much in what he was doing to make a difference that he was prepared to move himself and the family to experience leadership opportunities.

**"Mick's legacy to education will be his enduring passion for kids to learn and wanting to make a difference."**

It would have been so easy to stay in Melbourne or at Mater Dei Primary in Wagga. But he saw opportunities and very capably took on the role as Assistant Principal at St Joseph's Junee. When the opportunity arose for principalship at St Columba's Berrigan, Mick did what Mick always did, thought about it, sought advice from trusted colleagues and then made what was to be become a very positive and successful decision.

After dutifully being the steward of that school community, this year saw him apply for and successfully gain appointment to St Mary's Corowa as principal for 2016 and beyond.

Sadly, that exciting opportunity was taken away all too soon for him. We however know that his capacity to build quality relationships and lead school communities in an effective way, would have once again been shared and appreciated in the Corowa community.

Mick's colleagues would describe him as friendly, loyal and someone you could trust and rely upon.

He enjoyed a beer or two with the rest of the principals at appropriate times, but was just as comfortable being the consummate professional that he was and he was certainly respected for that.

His sense of humility combined with his capacity to have and share a laugh made him balanced and highly respected by both peers and those in authority in the office.

Mick's legacy to education will be his enduring passion for kids to learn and wanting to make a difference and try to ensure every child had access to a quality education.

No more could be asked of a teacher. He will be sorely missed for a life taken way too soon and for so many possibilities and challenges that remained ahead that he would have tackled with his smile and that wonderful laugh that brought so much to so many.

It's been a privilege to have known him and I believe those that are left are better people for having him in our lives.

**Michael Hopkinson, Deputy Director of Catholic Education, Catholic Identity and School Improvement, Sandhurst Diocese, Victoria.**

**Look out for Starting Strong in your inbox**

STARTINGSTRONG

NSW ACT Independent Education Union - Union for Catholic & independent schools & early childhood teachers

## Facebook feedback Touching a nerve online

It's been a busy month on Facebook. Our numbers have never been better: there are now more than 2400 of you following our page and it's growing stronger every week. More of you are engaging with each other in our growing social media community and as a Union seeking to better engage with our members, we are certainly better for it. Your participation provides other members and their 'friends' with a unique insight into the challenges of your profession.

The diverse mix of comments on our Facebook page reflect the modern reality of your role as teachers, from a local to global perspective, as we take on a range of subjects: professional, educational, environmental, social justice and more.

Every now and then a particular article is posted that surprises us with its ability to touch a nerve, go 'viral' and ignite passionate debate. Insightful, complex and sometimes shocking, your comments to our Facebook stories offer many of us, outside the classroom, insight at a time of cyclonic change across the education landscape.

In early November, we posted one such article from *The Independent*, a UK based newspaper. The piece was titled: 'A teacher speaks out: I'm effectively being forced out of a career'. The title might have been clickbait, but it struck a chord with many of you for its brave stance on a job infected with too much stress and bureaucracy. The majority of the comments agreed that these characteristics are already happening here.

More than 25,000 saw the article, over 200 liked it and almost 100 shared it. So it's no surprise that the reaction to the post was swift and broad.

"I'm already working all the hours I can. I was told 'you're a teacher, it's your job'," Louise said.

"As a second year out teacher, I am frequently the first in and last out. Yet I still have extra work heaped on top."

Robert called 'flavour of the month' decision making a reason for the burdensome culture of unrealistic expectations at his school.

"When more levels of bureaucracy are added, when unrealistic expectations, 'flavour-of-the-month' top down decision making and increased scrutiny of minutiae become the norm, when authentic professional development is devalued and replaced by an accreditation system that rewards homogeneity (read: mediocrity) rather than maverick, innovative teaching – this is what happens. It's happening here now", he said.

Leonie fired up, calling "part of the problem . . . a system that constantly throws the baby out with the bathwater because overlords need to justify their tenure via endless innovation and ideologically driven 'titivation' rather than good theory and practice."

"Give teachers less work and more power and education will improve."

Bernadette said she hoped the Australian Government heard teachers' concerns.

"I hope the Australian Government is listening. Certainly same issues in SEE [The Skills for Education and Employment] sector even if teaching hours are shorter," she said.

Claire shared her own sense of despair for teacher jobs in Australia.

"I'm sorry to say that it is very much our system too. I personally experienced burn out and was lucky to have my support system in place to get back up", she said.

"We are under the pump . . . stressed to the max. Pushed beyond our limits emotionally, physically and mentally. We need higher up to see what is happening in the trenches (classrooms) on a day to day basis."

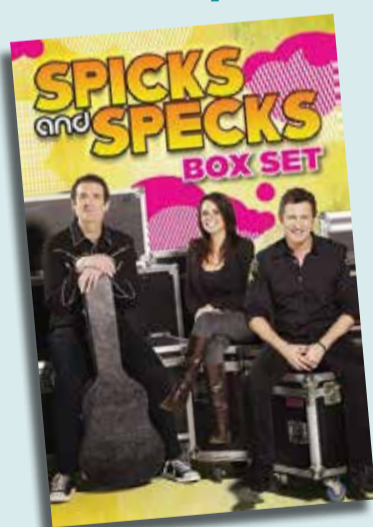
**Daniel Long** Online Journalist



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## Giveaways



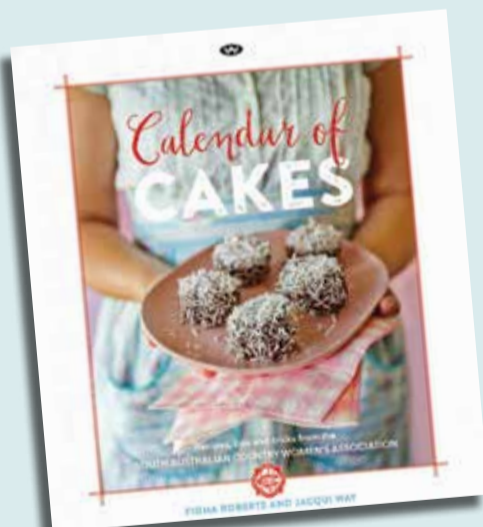
### Spicks and Specs Box Set

Four DVD set (M)

Publisher: ABC DVD

Three copies to give away

Featuring the best bits of Australia's favourite music quiz show. It features remixes of four great episodes, the world tour, taking in Europe and the US, the finale and all the best bits from all seasons.



### Calendar of Cakes

Authors: Fiona Roberts and Jacqui Way

Publisher: Wakefield Press

Three copies to give away

Lamingtons anyone? Homemade, and created with love from the South Australian Country Women's Association's near century of baking wisdom. Calendar of cakes offers a cake for every week of the year, plus cakes for special occasions.



### The Travel Book Lonely Planet Kids

Author: Malcolm Croft

Illustrator: Maggie Li

Three copies to give away

From amazing animals and super sights to fun festivals and fabulous food, this book is packed with hundreds of facts about every country on our planet. Find out where you can climb a giant tower of sticky buns, what a bokikokiko is and who once received a polar bear as a present and lots more.



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 14 December 2015.

# Responsible investment

ngs  
Super

Bernard  
O'Connor

NGS Super



One major benefit of belonging to an industry super fund, apart from the historically superior investment returns over the long term, is knowing that the Trustee has a good understanding of the values and aspirations of your work sector. This fact rings true with the NGS Super Board of Directors who have been deeply involved in education and share common values with members in terms of environment, fair labour practices, sustainability and responsible investment.

In terms of ethical investment, NGS Super is a signatory to the United Nations Principles for Responsible Investment which means that the Fund integrates environmental, social and governance considerations into its investment decision-making when selecting investment managers and when exercising rights as shareholders. In carrying out its fiduciary duty to members, the expectation of the Investment Committee is that socially responsible investment decisions will deliver improved long-term returns to investors; this view is soundly based in a large body of investment research.

The NGS Super Trustee has recently considered the question of refugee detention centres and decided to sell its holdings in Transfield, a company which holds the Government contract for the management of offshore detention centres. The divestment from Transfield was made after due consideration of the investment return expected from this company as well as the morally questionable practices exhibited at certain detention centres regarding the treatment of refugees and their children. The Trustee considered that they funds invested in Transfield would be better placed with an alternative investment.

A collateral benefit of the divestment is that it sends a strong message that members of NGS Super will not be supporting the current manner of operation of these offshore detention centres as an ethical position. Your money is not supporting Transfield! Instead, it's invested in a similar company with better long term economic prospects.

It can be seen from the above that the NGS Super Board assesses investments through a number of lenses, the first of which is always investment criteria: will the investment contribute to better retirement outcomes? If that box cannot be ticked, the investment cannot be made. Pleasingly, there are emerging opportunities where sound investment principles converge with responsible

social and environment outcomes, and an example of this was when the NGS Super Board chose to invest in a NSW Social Benefit Bond which finances the uniting of foster children with their families. In short this Bond is a partnership between the NSW Government, UnitingCare, a Fund Manager and investors, which works with parents who have had their children removed from their care or whose children are at risk of removal, to create safe family environments. Investors provide capital to UnitingCare which assists families through UnitingCare's Newpin program to reunite children with their parents, and the NSW government provides incentives for success which underpin the programme's revenues (and therefore the yield on the Bond).

As an investment proposition the Social Benefit Bond is a winner with an 8.9% return to private investors this year. This year the programme successfully restored 66 children in out-of-home care with their families while investors received strong financial returns from the State Government according to the audited results. This seven-year program is expected to provide further long-term beneficial financial outcomes and remove some of the future risk for children placed in foster care. UnitingCare's Children, Young People and Families Director, Claerwen Little said, "These positive results show that many families, given the right type of support, can provide safe and loving homes for their children". Strong financial outcomes and social benefits are not antithetical! It is worth noting that more Social Benefit Bonds are coming onto the Australian market as this type of partnership with governments can increase the speed of social change while providing solid returns for investors.

The NGS Super Trustee has also considered the environmental damage caused by coal and the potential effects of carbon emissions. Again, the idea that smart socially responsible investing will provide better long-term results was the starting point for this discussion. The Board then decided that before any investment may be made in a vehicle generating more than 30% of its revenues from coal, the matter should be referred to the whole Board for consideration and debate. This decision aligns with a 2013 Trustee decision to divest from tobacco companies, and find alternative investments that will deliver equivalent or better returns.

The NGS Super Board of Directors knows and represents its constituency and will invest members' superannuation responsibly for growth, appropriately taking into account social and environmental issues.

The NGS Super Board of Directors, Management and Staff would like to wish all IEU members a Happy Christmas and a safe and prosperous 2016!



(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 personal advice. Past performance is not a reliable indicator of future performance.)



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Gloria Taylor  
**Deputy Secretary**  
Carol Matthews  
**Assistant Secretary**  
Mark Northam  
**Assistant Secretary**  
Chris Wilkinson  
**President**  
St Joseph's Catholic College  
East Gosford  
Louise Glase  
**Vice President Non-Systemic**  
St Patrick's College Campbelltown  
Bernadette Baker  
**Vice President Systemic**  
St Mary's Cathedral College Sydney  
Carolyn Collins  
**Vice President Support Staff**  
St Michael's Primary School Nowra  
Gabrielle Connell  
**Vice President ECS**  
Albury Preschool Kindergarten  
Leah Godfrey  
**Vice President ACT**  
St Jude's Primary School Holder  
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**Financial Officer**  
De La Salle College Cronulla  
Marie MacTavish  
**Financial Officer**  
St Joseph's Primary School  
East Maitland

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Ann Rogers  
ASPECT South Coast School Corrimal  
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St Mary's Cathedral College Sydney  
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McCarthy Catholic College Tamworth  
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Sacred Heart Primary School  
Cabramatta  
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

IEU is conducting the following:  
**SMARTER ASSESSMENTS**  
Improving feedback, reducing correction  
- workshops with Glen Pearsall

**16 Feb** Hills District  
**29 Feb** Newcastle  
**1 Mar** Ultimo  
**2 Mar** Liverpool  
**3 Mar** Canberra  
4.30pm to 6.30pm

IEU Members \$30 Non Members \$80  
For more information got to  
[www.ieu.asn.au](http://www.ieu.asn.au) or contact Marie-Claude  
at [professionaldev@ieu.asn.au](mailto:professionaldev@ieu.asn.au)

**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.

### Save the date

Members and Chapters should save the following dates in 2016 and stay tuned.

- Friday evening 4 March 2016, International Women's Day  
IEU Wattle Street Sydney event.
- Tuesday 8 March, International Women's Day.
- Saturday 30 April, May Day Committee's May Day dinner.
- Sunday 1 May 2016, May Day March for workers and their families.

### 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  
**The new Parramatta office will be open for business in 2016 at  
Level 2, 18-20 Ross Street, Parramatta NSW 2150 (02) 8202 8900**



**In 2015 the IEU  
recovered nearly  
\$5 million on behalf  
of individual members**

And we sealed the deal on 58  
new workplace agreements



The Briscoe Building 485 - 501 Wattle Street, Ultimo NSW 2007 | P 02 8202 8900 | [www.ieu.asn.au](http://www.ieu.asn.au)

**IT'S ABOUT  
DOING WELL  
AND DOING GOOD...**

We believe that it's not enough to just do well, you also need to do good. So while we are proud of our track record as a high performing, low cost Industry SuperFund, we are equally as proud of the contribution that we are making to our members, their industries and their communities.

As a signatory to the *United Nations Principles for Responsible Investment*, we're invested in being more conscientious corporate citizens committed to sustainability and the environment. As an investor in Australia's first ever social benefit bond, we are dedicated to empowering families and helping our communities to thrive. And as a committed partner to the industries that we serve, we offer over \$40,000 in professional development scholarships to help members make a real and lasting contribution to their sectors.



To learn more about  
who we are and what  
we stand for, visit  
[www.ngssuper.com.au](http://www.ngssuper.com.au)

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understand the  
true meaning  
of wealth.

