

newsmonth

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The newspaper of the NSW Independent Education Union and the NSW/ACT branch of the IEUA (vol 35 #7) October 2015

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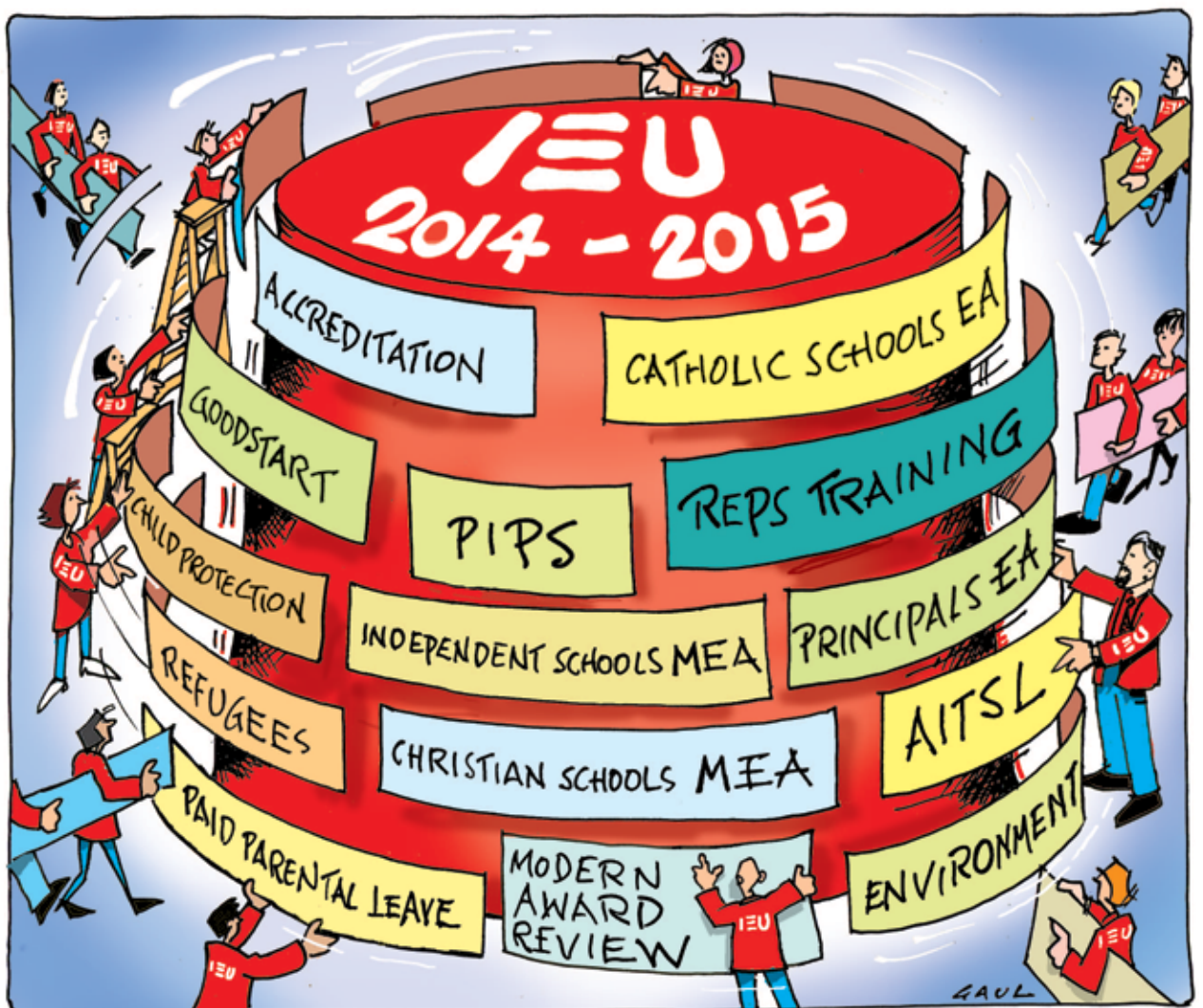
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What has your Union done for you?

"It is significant that the IEU recovered \$4,847,630 for members in the past year, up \$1.6 million on the same reporting period in 2014."



We set ourselves an aspirational agenda for 2015 and have achieved good progress or completion of much of it.

Almost all of our industrial work as a Union is in the federal jurisdiction. Work like agreement making, negotiations with employers, settling disputes or dealing with unfair dismissals. Even visiting workplaces to talk to members is 'federal work'.

The legislation under which we operate is the *Fair Work (Registered Organisations) Act* and some of the provisions of that Act require the Union to substantially alter a number of its practices and processes.

For many years, our members have been enrolled in two unions, the state organisation and the NSW/ACT Branch of the IEUA. In the past, we operated almost exclusively as the state body but in recent years we have been transitioning to function more properly as a federal branch. Much work has been done in this area and is ongoing, however, quite a few formalisation processes remain to be completed.

The key issues to address are ensuring that membership fees are paid direct to the branch, transferring the employment of staff from the state organisation to the branch (to allow Right of Entry Permits) and establishing sub-branches and a State Council in the rules of the NSW/ACT Branch to replicate those existing bodies.

While the mechanics of all this are cumbersome and time consuming, it is essential that our rules and practices reflect the reality of our operations.

Shameless tactics

I wrote last year that the end result of the shameless and deceptive tactics employed by Catholic employers (represented by the Catholic Commission of Employment Relations) to strip conditions and reduce wages for employees would be to "outrage our members, lose the trust and confidence of thousands of employees and put themselves on the back foot in resolving the dispute". And so it was. And it remains.

During this dispute, we had more than 500 successful industrial action ballots and through this strength and determination of members, we put back what employers had tried to remove and rebuilt what they had tried to dismantle.

It is worth noting the participation for the first time and in significant numbers of our support staff members who were present and vocal at every stop work meeting and rally. While it was a long and frustrating campaign, we secured a very good agreement. Although not unanimously supported, I do believe we have achieved an EA which is outstanding now and can provide a scaffold for the future.

Industrial work

The industrial work of unions is largely the basis on which they are judged; it is core and essential work. The Industrial Annexure details not only the unfolding of the protracted dispute involving the systemic EA but the progress of other negotiations as well as the 57

Agreements (38 in early childhood education and care) we have successfully negotiated and registered since the last AGM.

The industrial report also details several individual employment cases of enormous significance to the membership generally and I urge a close reading of these. These cases intersect with Working with Children Check issues raised in the Child Protection report and overlap with BOSTES and Teacher Quality Council accreditation and registration requirements.

We continue to have major concerns regarding investigation processes and procedures with some employers and it is noteworthy that child protection matters remain in the top three causes of industrial dispute.

It is significant also that the IEU recovered \$4,847,630 for members in the past year, up \$1.6 million on the same reporting period in 2014.

Union objects

The objects of the Union require us "to encourage and initiate whatever may tend toward improving the status, training and qualification of all members" and we shall proudly continue to do that.

I make mention of this because our objects stated in the rules of the Union are often overlooked but are fundamental to who we are and what we do. During the term break, we provided our training room as a venue for BOSTES officers to speak to approximately 70 of our members about accreditation at higher levels. Once

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The challenges of agreement making

Gloria Taylor

Deputy Secretary



Catholic agreements

The Catholic independent Multi Enterprise Agreements (MEAs) for teachers and support and operational staff are near finalisation and the IEU is strongly pressing for a one year agreement for Catholic systemic principals.

The Union is seeking a pay increase for principals from 1 January 2016 and also wants to ensure that leave conditions and other relevant changes from the recently approved NSW and ACT Catholic Systemic Schools Enterprise Agreement 2015 are in place for the start of the next school year. If the agreement is held over, principals would be denied some important benefits.

The IEU believes that a number of outstanding matters including casual rates for principals, renewal leave, the provision of 'tools of trade' and allowances for managing boarding house schools could possibly be resolved for inclusion in the one year agreement. The Union is prepared to meet early in 2016 to begin discussions around the more complex matters that have been raised by the parties including a possible new classification structure for principals.

Principals

The Catholic Commission for Employment Relations (CCER) is proposing an MEA that will bring three existing agreements for principals into one. The CCER also used this approach to merge Catholic systemic agreements and Catholic independent school agreements. While the Union will work with this approach, we have told employers that we hope that we are not confronted with the type of laborious exercise that led to unreasonably protracted negotiations in the other agreements.

The Union is also working towards a first agreement for counsellors in the Parramatta Diocese as well as an agreement for

Catholic Education Office personnel in Parramatta and a number of other dioceses.

Christian schools

The Union has been involved in extensive discussions with Christian Schools Australia (CSA) on a proposed Teaching Staff Multi-Enterprise Agreement that would be in effect until the end of 2017.

Although many of the IEU concerns have been addressed such as proposed reductions in sick leave, long service leave and redundancy payments, there are still outstanding issues. These include a proposed increase in the notice of termination to be expected of teachers, the lunch break provisions and highly intrusive ethos provisions. In addition, lower rates of pay have been proposed for teachers in early learning centres other than preschools.

The Union has not yet received a revised general staff agreement. The IEU will continue to consult with members over these issues.

AIS schools

The Union will seek discussions early in 2016 to ensure the successful making of new MEAs for teachers for the commencement of 2017. An initial meeting has already been held with the AIS over the support and operational staff agreement as there were outstanding issues arising from the current MEA.

The Union believes it is unlikely that employers will again offer the controversial one off payments (OOPs) in lieu of salary increases in this next round. In any case the IEU would strongly resist this approach. There may also be a need to review the teachers' incremental MEA as well as the teachers standards model agreement in light of new pay structures in the government and Catholic systemic sectors. It may be also timely to consider the broader accreditation agenda and its possible relevance to the MEAs.



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How to tackle AITSL's Teacher Performance and Development Framework

Mark Northam

Assistant Secretary



Catholic systemic schools - What the employers have agreed to

Over the life of the agreement, the Catholic Commission for Employment Relations (CCER) and employers will commence discussions in regards to a diocesan wide framework for Teacher Performance and Development. Where a diocese is currently developing a framework, the employer undertakes to consult with the Union. The IEU is to provide a MOU expanding on general principles for the broader framework, with the understanding that it will align to the principles of AITSL's Australian Teacher Performance and Development Framework.

It is a condition of school's funding arrangements that they comply with AITSL's Australian Teacher Performance and Development Framework. While

the notion of 'improving' educational outcomes is laudable, the mechanisms by which members engage with AITSL processes deserve close analysis. The key is certainty of understanding. The way additional requirements are introduced is critical.

The IEU is proposing the following general principles as a scaffold for implementation. The importance of an agreed approach will ensure members are not expending energy and importantly, time, on activities not required by AITSL.

The IEU's preferred model is set out below. It provides a mechanism to manage what is being sought. The IEU is in discussion with various dioceses to ensure that RFF and preparation time is not intruded upon with the additional processes. Employer support for the implementation of the Teacher Performance and Development Framework initiatives is paramount.

General principles

- 1 The individual teacher (however described) determines their own professional development plan. While a professional dialogue should occur, the teacher maintains professional control in relation to their plan.
- 2 Teachers have the right to be supported in their professional enhancement and the responsibility to be engaged in

performance and development processes.

- 3 Implementation of the Framework is to grow from a collaborative and respectful culture.
- 4 The AITSL processes are not akin to grievance or like supervisory practices. They are intended to be formative and affirming.
- 5 Performance is referenced against the Australian Professional Standards for Teachers. These standards provide a mechanism for professional learning. They are not intended to act as a checklist.
- 6 Observations are conducted by an agreed and trained colleague and support provided to facilitate this occurring.

Professor Stephen Dinham in the July 2015 edition of Professional Educator captures the zeitgeist when he indicates:

"Second generation standards' are less prescriptive and more aspirational in nature. Rather than engendering a compliance mentality, these are more future and improvement focused, and are more about developing capabilities than judging competencies".

See www.ieu.asn.au for Teachers Performance Development information.

What has your Union done for you?

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we put a rate of pay in our agreements for Highly Accomplished Teachers, we assumed a responsibility to provide easy access to information about the application process.

Proud are we also of our commitment to Union Training for our Chapter Representatives to which we devote substantial resources. The past year has seen 14 training days with more than 200 participants and further events are scheduled before the end of the year. The Activist Conference is a key part of our training agenda. The Union Executive has identified recruitment and retention of members as focus issues for Reps training and at Branch meetings in 2016.

Recruitment and organising are fundamental to the ongoing viability of every union and ours is an aging membership with at least 1000 retirements each year. A recent report identified a number of areas in NSW where those aged over 65 outnumbered those under 15. In addition, there is significant 'churn', particularly among teachers who move between systems and employers regularly.

Recruitment

Our recruitment levels are strong and boosted further by increasing levels of student members. We have recruited 2753 new members this calendar year, including 631 students. While the vast majority of those studying early childhood will work in our sector and we hope to retain them as full members, we can at least aspire to providing a positive experience of trade unionism.

While our numbers stand at a tad over 32,000, our growth in real terms is fairly flat.

Indigenous issues

Another area of unfinished business for our Union is with our Indigenous members and with the wider Indigenous community. We are disappointed that our PIP An Indigenous Perspective, which addresses Standards 1.4 and 2.4, our only PIP to date registered with the ACT TQI, falls foul of their refusal to allow registration of programs for more than two years.

We have recently called for Indigenous members to self identify for a working party to better target strategies for addressing Aboriginal and Torres Strait Islander issues and to promote reconciliation activities and awareness. We were obliged to advertise because the IEU has never asked its members whether they identify as Indigenous for the purpose of us keeping records. One of the first tasks of this working party will be to make a

recommendation as to whether we should. There is a significant agenda of other work to be done and advice to be gleaned.

Wide ranging issues

We have been occupied in the pay equity case, made submissions to the Productivity Commission and are participating with our federal colleagues in the review of modern awards. We have been engaged at a national and international level taking part in a visit to Timor Leste with APHEDA and the Edmund Rice Foundation, and at Education International in Ottawa.

Three of our officers spent a week working with our Union colleagues from OECTA during that union's recent salaries campaign. Such opportunities are valuable learning experiences for our officers and help to build great relationships with the wider union community.

By far the most sought after benefit of IEU membership is the teacher exchange program where we've had 15 exchanges this year.

The attack by the Federal Government on paid parental leave has been one focus of work for the Women's Committee and the Union is vigorously opposing the plan to deny 18 weeks of the minimum wage to those who have access to work based paid leave calling them "double dippers".

The Union has gained good traction with our social media campaign built around an open letter to the Prime Minister calling on him to withdraw the proposal. IEU members who have access to Paid Parental Leave have it because union members purchased it with foregone salary years ago. The more recent women's forums have taken up the issue with passion.

Again I acknowledge and record our appreciation of both the role and the work done by the Early Childhood Council in advancing the interests of early childhood members.

It is worth reporting that we have sold our property in Wentworth Street Parramatta and purchased new premises at Ross Street at the northern end of the city. When we complete renovations and occupy this building by the beginning of 2016, it will represent an investment of more than \$2.5 million.

This is an edited version of John Quessy's introductory speech to the AGM. The full version is available at: <http://www.ieu.asn.au/news-publications/news/2015/10/general-secretarys-agm-report-2015/>



Catholic independents to vote

Carol Matthews

Assistant Secretary



After a year of waiting, the Union anticipates that employees in NSW Catholic independent schools will vote on new multi enterprise agreements in the coming weeks.

As at the time of writing, the Union is close to final agreement on both a new teachers' Multi Enterprise Agreement (MEA) and a support and operational staff MEA. One school, Santa Sabina College, will be covered by its own separate enterprise agreements (EAs) based on the MEAs but not containing an ethos clause.

More than 30 schools will be covered by the new agreements (but not all of these schools are party to agreements for both teachers and support staff).

The Union has been extremely concerned about the delay that has held up pay rises that were due for most employees from the beginning of 2015. Although the increases will be back paid

eventually the Union is concerned that employees who leave the workplace in the meantime may miss out. We are urging the schools to pay the pay rises without further delay.

Teachers' MEA

The teachers' MEA combines the existing six separate enterprise agreements applying to groups of schools into one MEA and the Santa Sabina EA. The MEA will continue the pattern of different pay scales with some based on an incremental pay scale and others reflecting the AIS standards (or 3 Band) model. Five schools will transition from the incremental model to the standards model in the course of the MEA. All the pay rates will be above Catholic systemic and government school pay rates, but for some schools only marginally above. The agreements will be in force for 2015 and 2016 only.

Existing conditions will be retained, but in some cases the language has been updated. For example there will be no change to the quantum of sick leave, but it is now called personal/carer's leave and leave is available because of an unexpected personal emergency rather than for 'pressing domestic necessity', being any reason at the discretion of the employer. The amount of paid parental

leave has also not changed but the clause now refers to leave for the primary caregiver and the parent who is not the primary caregiver, rather than maternity, paternity and adoption leave.

The Union is hopeful that the vote of employees on the MEA which will be conducted by schools will occur in late October /early November and is seeking that the pay rises be paid as soon as possible.

Support and operational staff MEA

The last round of agreements saw non teaching staff in Catholic independent schools grouped together under two different support and operational staff Enterprise Agreements (EAs). The EA covering Christian Brothers /Edmund Rice Education Australia (EREA) schools was the first Catholic independent school EA to have broad coverage of most classifications. Subsequently an EA was made in respect of the other Catholic independent schools that further expanded the coverage to include nursing staff, boarding house staff and other general operational employees.

The new MEA will cover all those classifications covered presently by the broader Catholic Independent Schools EA (and extends that coverage to both EREA schools and Monte Sant' Angelo). As will

occur for the teachers, there will also be a separate EA for support staff employed by Santa Sabina College, based on the MEA.

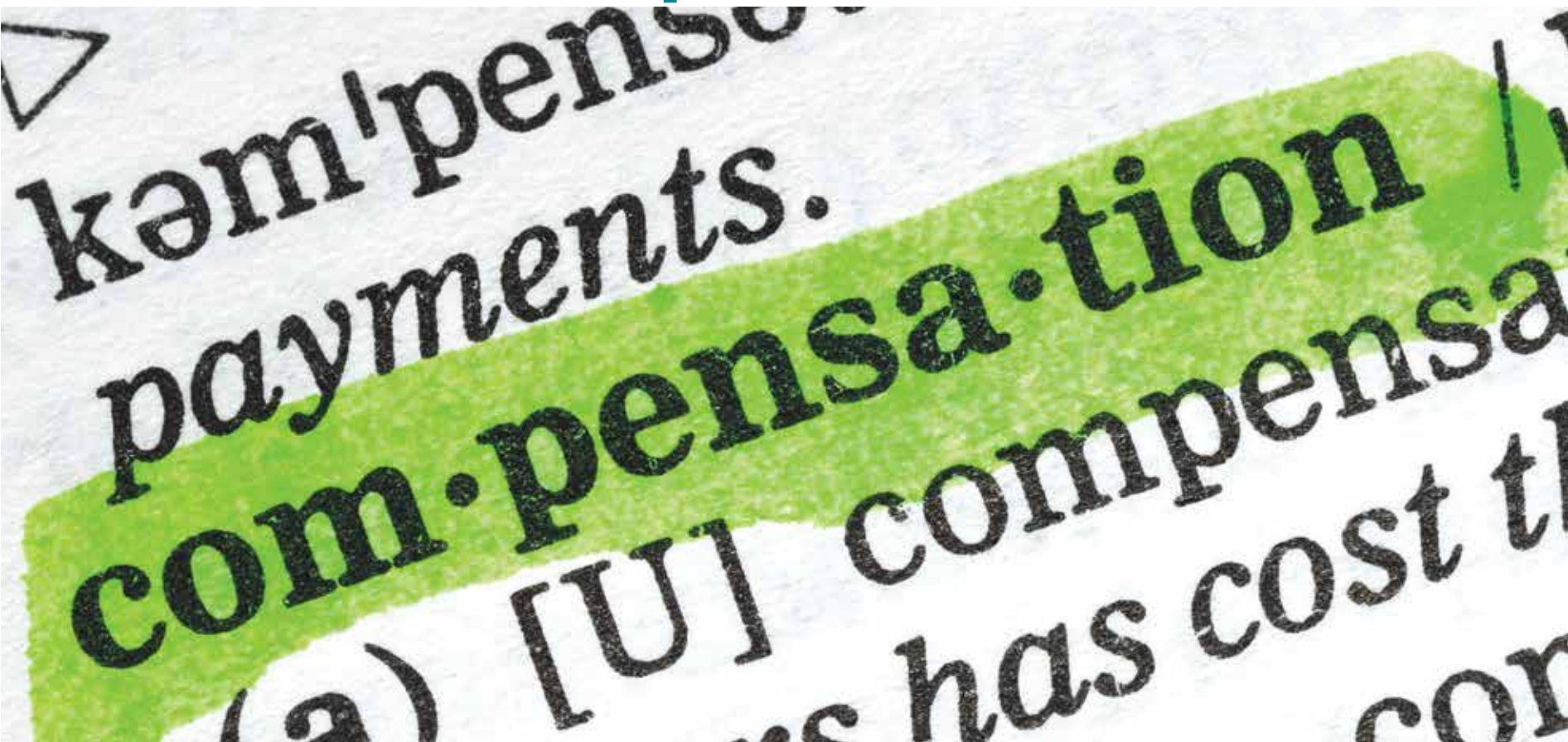
Agreement has been reached on the inclusion of new express provisions applying to Information Technology (IT) staff. We are close to finalising a new five step classification structure for IT assistants through to IT managers/ directors with high levels of autonomy and responsibility. Appointment to the three highest IT classifications will be dependent upon the size of the school and/or the school's decision to establish a position paying salaries comparable to teachers in order to avoid penalties for shiftwork, overtime and being on call.

The MEA will provide a 2.5% increase for 2015 and a further increase of 2.5% in 2016. Those increases are to be applied to existing agreement rates (as adjusted with interim increases) meaning that there will be separate pay scales for EREA schools and Monte Sant' Angelo.

As with the teachers' MEA, existing conditions have been retained but the language has been updated.

The Union expects that the vote on the MEA will occur in late October/early November and, as with the teachers' MEA, is seeking that the pay rises be paid as soon as possible.

Modest improvements to Workers Compensation Scheme



The NSW Government has announced modest changes to the NSW Workers Compensation Scheme.

However, while these changes will assist thousands of injured workers, thousands will continue to miss out, as only two-thirds of the surplus will be directed to assisting injured workers and one-third will be used to lower insurance premiums.

Changes introduced in 2012 by the former NSW Minister Paul Pearce and former NSW Premier Barry O’Farrell resulted in the slashing of medical benefits to injured workers.

Despite being in surplus by \$2.4 billion last December, and heading towards a \$4-\$6 billion surplus in coming years, the \$1 billion reform package represents only a small amount of this funding.

Unions have argued that the current surplus is more than sufficient to return all lost medical benefits and income support to injured workers.

The reform package proposes a restructure of WorkCover into three agencies to separate its safety and insurance functions and to assist injured workers during the claims process.

The three new agencies to replace WorkCover NSW will be SafeWork NSW, which will be responsible for regulating health and safety in the workplace, Insurance and Care NSW (icare), will focus on improving the service delivery to injured workers as well as the tracking of all claims while a third agency, the State Insurance Regulatory Authority (SIRA), will regulate all state insurance schemes, including workers’ compensation & third party insurance.

The new system aims to promote safe workplaces to keep premiums down. Businesses that improve their performance in workplace safety and injury prevention will be rewarded with premium discounts of 5-20%, worth a total of \$170 to \$200 million.

The current threshold for injured workers with permanent impairment of their whole body will be lowered from 30% to 20%.

Any injured worker entitled to hearing aids or prosthetics, will now get these for life. Currently workers must rely on Medicare to replace these.

Workers with serious injuries of 11-20% impairment will receive medical benefits for five years.

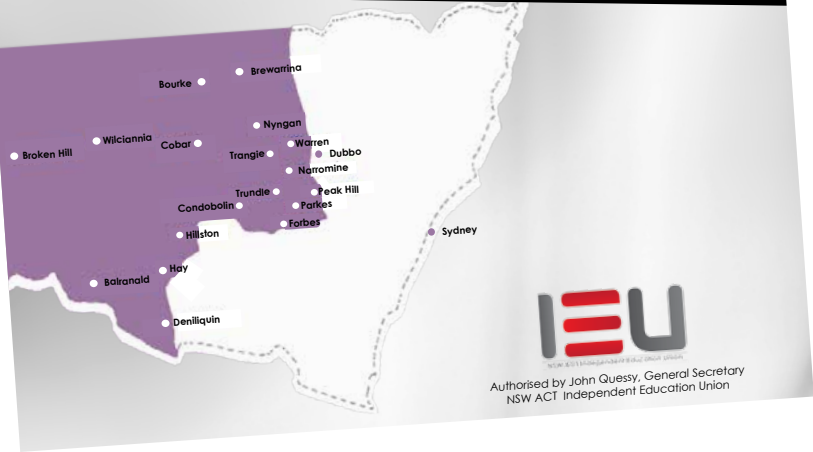
The lump sum death benefit will be increased to \$750,000, and funeral expenses for families of workers killed at work will be increased from \$9000 to \$15,000.

With an emphasis on injury prevention the IEU encourages members and IEU representatives to meet and discuss models that will encourage a positive safety culture within their workplace, such as the election of health and safety representatives (HSRs), ensuring HSRs are trained, and the establishment of Health and Safety Committees.

The IEU encourages any members with workers compensation matters or health and safety concerns or questions to contact their organiser to discuss these issues.

Natasha Flores Organiser

Let them use their LSL in short blocks



Postcard campaign targets Wilcannia-Forbes director

The Wilcannia-Forbes Diocese mailbag is about to get a lot heavier as IEU members start a postcard campaign protesting its directive blocking staff from taking Long Service Leave (LSL) in short blocks.

Staff in this diocese work at some of the most remote schools in NSW, yet are not permitted to take a few days LSL to take children to medical appointments in Sydney, settle them in boarding school or take them to family functions that could be a day’s travel away. The diocese covers 50% of NSW.

Other dioceses do allow staff to do this, even though their travel times may be shorter. In Wilcannia-Forbes staff must take LSL in blocks of no less than three weeks.

Wilcannia-Forbes IEU Organiser Marilyn Jervis said staff in these schools felt isolated and disadvantaged by the decision of new Director Anthony Morgan.

“They are concerned that young teachers will not be attracted to work in the area because of this ruling,” Marilyn said.

There was a unanimous vote at IEU Council in August to object to the decision, and the IEU AGM on 17 October the IEU launched a postcard campaign asking Mr Morgan to reverse his decision.

It reads:
“Mr Morgan your staff don’t need three weeks to attend a wedding in Sydney nor to take a child to a representational sports event.
“They don’t need three weeks to settle a child into boarding school. They need one or two days.
“Please, for the sake of the emotional and physical wellbeing of your staff, reconsider your policy.”
If you would like to get hold of some postcards to send in support of your colleagues, contact your IEU Organiser.

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Mutual understanding

The IEU has signed a Memorandum of Understanding (MOU) with the Teachers Mutual Bank which formalises a long term relationship.

The bank is to provide sponsorship for a range of IEU professional development and events in 2016 and beyond.

At the IEU's Environment Conference on 16 October it was announced the bank will be offering five \$3000 environment grants to schools. Details of these grants and how to apply will be provided in *Newsmonth* and at www.ieu.asn.au in coming months.

"Teachers Mutual Bank already assists a wide range of our membership working across many sectors. There

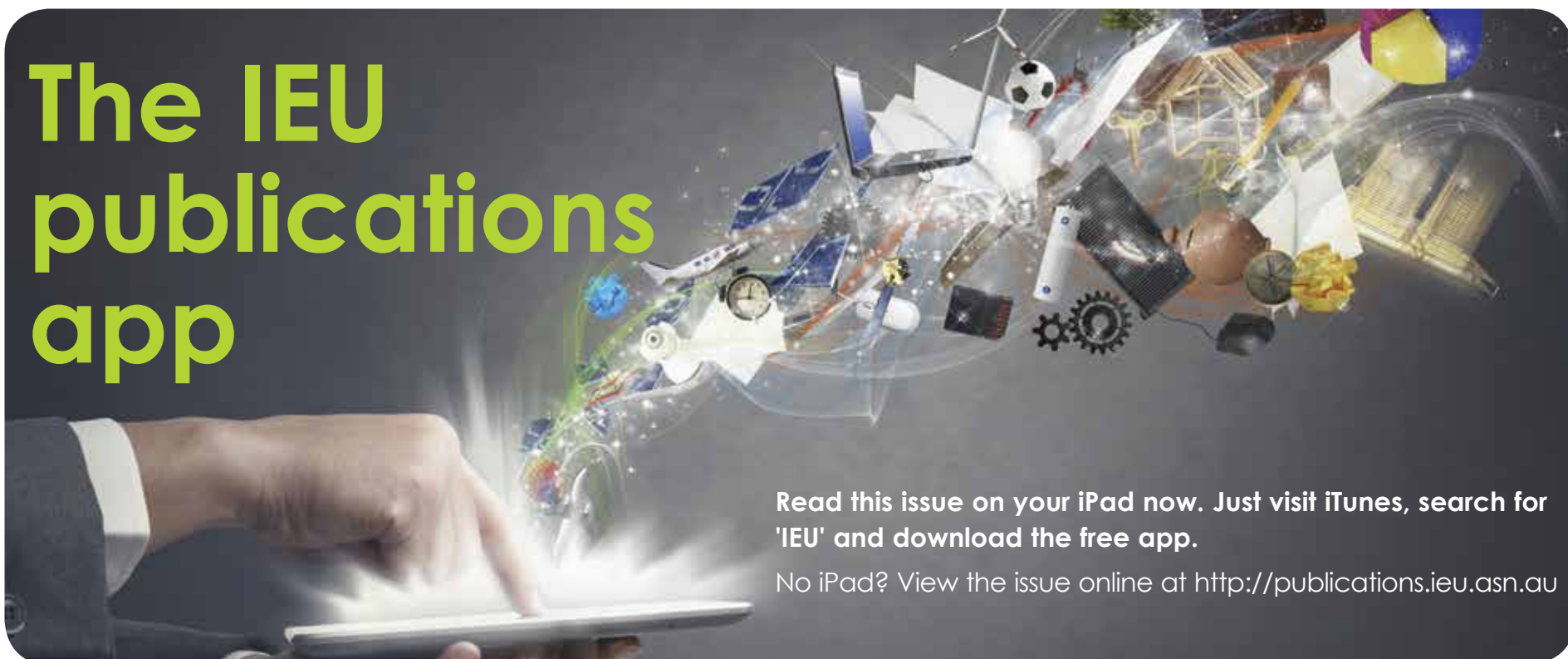
are obvious connections which can work to the advantage of both organisations," IEU General Secretary John Quessy said.

Steve James, CEO of Teachers Mutual Bank said, "This is an exciting development for Teachers Mutual Bank. As the leading bank for people working in education in Australia we exist for the mutual benefit of our members, so there are many synergies between our two organisations, and we're delighted to be in partnership with the IEU".

"We're really looking forward to welcoming new members from the independent education sector, and helping to ensure they have a brighter financial future."



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Beijing + 20 - gender equality celebrations and challenges

In 1995, China, Australia and 188 other countries adopted the Beijing Declaration and Platform for Action, a comprehensive roadmap to raise the status of women. Twenty years on, what are the causes for celebration and the ongoing challenges?

While Australia can now report to the 2015 United Nations Beijing + 20 summit that there are more than two women in the Federal Cabinet, the recent attack on Paid Parental Leave, the increasing gender pay gap, and the high levels of domestic violence, give little cause for celebration.

In Beijing in 1995, Australian delegation head Carmen Lawrence told the conference: "We don't have long. We must accelerate our action for change".

Some of the world's most prominent women were also present including Hillary Clinton, Benazir Bhutto and Madeleine Albright. Aung San Suu Kyi (under house arrest in Burma) — sent a video speech.

The collective message was that women's rights are human rights and that the world needed a framework for gender equality and women's empowerment.

After two weeks of heated debate, the Beijing Declaration and Platform for Action was signed

by 189 nations, including Australia. To this day it arguably remains the "most progressive blueprint ever for advancing women's rights".

With a focus on 12 key areas of concern — poverty, education, health, the economy, power and decision-making, human rights, armed conflict, institutional mechanisms, the media, the environment, violence against women, and the girl-child — the plan set a number of targets to progress women's rights.

In Australia and around the world, it is now timely to reflect on the report card on a range of these issues. For most IEU members there is access to paid maternity leave and to leave to support family members in need of care. Elder care is an emerging issue and many IEU members have care responsibilities for both children and ageing relatives.

While there is a 'right to request' flexible work arrangements, many members find that their employers are resistant and that such arrangements can be a barrier to accessing or remaining in leadership roles.

The gender pay gap is over 18% and this gap also results in lower retirement incomes for women.

At the national level, women are increasingly

affected by domestic and family violence and too often by homelessness. Cutbacks in government services have significant adverse impacts on women and their families.

Indigenous women continue to experience disadvantage in health, education and other social and economic outcomes.

At the global level, climate change, armed conflict, trafficking and sexual exploitation are damaging the lives of women and girls, as reported on by Education International of which the IEU is a member.

Beijing + 20 provides a valuable opportunity not for despondency but for a refocus globally, nationally and locally on the priority areas identified by that conference and for a new commitment to gender justice and equity.

In the words of the current United Nations Secretary General Ban K Moon, "when women advance, the world benefits".

Pam Smith Convenor IEU Women in Education Committee

Open letter to Prime Minister Malcolm Turnbull

Dear Prime Minister,

Congratulations on your recent appointment as Prime Minister of Australia. The 33,000 members of the Independent Education Union of NSW and the ACT hope that your new leadership will steer Australia towards fairer outcomes for all people.

One important step in that direction would be to support women in the workplace and allow them to spend 12 months off with their new babies if they so desire.

Rejecting the proposal by former Prime Minister Tony Abbott to stop women from accessing the paid parental leave scheme to supplement any employer entitlements they may have beyond the maximum 18 weeks leave paid at the minimum wage would be a welcome move.

The Paid Parental Leave Productivity Commission Inquiry Report 2009 said paid parental leave was introduced to "improve wellbeing of families, and in particular child and maternal health, associated with an extended period of absence from work around the birth of a baby and secure financial support during this period".

As a father and grandfather yourself, you would understand the need for time at home for mothers with young babies. This issue is crucial for the mostly female teachers, support staff, and principals in non-government schools represented by the IEU.

You may remember how important it was for your own daughter Daisy to be able to take extended leave from her teaching position at a non government school when your grandson Jack was born.

All teachers – all working women in fact – should be able to enjoy time at home with their babies without suffering undue financial pressure.

Like your daughter Daisy, Elizabeth Heggart teaches in a non government school. Elizabeth is a Science and Maths teacher and IEU member whose daughter Sophia was born in August. She is enjoying precious time at home with her baby.

Elizabeth is entitled to 14 weeks paid leave from her employer plus 18 weeks paid parental leave. Using some long service leave she plans to take a year to care for her child. Being able to spend a whole year with Sophia, watching her growing and learning in the first year of life, is important to Elizabeth.

She said a reduction in paid parental leave, as proposed by former Prime Minister Tony Abbott, would be devastating for her, forcing her to go back to work sooner than she would have liked.

Paid parental leave, when introduced in 2011, finally brought Australia in line with other OECD countries, although many still provide more than Australia. The UK provides 39 weeks, Canada 50 weeks and Sweden

60 weeks paid leave. It is important to remember that employer based parental leave has been negotiated over many years as an industrial provision, often with foregone salary or other conditions as part of the bargaining process. Put simply, IEU members paid for the provision of paid maternity leave.

If the changes proposed by Mr Abbott are allowed to go through, Australia will go backwards compared to the rest of the world. Families stand to lose up to \$11,000. Low income earners on as little as \$20,000 a year could miss out on the scheme altogether.

As a father and grandparent, the members of the IEU call on you to ensure teachers like your daughter and Elizabeth are entitled to the current paid parental leave provisions.

You must prevent the Abbott Fairer PPL Amendment Bill from passing through Parliament.

Yours faithfully

John Quessy
IEU General Secretary
on behalf of 33,000 members of the
NSW ACT Independent Education Union

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Starting Strong
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STARTINGSTRONG

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

Early childhood teacher accreditation

The IEU has been a key stakeholder at further early childhood accreditation working party meetings.

Amy Cotton

Professional Officer



The negotiations are continuing in respect of recognition of early childhood teachers' professionalism and experience.

What is known:

Early childhood teachers who have taught in the five years preceding 1 January 2016 should be able to

seek accreditation. Teachers should seek statements of service from past employers if they are currently not working in early childhood teaching. Teachers coming close to five years out of service should seek some casual days employment as a teacher.

Existing teaching qualifications as approved by ACECQA will be recognised by BOSTES.

University qualified teachers currently working in other roles in centres should seek to be employed as a teacher for at least a day in the lead up to 1 January 2016.

Teachers starting after the 1 October 2016 will be provisionally or conditionally accredited to teach and need to seek full accreditation at Proficient.

The IEU will be running information sessions throughout NSW on early childhood transition to

BOSTES teacher accreditation. IEU members will be given preference to attend these events. Read your emails and check www.ieu.asn.au for events this term.

Speak to your teaching colleagues about joining the IEU. We are the Union that represents teachers at BOSTES and have over a decade's worth of experience helping teachers with accreditation queries and issues. Other unions do not have the experience or expert staff to assist teachers. www.ieu.asn.au/join-the-ieu.

For more details email accreditation@ieu.asn.au.



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Present Tense Agreements update

Kendall Warren

Organiser



For much of 2015, your Union has been negotiating with Navitas English Pty Ltd (formerly known as ACL) for a new enterprise agreement. The parties have been meeting every two weeks since February, and while most matters (including all non salary matters) have now been finalised, we have been unable to come to an agreement on salary. The Union claim was for 7% per annum, though we have suggested to the employer that members are willing to accept a figure below this, while Navitas have stuck to their original offer of 2% per annum.

Members have made clear their views that the management offer is inadequate, and have authorised the IEU to commence proceedings for industrial action. Under the *Fair Work Act*, industrial action is

'protected' if it is duly authorised by a formal ballot of members, and it is expected that this vote will take place in late October. Industrial action is only authorised if a majority of members cast a valid vote, and 50% of votes cast are in favour. Members at Navitas are strongly urged to cast their vote and vote in favour of industrial action.

Your Union has also been negotiating at UoW College, the English and Pathways college attached to the University of Wollongong. These negotiations, conducted in conjunction with the NTEU, have been progressing since May, and steady progress has been made. It did appear for a while that salary would prove to be a sticking point here too, but in late September, the college finally agreed to the Unions' compromise offer of 2.75% per annum over the three years. When put together with the other gains (such as with travel allowances, subject co-ordination and non-teaching duties), it means that the IEU will have no hesitation in endorsing the new agreement when it is put to teachers in late October.

The IEU has also recently commenced negotiations at UWS College (in conjunction with the NTEU and the CPSU) and Insearch UTS, and will soon commence discussions at UNSW Foundation Studies, Specialty Language Centre, Universal English College, Sydney College of English, Access Language Centre and SELC.

Enterprise agreements typically provide for superior salaries and conditions to the award, and the *Fair Work Act* contains provisions which can compel an employer to commence bargaining. If you would like to know how this can work at your college, contact the IEU kendall@ieu.asn.au.

Modern award review

In mid-October, the IEUA lodged its submission to vary the industry award, the *Educational Services (Post-Secondary Education) Award 2010* (the standard award in the post-secondary sector), as part of the four yearly modern award review.

The IEUA submission covers two main areas. The first of these relates to the requirement that teachers be paid the

'daily rate' once they teach for more than three hours in a day. The daily rate is equivalent to five hours of pay, and is the maximum regardless of how many hours are taught, or how many hours of additional work are required. The Union is seeking to have the daily rate abolished, so that teachers can only be paid by the hour.

The other area is in relation to notice for casuals. At present, the award does not allow for any paid notice for casuals, unlike the old state award which provided for notice for casuals after they had worked for the one employer for more than four weeks. The lack of notice provisions in the modern award means that it is quite possible for a casual teacher of some months' standing to be told on Friday afternoon that there is no more work for them the following week, with no notice whatsoever. By placing notice requirements into the award, it will at least mean that teachers in that position can be paid out in lieu of adequate notice.

It is expected that the Fair Work Commission will finalise its review of all modern awards some time in 2016.


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Margaret Watt (top left) Holly Wright (top right) and Carmelo Fedele (bottom right)

Reviewing the past, assessing the future

The IEU's AGM on 17 October inspired lively debate on a wide range of topics.

Much of the discussion centred on the future of education.

What are the implications of artificial intelligence being used to mark student papers? What new direction does BOSTES plan to take the HSC in? What ATAR requirements will be set for prospective student teachers, and what will their employment prospects look like?

An edited version of IEU General Secretary John Quessy's address to the AGM can be found on page one, the full version will appear at www.ieu.asn.au.

Federal President Chris Watt outlined his plan for an 'Ask' of political parties, questioning their policies on education and other matters. The AGM delegates agreed to add penalty rates as a major issues to be 'asked' about.

Carmelo Fedele, new Assistant Rep at Oakhill College in Castle Hill, was attending his first AGM.

"It's wonderful to be involved in a collection of Union members and to get an overview of Union activities," Carmelo said.

In his seventh year of teaching, Carmelo wants "help in any way he can" and "the Union was really important for education".

Caroline McCaffrie from Our Lady of the Sacred Heart College Kensington is also a new Rep and Council member, attending her second AGM.

She was inspired to get involved after attending the IEU Activist Conference.

"I was pleased to be given an opportunity to get involved with Council

during the middle of industrial action, and learnt a lot."

The AGM had given her "more information to take back to school and discuss in meetings".

"John's a great communicator so it's good to get an update from him."

Holly Wright is another young teacher who was inspired to get involved by the

Activist Conference.

She's on maternity leave after giving birth to son Theodore in January, so debate about the IEU's campaign Hands Off Paid Parental Leave was significant for her.

"Of course I support the campaign. I don't get that much paid leave from my school so without the PPL I would have

had to return to work earlier."

Margaret Watt, a Council Rep from the Monaro Branch, is moving on from teaching after 22 years. She has been a Union Rep throughout her career.

"Things like technology have changed but at this meeting putting children first has always been at the heart of it," Margaret said.

"When I was having my children years ago I was forced to resign. Things like that don't happen any more thanks to the Union. We also have sick leave and long service leave. Young teachers take these things for granted. They need to understand that the Union got these things for them."

Sue Osborne Journalist

"At this meeting putting children first has always been at the heart of it."

Experience counts for Kim

Work experience student Kim Hirose relished the opportunity to meet highly experienced teachers when he attended the IEU's ECS Council meeting recently.

Each year the IEU offers work experience in community leadership to a student teacher from the Western Sydney University Master of Teaching (birth to five years) course.

Kim already has a teaching degree from his native Japan for school age students, and he said he had enjoyed learning the different style of teaching for younger children.

"People think because it's play we are not teaching, but in fact it is teaching using play as a base," Kim said.

"I find teaching young children very interesting, and the cultural diversity where I teach is great."

Kim teaches two days a week at a long day care centre in the heart of Sydney CBD.

When he has finished his course he may be able to get sponsorship from his employer to stay in Australia and work as a full time teacher.

Kim is one of only two males on his course.

"I don't feel isolated, as everyone is very friendly. But I would like there to be more males. I think the low salary is the problem."

Low salary for early childhood teachers is a problem not unique to Australia. Kim said Japan has the same problem.

During his 30 hours with the IEU, Kim plans to look into funding issues, and find out how it affects services.

He wants to interview a centre director about how funding affects them, as well as IEU organisers, for the assignment he needs to complete on community leadership.

"I really like this opportunity to meet lots of experienced people and get an idea about what is happening across the community."

"When you work in a centre you only think about what's going on there every day."

Sue Osborne Journalist



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Elizabeth Abbey and Elizabeth Glynn, nurses at Shore (centre) with Robert Seals and Ann-Maree McEwan.

New deal for Shore support staff

The IEU has been part of bargaining meetings for Shore staff and school representatives throughout Term 3 to negotiate the next single enterprise agreement for support and operational staff.

The school has been keen to emphasise through the agreement process that they highly value the support and operational staff.

The enterprise agreement will be a four year agreement. The substantial matters have been agreed and drafting will be the next step.

Agreement has been reached for favourable annual pay increases. The first

pay increase will be brought forward six months. Matching the Shore teachers' enterprise agreement, the school has proposed gradual superannuation contribution increases reaching 12% by the end of the agreement.

Some groups of support staff not currently covered by the Shore enterprise agreement will be included this time such as the nurses and early learning centre.

Newsmonth will report in more detail once the agreement has been finalised.

Ann-Maree McEwan Organiser
Robert Seals Industrial Officer

Schools under military attack in the Philippines



The IEU was one of a number of unions that played host to visiting Filipino union leader Francisca Castro recently.

Castro is Secretary General of the Concerned Teachers Alliance. As a board member of Education International representing the Asia Pacific region, she was invited to speak at the National Tertiary Education Union annual council.

She also dropped into the IEU to talk about the issues facing teachers and their unions in her country. While she is head of a 100,000 member strong union, Castro said the decision to give up her job as a maths teacher to become a union leader was a difficult one due to the lack of resources. She has two sons and the union is only able to give her minimum support.

Only recently the Alliance has begun to collect membership dues from its members. The Alliance represents teachers from early childhood through to secondary education, in all sectors, and also represents

support staff. There are about 600,000 public school teachers in the Philippines and 100,000 private school teachers.

Classroom conditions differ greatly from Australia. There could be as many as 100 students in a class. About 30% of children are not at school, often because they are working.

"There is a 45,000 teacher shortage in the Philippines. We do not have the funding, the buildings or resources for an extra two years of schooling."

The Filipino government has recently announced it wants to extend secondary schooling from four years to six, to keep pace with the global economy, but Castro said this is a problem.

"There is a 45,000 teacher shortage in the Philippines. We do not have the funding, the buildings or resources

for an extra two years of schooling," she said.

The Alliance also tries to support the peasant population and the indigenous Lumad people of the southern island. Castro said schools for indigenous students have come under attack from the militia, because indigenous people are resisting foreign multinationals that wish to do mining, logging or plantations in their homelands.

Military personnel come into the schools and harass teachers and students, even using the schools as military barracks.

The Filipino Save our Schools Network (<https://saveourschoolsnetwork.wordpress.com/>) has called for the government to pull troops out of schools, and defend children's rights to an education.

Castro said she would take back a "sense of solidarity" and some organising ideas from her trip to Australia.

Sue Osborne Journalist



Enough is enough

Teachers were among doctors and others who publicly protested the Federal Government's detention of asylum seekers recently at State Parliament, despite the Government's *Border Force Act*, which threatens workers with jail if they speak to the media about their concerns on detention centres.

The protest followed an open letter from significant women in Australia published in *The Saturday Paper* on 2 October demanding the urgent removal of all asylum seekers and refugees from Nauru and Manus Island, on the grounds that neither the Government of Nauru nor Manus Island can guarantee the effective protection of women, children and men.



Time to get stroppy and difficult

The 130 delegates to the IEU Early Childhood Conference felt “empowered and engaged” after a full day of speakers, workshops and networking at the Mercure Sydney on 29 August.

IEU ECS Vice President Gabe Connell kicked off the conference in her inimitable style with her opening address.

Her first words were: “Last year I called my speech ‘Can it get any worse?’ In a word – yes! It has got a lot worse. There was the hope that a new Minister would mean more common sense but it seems not. There was the hope that the review of the whole system would lead to positive changes but the release of the Regulatory Impact Statement already raises questions.”

She finished with: “But seriously guys, if we don’t fight now, and fight hard in solidarity we might find our epitaph is:

We belonged
We were
We became – extinct.

“Please everyone – become active and fight for yourselves and your families. It is after all your future.”

Conference Convenor Lisa James said the conference was an opportunity to “deconstruct the child care package recently announced by the Federal Government, as well as the negative impact of changes to preschool funding made by the State Government”.

IEU General Secretary John Quessy focused on industrial and professional matters in his speech, outlining the accreditation process for early childhood teachers and the support and PD the Union will be offering, and emphasised the professional status of teachers.

“You are a teacher in the teaching profession and to allow yourself to be called anything else undermines the value of the work that you do,” John said.

“You have to be proud of what you do and stand up and fight for it. You are not educators.”

Keynote speaker Eva Cox inspired her audience with her comprehensive look at the early childhood scene for the last few decades, and her impassioned plea

for early childhood education to be about children and communities rather than the bottom line.

An influential feminist academic who wrote a book called *Leading Women*, which explained why women who make a difference are often labelled “difficult”, she said early childhood teachers were often “nice women” but it was time for them to become “difficult women”.

“The Government sees early childhood services as about getting women back into the workforce not a universal service for children. This sector has been a gutless and it’s time to get stroppy and stop services being destroyed.”

Lisa said Eva “inspired us to take action at a political level and emphasised the



TeachersR Teachers
The Union for early childhood teachers



need to lobby MPs and to engage the media in the campaign for improved funding".

Second keynote speaker Christine Woodrow, University of Western Sydney Associate Professor, took conference delegates on a journey to Chile, where she was project leader of Futuro Infantil Hoy, (tomorrow's child today).

The new government in Chile after Pinochet saw early education as a way out of poverty, and employed the University of Western Sydney to introduce new practices to early childhood.

Professor Woodrow said initially childcare centres were padlocked to the public (and parents) due to safety concerns and staff wore different coloured uniforms denoting their level of qualifications.

The university gradually introduced more parent and community engagement and better staff training, and violence and vandalism to centres reduced as a result.

Other speakers included Shadow Minister for Early Childhood Education

Jodie Harrison, who outlined Labor's policies for early childhood, Learning Network early childhood teacher Max Grarock who talked about the Transition to School Reports maker software, www.tln.org.au/tsm and Adam Duncan of Reconciliation Australia, which provides Reconciliation Action Plan maker software www.reconciliation.org/schools.

Workshops covered such diverse topics as the introduction of early childhood teacher accreditation, advocacy, leadership, visual arts and engagement with theory.

Full coverage of all the presentations from the conference will appear in *Bedrock*, issue 3 2015, and available at www.ieu.asn.au/publications or via ipad. Just visit iTunes, search for 'IEU' and download the free app.

Sue Osborne Journalist



What about me?

Conference delegate Lizzie Pogson has written a protest song for early childhood teachers, but the packed schedule didn't allow time for its performance. Adapted from 'What about Me', 'What about Us' is a call for equity, and empowerment for early childhood teachers.

The Albury Partnering Group teacher provides casual relief to 20 different preschools in the region, so she knows a lot of teachers.

"I think it would be wonderful if we could all go on strike, march on parliament house and have pay parity, recognition for the work we do, fairness for families and children and pay equity for women."

What About Me?

Well there's a three year old waiting at the gate into the preschool grounds, He'll be waiting down there, waiting all the year, the governments don't see him from the top!

He'll get no funds, just higher fees, It's bringing us all to our knees.

What about me, it isn't fair, I'd like my chance, now I want my share,

Can't you see, because I'm three? You penalise me, raise my fees.

Well there's a pretty girl teaching at the preschool in your local town, She's been waiting back there, waiting for her dreams, of funds and equity – they never stop,

Well she's not that proud, she's one of THIS crowd, we'll run to the streets and we'll scream . . .

What about me, it isn't fair, We're under-funded, we deserve our share, can't you see, we wanna teach But you just make that past our reach!

So take a step back and see these little people. They may be young but they're the ones, needing the big people to listen . . .so listen . . .as they whisper.

What about me? And now we're underfunded, fighting for the world to come Government's changed, but nobody's been saved

And we're feeling cold and alone Guess we're not lucky, not got a lot And always we wish for more than we've got

What about me, it isn't fair We've had enough, we deserve our share, Can't you see, just wanna teach?

But you just make it You just make it You just make it out of reach! What about me...? What about he and she? What about we?

Annual Membership Fees

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

Professional Development delivered to your door

The IEU welcomes a new professional development partnership with the Teacher Learning Network

The TLN is Australia's leading provider of online professional learning for school and early childhood centres. The TLN provides high quality professional development programs based on the principle of 'teachers sharing with teachers'.



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

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





Catalyst for action

The people most likely to save our planet, students, need inspired and informed teachers to lead the way.

The IEU's Environment Conference, Looking 2 Our Future, provided inclusive, practical and wide ranging information and inspiration to the more than 140 teachers and support staff that attended on 16 October.

Keynote speakers covered environmental issues from divergent but interesting angles. Neil Ormerod is a Professor of Theology at the Australian Catholic University, and he outlined the content of Pope Francis's Papal Encyclical on the Environment.

Conference Convenor Gloria Taylor said that while the conference and the IEU is secular, the Pope's encyclical is a catalyst for action for everyone, not just Catholics.

"What we're trying to do today is equip people with the information to deal with the climate change debate, which is a critical issue for young people," Gloria said.

"The Pope is a world leader, and we're tired of poll driven leadership playing to our fears and prejudices.

"The Pope provides an ethical argument. Our keynote

speakers marry the ethical and social issues with science.

"Climate change is a source of anxiety for students and the best way to alleviate anxiety is to give them a course of action," she said.

As noted by IEU General Secretary John Quessy in his introduction, "there is no Planet B".

Associate Professor Mark Diesendorf, Deputy Director of the Institute of Environmental Studies at the University of NSW, took a scientific approach, explaining that the transition from fossil fuels to renewable energy is feasible for Australia.

"The economic barriers are no longer there . . . just vested interests want to stop it," he said.

Inspiration came from final keynote Tim Silverwood, who explained how his love of the ocean and surfing had moved him to start the simple campaign Take 3, asking people to take home three pieces of rubbish when they visit a beach or natural waterway.

He encouraged delegates to "create the environmental champions of the future".

Workshops covered a board range of topics, with live animals from Taronga Zoo paying a visit during the lunch break.

Composers Charlie Chan and Justin Baird brought some musical drama to the proceedings. During Earth Hour the pair produced the inaugural Concert for the Planet, during which musicians from all over the world played Holst's *The Planet Suite*.

Charlie said music is a 'great aggregator that could help people feel differently about how to tackle environmental problems".

Playing in an orchestra or band also taught skills of planning and cooperation that could prepare for environmental activism, she said.

Presentations from the conference will be emailed to delegates, and more information will appear at www.ieu.asn.au and in the January edition of *IE Magazine*.

Sue Osborne Journalist

IEUA support helps Timor-Leste grow



Teacher Bendita in front of her blackboard.
Farmers' school students (left).
Coffee beans ready for sale and children from
the coffee producing village (top).

APHEDA-Union Aid Abroad recently hosted an IEUA group in Timor-Leste. The IEU has had a long association with Timor-Leste.

APHEDA-Union Aid Abroad's Dili Coordinator Elisabeth Araujo capably arranged the tour and as someone born in Dili she was a valuable source of information. Simon Unwin and Shane Reside from APHEDA also accompanied the group.

The IEUA group had the opportunity to see some of APHEDA's projects first hand and met local union leaders.

APHEDA assists the work of the Grupo Feto Foinaie Timore Lorosae (GFFTL). We met the teacher Benita who explained that GFFTL is an adult literacy program taught in eight communities to adults who are predominately in their 30s.

The class we visited was a horticulture group of 20 and meets weekly for two hours. It takes one year to become fluent in reading and writing. Other benefits from the literacy class include a reduction in domestic violence, gender equality and improved literacy in children in the family.

Rebuilding schools

When the Timorese people chose independence from Indonesia in September 1999, the pro-Indonesian military responded brutally. Only 5% of education institutions were left standing and most of the teachers fled. The country is still in a rebuilding period and an almost

insurmountable amount needs to be done in education at every level.

The group visited the University of Timor-Leste to meet a panel working on literacy and implementing a reformed curriculum for basic education (the first nine years of schooling). Thirteen syllabuses have been completed and reflect national pride and linking schools with communities. New curriculum subject areas include art and culture, dance art expression, art of theatre, craft, visual arts, Timorese music and dance, making toys and local games, permaculture garden and traditional cuisine.

The philosophy through the new curriculum is not only to learn to read and write but to value yourself, your country and the environment. The challenge was eloquently expressed by one of the panel. "Timor-Leste has an oral tradition but is moving into a touch screen era. How can we bridge this gap?"

To implement the new curriculum three books per school on permaculture have been printed with funding from New Zealand. We were asked for assistance for more books to provide one for each child.

Teachers are trained in subjects in the new curriculum at the end of each semester in the holidays and take what they learn back to the other teachers. As most teachers have only basic training lesson plans are included in the new curriculum.

Supporting farmers

Tetum will be used in schools during basic education and not only Portuguese. The group travelled to the Ermera district to visit the Ermera School for Adult Farmers opened by the Farmers' Union. There are 15 students attending from 15 geographic zones.

There were many land disputes post Indonesian occupation. Farmers joined together to advocate land reform. In 2006 the decision was made to establish the union and it took four years of consultation to create the structure of the union. Part of its role is to settle land disputes. The union participates at a national level to demand government investment in agriculture and ensure participation in food markets on an equal footing with large purchasing companies.

Known as popular education, the school for farmers teaches valuable ways to utilise their land, economics, how to organise and mobilise their community, understanding cooperatives, sustainable agriculture, using organic fertiliser, land law and advocacy.

We conquered some rough roads into the mountains to meet members of a coffee cooperative which is active in the Farmers' Union. This cooperative is a completed project that was assisted by APHEDA to become a successful cooperative. The coffee cooperative benefits all members of the village as they help each other with medical assistance or housing.

More is needed urgently

Members who contribute to APHEDA can be assured that the financial support you give APHEDA is spent judiciously in Timor-Leste. Small amounts of money go a long way to support sustainable and essential partnerships underpinned by Australian union values. However more is needed urgently. With the diminishing value of the Aussie dollar and the dwindling Timorese oil and gas resources, APHEDA and the Timorese unions are facing an uphill battle to finance their projects.

Without member support these valuable projects will cease to exist.

IEU members can individually assist the Timorese to build for their families and their country by donating directly through APHEDA – www.apheda.org.au

See page 18 for a give away of the book *Livelihoods and Liberation Struggles, 30 Years of Australian Worker Solidarity*, by Dani Cooper, which outlines the story of Union Aid Abroad's work.

Ann-Maree McEwan Organiser



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Minority report

Throughout his 33 year career David Watkins has been a member of a tiny minority.

He's a male teacher who's been working in early childhood since 1983.

At every school he's taught at, be it Trinity Grammar School, Loquat Valley Anglican School and currently Arden Anglican Primary School (where he is the Primary Principal), he has taught preschool to Year 2.

When asked why his answer was simple: "fun".

"The talk of lack of males in the profession, especially primary and early childhood, hasn't changed in the 30 years that I've been a teacher," David said.

"A lot of males prioritise pay rather than doing something they love. I never wanted to sit behind a desk. I didn't want to do something very academic."

Initially David thought he would be a PE teacher, but his scholarship led him into primary and he hasn't looked back.

"When I was at the University of Sydney I realised the PE students were very different from me. I like being active and hands on but I'm not into the competitive side of sport.

"Young children are so imaginative, innocent and questioning. They just want to have fun.

"I've taught Year 6 and by then they are getting self conscious and they don't want to join in so much.

"That's one of the sad things about education, how we want kids to be socialised and conform. I don't think education is well set up for boys a lot of the time."

"The talk of lack of males in the profession, especially primary and early childhood, hasn't changed in the 30 years that I've been a teacher."

David was recently presented with a badge honouring his 30 year continuous membership of the IEU. He used the occasion to address his staff about why he feels the Union has stayed relevant to him for 30 years.

"I joined in my first year of teaching because I realised the Union was ensuring the rights of myself and other teachers.

"I could sit back and get the benefits without contributing or do the right thing. Trinity had really strong Union groups at the time."

"I deal a lot with the AIS [Association of Independent Schools] and I don't think they view the Union as the enemy, but just someone they need to deal with to get things done.

"I don't envision trouble but who would I turn to if there was? The school boards and councils are not out to do

the wrong thing but they do often just see the bottom line.

Schools are about so much more than that. I think the IEU and the AIS are aware of that."

David said he has found other benefits such as Union

publications, Union Shopper and Teachers Health have been an added bonus over the years.

"The foundational thing about my career is the relationship with children. That has never changed. Children must be the focus but we can't forget the adults that work in school.

"Schools should be child centred but adult friendly."

Sue Osborne Journalist



Eight decades of experience honoured

Sue Legg and Kim Moroney have more than 80 years experience of working in early childhood between them.

The pair were presented with badges in recognition of their 30 year membership of the Union by General Secretary John Quessy at the IEU's Early Childhood Conference.

Sue Legg's career started in England back in the 70s. She arrived in Australia in 1974 and because she was one of the few people with a specific early childhood qualification she was appointed to a board designing the child care certificate in Australia.

Ironically about six years later the Australian Government decided not to recognise the degrees of overseas trained people, and that's when Sue had her first experience of IEU support.

"My centre was no longer receiving funding because I was no longer deemed qualified and I was the only teacher. All our money was withdrawn over the Christmas break," she said.

"The Union stepped in and made sure universities would accept overseas qualifications to undertake a course, and that overseas trained people were allowed to continue working and centres kept receiving funding."

Sue undertook a part time degree and in her seventh and final year, the government announced it would accept overseas qualifications again. So she did not need the degree.

"But it was good to have up to date qualifications," Sue said.

She was the coordinator at Hunter Gowrie Crèche at Tighes TAFE providing care for migrant and refugee children whose parents are taking English at the TAFE.

It's a government supported program which originally started as three days a week.

"When the Americans pulled out of Afghanistan there were a number of interpreters who had helped them who had to be got out of the country quickly," Sue said.

"Quite a few of them ended up in Newcastle and our service was expanded to five days a week to cater for them."

Sue did not want to work full time so once again she contacted the IEU for help negotiating that issue.

She is happily working three days a week

as part of the staff team and said working with children from 35 different language backgrounds is "wonderful".

Kim Moroney, a regular at the ECS conference, has mainly worked in Catholic primary schools, apart from a short stint as a centre director, and is currently Acting Principal at St Joseph's Primary School at Merewether.

"I love this conference.

I'm extremely interested in early learning. This conference always offers a great variety of speakers and it's contemporary.

"I love it when there are politicians speaking about the political context."

Shadow Minister for Early Childhood Education Jodie Harrison addressed

this conference.

"I think what is really important for an early childhood teacher in a primary school is to be able to network and connect with other early childhood teachers."

Kim believes that in the last decade early childhood has come more to the forefront of the agenda.

"I'm hoping people will advocate more

for the child, especially early childhood best practice and pedagogy.

"I can see slow changes coming but it is very slow in primary schools.

"We're more knowledgeable about studies and best practice from around the world and seeing how we can apply these to our schools."

Kim said she worried about the amount of 'hothousing' some parents are applying to their children, even as they prepare for kindergarten, and she tries to speak against that.

"Schools need to be ready for students coming from amazing contemporary preschool environments. Some schools are still running an industrial model."

Kim has always appreciated having the IEU in the background in case she needed support and has attended the women's conference as well as ECS Conference.

"It's a wonderful time to get your head out of the workplace and speak to people and get new ideas.

"I'm very proud to receive this badge, I was actually encouraged to join by the employer when I first started teaching, but my family encouraged me too when I was a girl."

Sue Osborne Journalist

Labour bites



Minister backs doctors on kids in detention

Victoria's Health Minister Jill Hennessy has thrown her support behind doctors at the Royal Children's Hospital who have refused to discharge asylum seeker children back into detention.

Doctors at the hospital are concerned about the welfare of their dozens of patients and say it would be unethical to discharge them to unsafe conditions that could compromise their health.

"I'm extremely proud to be the health minister in a state where its doctors and nurses are putting the interest of children first," Ms Hennessy said. "If the staff of the Royal Children's Hospital come to the clinical view that it is not in the interests of those children to go back into detention, then we will support them."

Defying new federal laws threatening two years' jail for health workers who speak out against immigration detention centre conditions, more than 400 of the hospital's doctors stood together on Friday demanding children be released from detention.

"We see a whole range of physical, mental, emotional and social disturbances that are really severe and we have no hope of improving these things when we have to discharge our patients back into detention," one paediatrician said. (Source SMH)



Democrats back paid family leave

Paid family leave was the one workplace issue that received extended air time in a recent US Democratic primary debate. CNN raised it in a question that focused on affordability and the effect of mandatory leave on small business owners. The top three Democrats all came out forcefully in favour of a federal leave requirement. Hillary Clinton, in particular, defended a federal leave law by pointing to California, which has had mandatory paid leave since 2004. "It has not had the ill effects that Republicans are always saying it will have," Clinton said, saying fears that paid leave threatens small business are simply another "Republican scare tactic".

Former Maryland Gov Martin O'Malley and Sen Bernie Sanders echoed Clinton's remarks, with Sanders calling it an "international embarrassment" that the United States was the only advanced industrial democracy without paid leave. (Source: Politico)



UK draconian trade union bill

The UK's new Conservative government is proposing a new round of anti-union legislation, which many claim, is the most far reaching attack on British trade unions since the 1980s.

The Bill proposes a ban on the use of the 'check-off system' (the automatic deduction of union subs from workers' pay) in the public sector. This will affect about 3.8 million members.

But apart from hitting the financial security of trade unions, the Bill also gives the government the power to rewrite collective agreements to impose limits on the time that workplace representatives in the public sector can spend on trade union duties.

The other threat to public sector unions are the new proposals for the right to strike, which add to the body of restrictions inherited from the Thatcher years – restrictions that were never repealed by successive Labour governments between 1997 and 2010. (Source: Equal Times)



Bunnings rosters close stores

In New Zealand some staff of the hardware chain Bunnings Warehouse have walked off the job, in protest at the terms of a draft collective contract.

First Union said Bunnings was proposing to chop and change start and finish times for staff across the country, leading those at one branch to strike immediately with others to stop work shortly.

Union Secretary Maxine Gay said workers had a right to consistent and predictable hours, and the proposal went against that.

But Bunnings said any changes would be discussed with the affected worker before they were made, and individual commitments would be taken into account.

It said the collective contract also guaranteed staff a minimum pay rise of 4% this year, and 2% next year. (Source: Radio New Zealand)

John Quessy IEU General Secretary

Adventurers ready to embark on experience of a lifetime



The world awaits 16 teachers from NSW and the ACT and two from WA bound for Canada, the UK and Germany in the New Year on exchange.

The joint IEU/Department of Education (DET) exchange conference was held on 18 September, giving exchangees a final chance to understand issues around tax, health, visas and expectations when they reach their destinations.

Emma and Martin Smith are unique in that they are the first IEU/DET joint exchange.

Martin is a PE teacher at Southern Cross High School in Ballina and Emma teaches Business and English at Xavier College, Skennars Head.

They are both going to teach at schools in Collingwood, Ontario. Emma will be teaching a primary gifted and talented class at Mountainview Elementary School.

Emma said once they found a couple in Canada who wanted to do an exchange the process was not onerous.

Emma is primary trained but has not taught a gifted and talented class before and is looking forward to the new challenge.

"I'm interested in the systems and the administrative side of teaching and looking for ways to improve what we do," Emma said.

"It's great to have the opportunity to do something like gifted and talented and it should give me some ideas on how to extend any student, regardless of ability."

Martin is looking forward to seeing how competitions and school sports are organised in Canadian schools.

Debbie Robinson is no stranger to exchange as she accompanied her husband Graeme Atkins on his exchange in 2005.

This time it's Debbie who's doing the exchange, but Graeme, who works at McCarthy Catholic College, Emu Plains, has taken a year's leave and is planning to do volunteer work in Canada.

Debbie is a counsellor at Parramatta CEO working at various schools, but she thinks her exchange partner will have a secondary school posting.

At Johnston Heights Secondary School she will provide a traditional counselling service for students and families, but also function in a wider pastoral role, helping students with subject selection, careers advice and assisting with graduation ceremonies.

"We can't wait to get back to Canada as we felt so welcome and made so many

friends when we went before," Debbie said.

Carlo Trimboli of St Joseph's College, Banora Point is used to teaching PE but he will also have to take on Maths at Fletcher's Meadow Secondary School in Brampton, Ontario.

"I'm not Maths trained but they've guaranteed me it won't be anything too advanced, more like skills for living such as financial literacy.

"My exchange partner is into wrestling and that's not something I'm familiar with either. I'm having dreams about turning up in class with roller skates trying to teach something that everyone else knows more about than me, but that's all part of the experience."

Lisa Murphy is swapping a sleepy beachside village near Nowra for the culturally thriving city of Edinburgh.

Lisa teaches Maths at St John the Evangelist High School, Nowra and is going to Queensferry Community High School.

She went on exchange to British Columbia in 2010 and applied again as soon as she was able (exchanges are possible after five years of teaching).

In Canada she gained amazing friendships and more insight into using tablets in the classroom. She hopes to gather similar new insights in Scotland.

Michelle Crescini is new to teaching, having just completed her first five years in the profession at St Therese Primary School, Dapto. She's off to St Monica's School, Barrie, Ontario to teach a Year 2 class.

"I'm glad I'll be teaching Year 2 because at least that's something I'm familiar with. I'm going with an open mind and no expectations. I'm prepared to give anything a go.

"I've heard pedagogy is good in Canada so I'm looking forward to seeing how they do things.

"I'm a traveller so I can't wait to get off and start exploring."

To find out more about teacher exchange see www.ieu.asn.au/member-benefits-teacher-exchange/ or contact Exchange Coordinator Helen Gregory: email helen@ieu.asn.au or phone 1800 467 943.

Sue Osborne Journalist

Facebook feedback – October

Should parents assist with their kids homework?

Simon I think we are forgetting: there is no research that supports homework in primary school. And there is little support for homework in early secondary. I will even go further and say that setting out homework for these years can be counter productive and indicative of poor teaching practice.

The demands and responsibilities of Information Technology in the classroom

Amanda That's when it actually works properly and you don't spend half the day fixing log ins that don't work or devices that aren't connecting to the internet, good in theory, not so easy in practice.

Hands off our Paid Parental Leave

Stephanie This is so important. Thank you for representing our interests.

Delaying your child's education – is it a mistake?

Rebecca I kept my two eldest back and it was the best decision ever. They love school, are happy and confident to push themselves.

Rikky I think you really have to look at each child, our own views, and those of their preschool teachers. My son started closer to six in age. He wasn't ready earlier. My daughter, third child, started closer to four and a half in age. So ready!

Samantha The parent is the child's first educator. Only you know if your child's ready. Keep in mind all the self help skills they will have to have to be able to start school – toileting, asking to join in a game, opening lunch wraps etc.

Victorian early childhood teachers will finally be paid like their colleagues in schools.

Sarah It will now be rare to have a shortage of EC teachers in Victoria.

Gerty I hope that with pay parity comes an overhaul of what is considered 'normal responsibilities' of teachers working in long day care centres. I don't think cleaning bathrooms is part of the job description of school teachers and yet we have to factor that in our working day on top of all the paperwork that's supposed to prove that we are indeed doing what we do: teaching. As for professional equality, I wonder if EC teachers working

in long day care programming and planning conditions will be reviewed, lengthened perhaps to more than the minimum two hours? Surely primary school teachers get more to do their programming?

Are you worried about finding a full-time/permanent job?

Natasha Completed my Dip Ed in 1993. Same situation. Those years are tough. You watch your peers getting married, buying houses, having kids, moving up in their chosen career and all the while you're still trying to get a job. Can be very depressing but things do get better.

Deborah Don't forget the longer you're casual, you are competing on a higher wage with new grads. Evidence lately of schools going for the cheapest option.

Dana Good luck to all those who are looking for something temporary or permanent for 2016. This time can be very emotional and stressful for those looking for positions. Take care of those around you who do not know what the future brings.



Join the conversation
facebook.com/ieunswat

Position Vacant

IEU Professional Officer, Sydney Office

The Union is currently seeking applications for a full-time Professional Officer to be based in Sydney. The successful applicant will ideally commence duties in Term 1, 2016. Members from all sectors of non-government education are invited to apply.

Duties

Duties will include writing and delivering professional development programs, advising and responding to BOSTES and TQI policy, writing and designing information packages, advising members on individual accreditation matters, representation of members and the implementation of IEU campaigns.

The position will require overnight travel and significant work outside normal office hours. A car will be provided and a current driver's license is essential.

Attributes

Ideal candidates will have exceptional writing and presentation skills, thorough knowledge and professional experience of accreditation processes, capacity to analyse and advise on policy related to BOSTES/TQI quickly and thoroughly, adaptability to individual members' needs, a capacity to work as part of a team and well developed skills with IT. An ability to understand and present a Union perspective in performance of the job is essential.

Accreditation at Proficient could be an advantage.

Conditions

The successful applicant will be appointed under contract by the Executive of the Union and accountable to the General Secretary in the first instance.

Salary will be in accordance with the NSW/ACT IEU Organiser's salary scale that has links to the Sydney CEO teachers and advisors rates. Starting salary is usually one incremental step above that which a member would currently earn.

IEU Organisers retain their membership of the Union and are non-voting members of the IEU Council.

Appointment

Applications must be made in writing, setting out background, applications, experience and other relevant material that might support the application and forwarded to:



The General Secretary
NSW/ACT Independent Education Union
GPO Box 116 Sydney NSW 2001
Email Helen@ieu.asn.au

All applications must be received by close of business Wednesday 11 November.
Interviews will be held the week beginning 16 November.

Leave no page unturned

Aboriginal Education Worker and Teacher Karen Andriske has a passion to help children embrace every aspect of learning available to them "within their own comfort zone".

She has dedicated 18 years to her career at St John's College at Dubbo, which enrolled 12 Aboriginal students in 1997 when she joined, and now has exceeded 100 students.

This increase in student enrolment is due to Karen liaising with the Aboriginal community and encouraging parents to enrol their children at the college for the betterment of their education.

Karen is fully qualified as a primary teacher with a degree from the Australian Catholic University and works one day per fortnight as a casual teacher. She feels rewarded in this position but prefers the flexibility of working as an AEW as she relishes the thought of challenging and supporting Aboriginal students to individually succeed.

"I have two disabled children of my own and I am drawn to children who have difficulties, be it behavioural, intellectual or whatever. I relish this wondrous opportunity.

"It's not so much about fixing things, it's about listening, understanding and providing assistance to target student's needs as well as enabling students, families and the community to embrace the importance of educational values.

"I prioritise kids, families and the community in supporting individual's status that sometimes hinder their learning abilities and achievement. It deeply concerns me that Aboriginal kids are not achieving as much as non Aboriginal kids due to the difficult circumstances that are beyond their control.

"If Billy's playing up today I think 'is there a reason for this?' 'this is out of character' and 'what is happening outside the school'? There is usually a reason and it is important that we all take the time to look outside the square in support of understand Billy's behaviour. My aim is to not to leave any page unturned to help my kids."

Karen joined the IEU 17 years ago following the advice of former Indigenous Advisor Diat Callope. She was sensitive towards cultural awareness and understanding the difficulties that Aboriginals face within society. Her advice and support has been invaluable and very much appreciated.

Karen said that on many occasions has been personally challenged and has relied on her spirituality and culture to stay strong and support the educational journey of her Aboriginal kids so that their lives will be more fruitful. She has welcomed advice from the IEU and is particularly thankful that she has a positive relationship with Organiser Jackie Groom. Karen appreciates her ongoing support, guidance and friendship in her endeavour to fulfil her dream to 'make a difference' to her Aboriginal kids, families, community and the school. She would encourage anyone: AEW, support staff or teacher, to join as the outcomes are rewarding.

"I want to keep supporting my kids and their families because that is what my culture entails; it is all about, 'kinship'. Since my commencement my 'kids' come back and see me after they've left, whether it be at school or in the community, our cultural ties are never severed as our relationship is uniquely strong."

Karen feels humble that 12 of her Aboriginal kids sat for their HSC this year. She said they have diligently strived to succeed and she is excited as they embark on a successful journey of discovery and equal opportunity.

Sector negotiations

Pam Smith

Principals Organiser



Catholic sector negotiations

Within the context of Enterprise Agreement (EA) discussions, the IEU has appreciated the opportunity to meet recently with principal members in the Bathurst Diocese and the eastern and southern regions of the Sydney Archdiocese.

Term 4 principals' meetings are scheduled for Forbes, Wagga Wagga, Wollongong, Armidale and Lismore. Discussions are underway for a meeting with IEU members in the Canberra-Goulburn Archdiocese.

Following representations by the IEU to the Catholic Commission for Employment Relations (CCER) and resolutions endorsed by principal members calling for formal negotiations to commence, most dioceses issued Representational Rights Notices (formal bargaining notices) in the final week of Term 3.

Noting these developments, the IEU met with CCER on 30 September to advance EA discussions. Matters raised at the meeting included:

- possible future principals' classification and remuneration structures
- clarity and transparency around renewal/sabbatical leave for principals and provision of 'tools of trade' such as electronic devices formalisation of payment arrangements for 'casual' principals and principals with boarding facilities attached to their schools
- a review of the remuneration of principals in central schools, and
- wellbeing issues (as raised by principals in the CCER consultation on 4 August and by principals with the IEU).

Given the range and complexity of these matters, especially possible future

models of remuneration, the IEU would be concerned if a delay in finalising the EA affected the salary increase due in January, 2016 or access to the personal carer's leave benefits now available to teachers under their EA.

It is therefore proposed that a one year principals' agreement be finalised to secure pay and core leave conditions, as well as any other matters which can be quickly resolved to modernise the EA.

2016 would therefore see opportunities for full consultation and negotiations to ensure a future Catholic systemic principals' EA which appropriately recognises and remunerates principals for their complex and challenging roles.

The IEU is next meeting with CCER on 21 October and we look forward to keeping principals' informed of these discussions and the progress of the EA. A full report will be provided at the Term 4 IEU Principals' Branch meeting on 7 November and at the various forthcoming IEU regional or diocesan gatherings.

Independent sector

In the independent sector, the Union is continuing to support principals dealing with a range of issues such as board interference, restructuring and redundancies, and funding and resourcing concerns.

A teleconference will be held for independent sector principal members on 29 October.

ACU/Teachers Health Fund Wellbeing Survey

The IEU has encouraged principal members to participate in the ACU/Teachers Health Fund survey to identify their own issues and also to assist in the overall provision of data to inform EA negotiations. As noted, principals who attended the recent CCER consultations have reported that workload and wellbeing issues were identified by participants as significant areas of concern.

Effective communication

Carolyn Collins

Vice President
Support Staff



Communication, from the Latin word *commūnicāre*, means "to share". It is something the IEU takes very seriously for all its members. Effective communication cannot, in this day and age, progress without the internet. I encourage members to adjust emails to always accept IEU communications, so they don't go to spam. As we have found, with the recent Enterprise Agreement for systemic schools, not all emails go to the inbox.

The Union continues to highlight the needs of school support staff (general employees) by making available to us the *Gaining Ground* enews.

This is a quote from our *Gaining Ground* enews:

We would like to take this opportunity to welcome you to the IEU's innovation for communicating with support and operational staff, the *Gaining Ground* enews. This enews has been designed as a convenient and quick way for support and operational staff who are members of the IEU to stay in touch with Union

activities, and get all the latest news from the sector at a glance.

We look forward to sending *Gaining Ground* to you each term, it will arrive automatically in your inbox. Please feel free to forward it to your support and operational colleagues. We hope you enjoy *Gaining Ground* and look forward to your feedback and suggestions for future issues.

Our roles are diverse to say the least. At the moment we have 4399 NSW members and 221 ACT members. We come from many and varied job descriptions. Here are some examples: Aboriginal education workers, archivists, AV technicians, boarding house staff, bursars and accounts staff, bus drivers, canteen staff, caretakers and security staff, clerical and administrative staff, counsellors, food technicians and assistants, foundation and event management staff, gardeners, IT staff, journalists and communications staff, library staff, assistant and aides, maintenance staff, nurses, operational staff, teachers aides, tradespeople, uniform shop staff and many more. With the coverage of such a varied workforce, we need to have relevant information at a glance. Something the Union is addressing all the time, especially by setting up *Gaining Ground* enews.



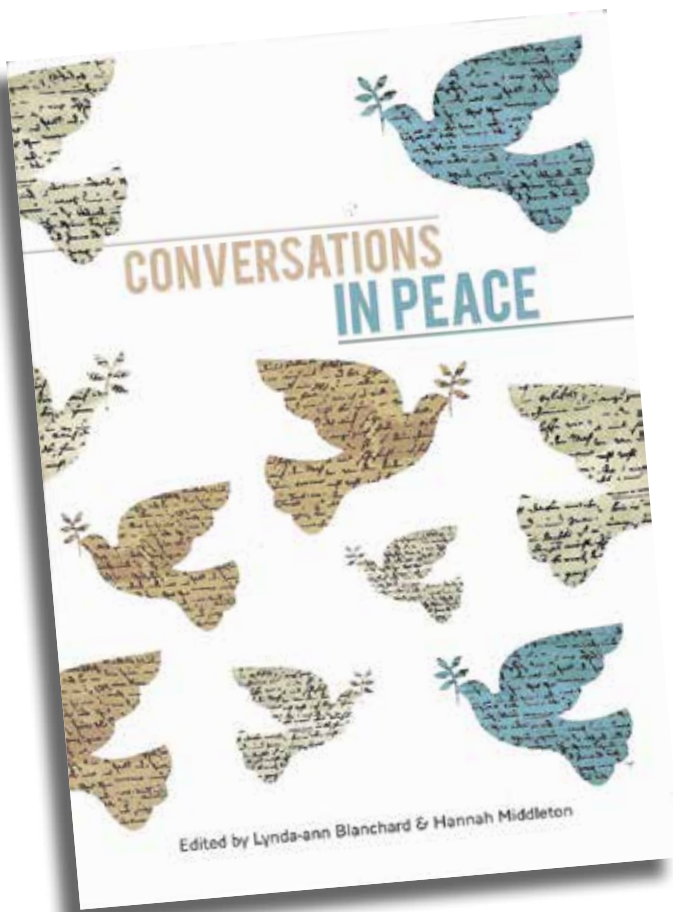
Talking like a pirate

Primary school IEU Rep Ethna Farrell added a bit of 'oh argh me hearties' to the IEU chapter meeting at Lumen Christi Catholic College, Pambula Beach recently. Ethna came straight to the meeting after the school's 'Talk Like a Pirate' dress up day.

Join the online conversation

Join the IEU social group & keep up to date with us...
www.facebook.com/ieunswact





Conversations in Peace

The Sydney Peace Prize Lectures 1998-2011
Edited by Lynda Blanchard and Hannah Middleton

This collection of the acceptance speeches of the first 11 winners of the Sydney Peace Prize is a real gem. The laureates are listed below but among them are Desmond Tutu, Xanana Gusmao, novelist Arundhati Roy, Patrick Dodson, John Pilger and Noam Chomsky. From this list it is easy to see what an inspirational body of work we have in this little book.

Each recipient comes at the topic of peace from a different angle and often with the experience of a different country but the unifying factor is 'peace with justice'. In the foreword Professor Stuart Rees, who founded the Sydney Peace

Prize, quotes a poem by Bertolt Brecht:

Justice is the bread of the people
As daily bread is necessary
So is daily justice
It is even necessary several times a day.

Peace with justice should be the vision of every teacher and every school as here in Australia we face the swirling possibility of communal disruption caused by events in the Middle East. How we approach these problems is the key to social harmony and tolerance which is another facet of peace.

Peace is a many sided gem and can be approached from many angles. The

recipients speak passionately through the pages on topics as diverse as the violence of poverty, reconciliation in South Africa, Palestine, Australian indigenous justice, rights of the child, disarmament, human rights, the environment, non violence and much more.

The prize winners who speak so eloquently and movingly are truly inspiring. They provide an essential antidote to the so-called war against terror which is ending neither violence nor terrorism.

Conversations in Peace has much to offer teachers as well as the wider community as we deal with a world so

desperately in need of peace with justice. Sydney Peace Prize recipients 1998 -2011 (in order): Muhammad Yunus, Desmond Tutu, Xanana Gusmao, William Deane, Mary Robinson, Hanan Ashrawi, Arundhati Roy, Olara Otunnu, Irene Khan, Hans Blix, Patrick Dodson, John Pilger, Vandana Shiva, Noam Chomsky.

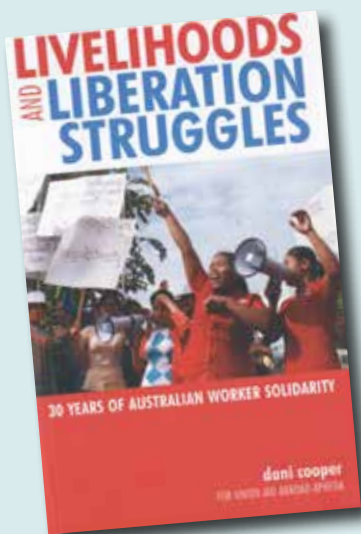
The book can be purchased for \$30 through the Sydney Peace Foundation at sydneypeacefoundation.org.au.

Denis Doherty IEU Member (retired)



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Giveaways



Livelihoods and Liberation Struggles 30 Years of Australian Worker Solidarity

Author: Dani Cooper

Publisher: Union Aid Abroad, APHEDA

Three copies to give away

The story of Union Aid Abroad, APHEDA is one of workers and people struggling against poverty and injustice across the globe. The work of Union Aid Abroad, APHEDA as detailed here in this dramatic blow by blow account, can inspire new generations of activists unionists and campaigners for global justice. The book offers lessons that are both positive and critical from experiences across many countries and political situations. It doesn't just celebrate 30 years of achievement, but also conveys the passions, complexities, tragedies and victories of the late 20th century politics and social movements.



The Immigrant (M)

Roadshow Entertainment

Three DVDs to give away

In a role written specifically for her, Marion Cotillard (The Dark Knight Rises) brings to life an achingly poignant characterisation hailed by Margaret Pomerantz as "the most exquisite performance in a beautiful film".

In 1921, Ewa Cybulski (Cotillard) and her sister sail to New York from their native Poland in search of a new start and the American dream. When they reach Ellis Island, doctors discover that Magda is ill and the two women are separated. Alone and on the mean streets of Manhattan, Ewa is forced into prostitution. The arrival of magician Orlando becomes Ewa's chance to escape the nightmare.



Hey Hey Let's Play!

Nay Nay

ABC Kids CD

Three copies to give away

Nay Nay is a tinkerer; an enthusiast of all things that tick, click and clonk. She's gutsy, adventurous and loves to laugh.

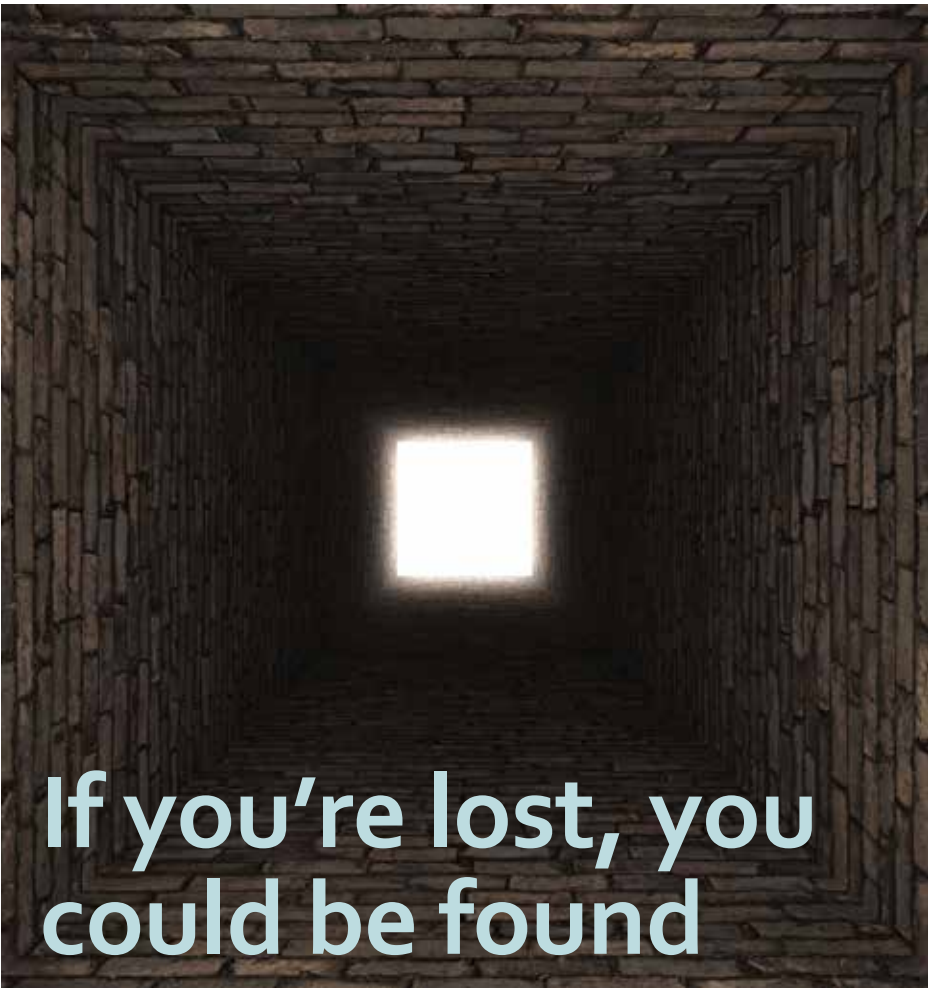
Nay Nay's (Naomi Young) debut album Hey Hey, Let's Play! is produced by Tony Buchen (The Preatures, Andy Bull, Tim Finn) and features songs co-written by Nay Nay and Scotty Aplin (Musical Director of The Voice), Terry Mann (Giggle Galaxy, Straya') abd Fergus Brown (Nerds In Love, Make It) to name a few!.

An explorer at heart, Nay Nay sees the world as a Tinkerer's playground; a message that resonates throughout this album through infectiously catchy tunes such as 'My Brother Ate My Lego' and the wondrous 'Rain Stomp'.

Naomi Young, entertainer and mother of two, is the creator and talent behind Nay Nay. Naomi has been working in Children's television and theatre for 15 years and is currently the puppeteer and voice behind the much loved children's character, Hootabelle from ABC KIDS award winning program Giggle and Hoot.



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 17 November.



If you're lost, you could be found



Who cares about apathy anyway? Apparently the unknown millions of Australians who have contributed to the 'dark pool' of lost super don't even care enough to claim their money. Figures vary, but Industry Super Australia (ISA) estimates that there is approximately \$15 billion held in over 6 million lost super accounts. That's a considerable dark pool of workers' wealth!

ISA's Chief Executive Officer David Whitley said: "Lost super is being gouged by the for-profit sector's eligible rollover funds through high fees and low returns. On a small balance, these higher fees and lower returns will quickly reduce an account balance to zero".

So how did this bizarre situation happen? Basically successive governments did nothing to enforce consolidation of accounts even when the name, date of birth and addresses were known. The argument went that perhaps the member wished to have a number of accounts with the associated insurance benefits. Also, the problem posed an administrative nightmare.

It should be noted that these extra accounts came about as fund members changed their address without notifying their superannuation provider. As a rule, if two pieces of correspondence were returned to a super fund, it ceased sending further correspondence and the member became 'lost'. This measure was obviously put in place to prevent the wastage of other members' money on postage expenses. So as members moved house or changed jobs and switched to another fund, millions of inactive accounts were established.

But now, legislation is proposed that will enable eligible roll-over funds to consolidate inactive accounts (accounts into which no contributions have been made for one year) into active accounts. If passed, this measure would allow for the consolidation of accounts so that extra administration fees are reduced and balances would be put in the one 'bucket' without the red tape required to enforce a transfer of funds.

Currently the 'lost member' threshold is an account balance of \$2000 or less which means inactive accounts under this amount can be transferred to the Australian Tax Office. In the 2015 – 2016 Budget Cutting Red Tape – Lost and Unclaimed Superannuation it was announced (at last) that the current threshold will move up incrementally to \$4000 on 31 December 2015, and then to \$6000 from 31 December 2016. This means that thousands (if not millions) of inactive accounts under the above limits will be transferred to the ATO in the hope of ensuring that they are reunited with their owners.

This is a major 'cleaning up' initiative that will close many dormant accounts and consolidate members' superannuation savings. It's a common sense measure aimed to redress the apathy problem and to shift inactive accounts into the larger, active ones.

So what can you do if you are 'lost'? The ATO has made it quite easy to be 'found' again. You can either contact Mr Google for 'lost super' or go directly to the Australian Tax Office homepage (www.ato.gov.au/superseeker) and run a search for your lost super. If you prefer to phone, the number is 13 28 65. The only information you will need to provide is your name, date of birth and tax file number. Now is an excellent time to consolidate your accounts and it will save you fees in the long run. I tried it with mine and would say it was easy (I didn't have any) and amazingly graceful!

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



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Catherine McAuley College Westmead

James Jenkins-Flint
St Brigid's Primary School Marrickville



PD and Conferences Calendar

- ECS Accreditation**

9 Nov Lismore

10 Nov Tweed Heads

17 Nov Dee Why

18 Nov Tamworth

19 Nov Armidale

23 Nov Wagga Wagga

24 Nov Griffith

25 Nov Bankstown

26 Nov Soldiers Point
- 30 Nov** Goulburn

16 Nov PIP: Dealing with Difficult People, Penrith

17 Nov PIP: Work Hoarse, Voice Care, Camden Valley

25 Nov IEU TeachMeet Wellness, Ultimo
- Key:**
PIP = Pedagogy in the Pub

Check www.ieu.asn.au for updates

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

- Reps Training**

4 Nov Newcastle

Topics include:

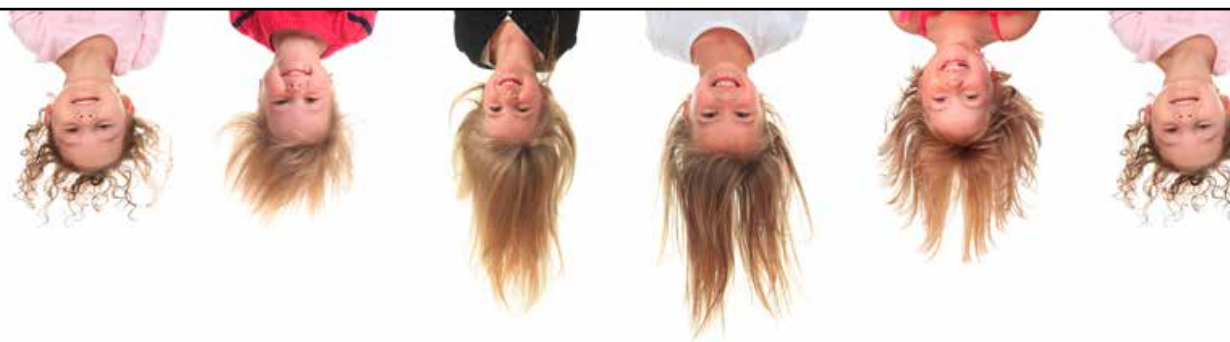
 - Current Issues
 - Teacher Performance and
 - Development – Industrial implications
- Analysing your membership
 - Understanding your agreement. Both introductory and Advanced courses are offered.

Check www.ieu.asn.au for notifications and updates

Our locations

Sydney 485-501 Wattle Street, Ultimo NSW 2007 (02) 8202 8900
Parramatta 12-14 Wentworth Street, Parramatta NSW 2150 (02) 8202 8900
Newcastle 8-14 Telford Street, Newcastle East NSW 2302 (02) 4926 9400
Lismore 4 Carrington Street, Lismore NSW 2480 (02) 6623 4700
ACT Unit 8, 40 Brisbane Avenue, Barton ACT 2600 (02) 6120 1500

Early Childhood Teacher Accreditation Info Session



2015 Upcoming Sessions

- 9 November Lismore
- 10 November Tweed Heads
- 17 November Dee Why
- 18 November Tamworth
- 18 November Campbelltown
- 19 November Armidale
- 19 November Hurstville
- 19 November North Sydney
- 23 November Wagga Wagga
- 23 November online
- 24 November Griffith
- 25 November Bankstown
- 25 November Deniliquin
- 26 November Soldiers Point
- 26 November Albury
- 30 November Goulburn
- 30 November Woonona

Want to know about BOSTES teacher accreditation in 2016?

- What will it mean for you?
- What is teacher accreditation?
- What are the Standards?
- What do you need to do?
- What does all of this jargon mean?
- What happens after 1 Jan 2016?
- What about your qualifications? Do you need to retrain?

The IEU is running free information sessions around NSW answering all of the above questions.

The Union has been assisting teachers with BOSTES accreditation for over a decade and is widely recognised for making it a simple, useful and professional process.

Come along to this information session and ask your questions. Find out how to access our specialist accreditation officers and hear how the Union can support its members.



Authorised by John Quessy, General Secretary, NSW ACT Independent Education Union



RSVP: By (DATE) to Marie-Claude Guilbault (professionaldev@ieu.asn.au or 8202 8900).

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



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+ for those who understand the true meaning of wealth.

