

newsmonth

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The newspaper of the NSW Independent Education Union and the NSW/ACT branch of the IEUA (vol 35 #6) September 2015

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IEU members are outraged by the Abbott Government's attack on the rights of women to access the Paid Parental Leave (PPL) scheme.

Members, their families and their students will be affected by this proposal now and into the future.

The Abbott Government announced in May it would stop workers accessing the PPL scheme from supplementing any existing employer entitlements they may have beyond the maximum 18 weeks leave paid at the minimum wage. Many IEU members could stand to lose up to \$11,824.

McCarthy Catholic College Emu Plains Maths and Science Teacher Elizabeth Heggart has just given birth to baby Sophia.

She is entitled to 14 weeks paid leave from her employer plus 18 weeks from the PPL scheme. Using some long service leave, she plans to take off a full year.

"Without the PPL I would have had to return to work after six months, which is not good," Elizabeth said.

"Being able to spend a whole year with Sophia watching her growing and learning in the first year of life is important.

"It's disgusting that the Abbott Government is making a bid to get rid of that entitlement and making mothers out to be fraudsters. It's all about allowing more women time at home with their babies.

"On the one hand the Government says it wants to support families, and on the other it takes time away from mothers."

Employer based parental leave has been negotiated over many years as an industrial

Fact box:

Is it fair that:

- 34,000 women will lose access to the government paid PPL scheme
- 45,000 partially lose access to the PPL scheme
- 79,000 women are affected by the proposed changes
- 79% of women would have taken more time away from work if they had access to more paid leave
- 17 weeks is the average OECD paid maternity leave, and
- \$11,824 a year could be taken away from some women?

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.

The national PPL is a minimal scheme intended to start to bring Australia into line with international standards.

It is disturbing that IEU members and other working women have been portrayed by Federal Treasurer Joe Hockey as "double dippers" and "rorters" for accessing what is a legal entitlement, an entitlement reportedly also lawfully accessed by at least two partners of current Federal Government Ministers.

More recently Federal Community Services Minister Scott Morrison trivialised women's concerns, labelling them "first world problems".

The OECD average paid maternity leave is 17 weeks. The scheme includes financial contributions from government and employers and aims to meet the World Health Organisation recommendations for at least six months paid leave for parents to promote child and maternal health, build strong families and help mothers stay in the workforce.

The current scheme of up to 18 weeks paid parental leave puts Australia slightly above the OECD average. Any reduction will result in Australia slipping in global rankings. Before Labor introduced the scheme in 2011, Australia was one of only two developed nations not to have a PPL scheme for working parents, something unions spent 30 years campaigning for.

The Abbott Government's Fairer PPL Amendment Bill was introduced into Federal Parliament in June and is now subject to a Senate enquiry.

Under the Bill claimants will now have to inform the Department of Human Services of any primary care pay they are entitled to from their employer.

The IEU is lobbying hard against the cuts and needs your support to stop the Bill being passed.

When enacted by the then Labor Government in 2010, the Paid Parental Leave Act stated its purpose as 'the financial support of this Act is intended to complement and supplement existing entitlements to paid or unpaid leave in connection with the birth or adoption of a child'.

The legislation clearly envisaged that women with employer schemes should be able to access the 18 weeks Minimum Wage scheme, while the Government scheme would also be of particular benefit to women whose employers did not yet provide PPL (such as many IEU ECS and ELICOS members.)

We must act to save this scheme. Follow the campaign at www.ieu.asn.au

John Quessy General Secretary

What can you do?

Write to your local federal MP and tell them you will not be voting for anyone that supports the cuts to PPL at the next election. Get your friends and family to do the same. For details on how to send the letter: www.ieu.asn.au.

Sign the petition to save the PPL on the IEU website.

Talk to your colleagues at school about the threat to PPL and share the link to the petition with your connections via Facebook, Twitter and other social media outlets. See page 3



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Bargaining stalled for Catholic systemic principals

Gloria Taylor

Deputy Secretary



The Union has called on Catholic dioceses to issue representational rights notices and for the Catholic Commission for Employment Relations (CCER) to commence bargaining for a new systemic principals' enterprise agreement (EA).

Instead the Catholic employers have advised the Union that bargaining will be delayed until at least October to enable the CCER to hold a second meeting with diocesan directors and invited principals. The CCER held an initial consultation on 4 August.

The IEU does not accept that such consultations should hold up already overdue bargaining and maintains that negotiations should commence irrespective of such meetings. There is growing disquiet among IEU principal members about moves to initiate separate agreements in two dioceses. The stalling of bargaining adds to frustrations over delays and uncertainty around the EA process.

Background

Last year the Union had discussions with the CCER about an EA for principals, but the employers sought to delay bargaining because of the dispute about the EA for teachers and general employees. When settlement for the systemic EA was finally reached, the IEU formally requested the CCER commence bargaining for the principals' EA.

A meeting was held on 28 July. At the meeting the CCER agreed to the IEU proposal to use the current principals' EA as the basis for discussions and to schedule further meeting dates. The CCER advised the IEU that the Archdiocese of Sydney and the Diocese of Parramatta were considering a separate EA to other dioceses. The CCER committed to "shortly" confirm the approach of all dioceses. The CCER also indicated that it would be holding a meeting with Diocesan Directors and some principals on 4 August.

In a follow up letter to the Union on 3 August, the CCER confirmed their commitment to schedule meeting dates and advise the Union of diocesan intentions regarding EAs. They indicated that the meeting on 4 August would deal with school leadership issues as well as industrial relations matters.

The CCER now refuses to schedule meeting dates and has failed to provide further information about diocesan approaches. Instead they have stalled bargaining and scheduled another CCER consultation for October.

What's next?

The Union is concerned that the tactics around bargaining for the principals' EA are reflective of elements of the systemic dispute that erupted in April last year.

Unprecedented and unacceptable delays have been a feature of Catholic bargaining throughout this round of negotiations, in the systemic EA as well as in the current long overdue settlement of Catholic independent agreements.

The Union will continue to press for the urgent commencement of bargaining. We will use whatever methods are available including exploring options under the *Fair Work Act* to achieve a sensible approach and a timely outcome to discussions.

The Union has asked its systemic principal members to email their diocesan directors to request the immediate commencement of bargaining. The IEU thanks principals for their support and will keep them advised of progress.

Seamless transition required for pre 2004 teacher workforce

Mark Northam

Assistant Secretary



Teachers who began teaching before 1 October 2004 in NSW and haven't had a break of five years or more will be accredited at Proficient on 1 January 2018. The provisos are:

- you have been teaching in the five years before 1 January 2018
- you have a current Working with Children Check as of 1 January 2018 (see the article on WWCC on page 12)
- you pay the \$100 fee by the due date (in 2018), and
- and have no serious performance or grievance procedures at the time. If these exist but can be remedied then transition occurs.

How exactly the exchange of information between employers and BOSTES occurs is still being negotiated, but you can't create a BOSTES account now. This will be created for you closer to 2018. The exchange of information from the Union perspective is your name as an employee.

Misinformation exists regarding the accreditation on 1 January 2018 but know that the following is true:

Your current qualifications (including two years trained and three years trained) are fine as long as you don't take a break from NSW teaching for five years or more.

The IEU will run information sessions when there is clarity about the entire process. Watch the IEU's PD program www.ieu.asn.au and your email inbox for further details.

Updated policy drafted

In line with changes to the Teacher Accreditation Act 2004, BOSTES will now be the initial accrediting authority for those entering the teacher workforce post 5 August 2015. This means that there will be consistency of judgement regarding qualifications and allocation of either

'provisional' or 'conditional' as appropriate. 'Provisional' means you have finished a teaching qualification. 'Conditional' means you have completed an undergraduate and at least three quarters of a teaching qualification and can teach whilst you finish up. The IEU broadly supports this change.

Changes to Maintenance of Accreditation

The IEU suggested to BOSTES that it increase the number of hours automatically recognised when someone completes a unit of study at undergraduate or postgraduate level for the purposes of maintaining accreditation at Proficient, Highly Accomplished or Lead. The proposed change is that 120 hours will count per unit of study as compared the previous mediocre 20 hours. The drafted policy will need endorsement by the Quality Teaching Council before it is official.

Consultation draft for Teacher Accreditation Authorities

The IEU has been consulted ahead of a drafted set of rules for Teacher Accreditation Authorities being proposed to the Quality Teaching Council. The draft is promising, although the IEU informed BOSTES of a number of matters requiring attention. This document will fill a noticeable vacuum that has existed since the original Institute of Teachers came into being – no clear monitoring or scrutiny of TAAs and their processes. This is significant as the processes required of teachers must be supported by employers.

New schools will need to apply to be TAAs and existing schools will have their TAA status reconsidered in line with their BOSTES registration.

Clearer expectations regarding supervision and mentoring of accredited teachers, appropriate record keeping, as well as the provision of workplace policies and procedures to newly employed teachers will be included in the document. It will see that teachers are treated more consistently with regards to their accreditation, and that TAAs who do not follow the guidelines can be subject to review and possible removal of their TAA status. This manual will provide certainty of process to support teachers engaged with accreditation. Importantly when BOSTES inspections (both planned

and random) occur, TAA policies must exist and be in play.

Professional development costs questioned

The IEU has formally written to BOSTES to express disquiet concerning the range of charges for the HSC Marking Process. The PD is being provided for Drama, Visual Arts, Music Composition and Textiles and Design. Costs range from \$105 to \$170. The Union acknowledges the provision of QTC Registered PD but when viewed through the prism of weekend attendance and the obvious value to students, the charges appear incongruous with the role of BOSTES in supporting teachers.

Christian schools update

Members in Christian schools should by now have received a NewsExtra outlining the status of negotiations. In recent weeks the Union has held lengthy meetings with representatives of Christian Schools Australia (CSA) and the Christian Education Network (CEN) in an endeavour to finalise matters. However a number of significant issues remain unresolved. The Union is calling for union Chapter meetings to meet to hear a progress report on the negotiations and call for a withdrawal of proposed reductions in conditions, such as a proposed reduction in redundancy pay and an increase in temporary employment.

Importantly the Union is also seeking inclusion of a clause that ensures retrospective operation of the CSA/CEN recommended February and August 2015 pay rises. This is so that the 2015 pay rises are enforceable as part of the Agreement and can be recovered on behalf of any member who hasn't received them.

Please do not hesitate to contact your Union Organiser if you would like more information.

Twenty one candles for IEU



John Quessy

General Secretary

There is a certain irony that on 21 August this year 140 IEU members attended our Support Staff Conference Work Well on what was almost to the day the 21st anniversary of the Union changing its name to the IEU.

Many reading this and the vast majority of those who have received 30 year membership badges initially joined not the IEU but the Independent Teachers' Association (ITA). It was a Union only of teachers until 1993 when in a move towards industry unionism the ITA negotiated coverage and industrial representation of first teacher aides and school assistants and then those who worked in clerical roles.

The Union recognised this new coverage almost immediately and August Council 1994 officially changed the Union name to reflect our new reality. From the handful of non teacher members then, that group has grown in number towards 20% of our membership. And they have grown in voice and confidence.

A significant number of conference attendees were from the Catholic sector and many, if not most, shared stories of stop work rallies last year in protest at the disrespect Catholic employers had shown them and their work in Enterprise Agreement (EA) proposals.

Employers had offered an EA that reduced wages and trashed conditions. They claimed that support staff were overpaid for the work they did.

Employers failed. They failed because our support staff members stood up to them, because when teachers stopped work so too did they. The stood up and they showed up in significant numbers at rallies and stop work actions throughout NSW and the ACT.

That they won that battle is important not only for those in the Catholic sector who stood to suffer immediate loss but also for all members. If employers in other sectors had seen wages and conditions decline in Catholic schools they would certainly have tried the same.

It is not merely rhetoric in the union movement when we say "Attack one of us and you attack all of us".



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IEU President Chris Wilkinson and General Secretary John Quessy recently signed the Catholic schools Enterprise Agreement on behalf of teachers and support and operational staff. The document was lodged with Fair Work Australia on 4 August.



Continued from page 1

"Being able to spend a whole year with Sophia watching her growing and learning in the first year of life is important. It's disgusting that the Abbott Government is making a bid to get rid of that entitlement and making mothers out to be fraudsters. It's all about allowing more women time at home with their babies."

Join the Hands off our PPL campaign go to www.ieu.asn.au

IEU meets ACT Minister



Carol Matthews

Assistant Secretary

IEU General Secretary John Quessy and I met with Joy Burch, the ACT Minister for Education and Training, on Monday 24 August.

The meeting was an opportunity to raise issues affecting our members across the schools and early childhood sector in the ACT. The Union raised a wide range of issues on behalf of members, including the following.

Code of conduct

As a condition of teacher registration or permit to teach in the ACT, teachers are required to comply with a code of conduct relating to professional practice.

The Code of Conduct, approved by the ACT Government, includes the following requirement:

The principles that teachers must, at all times, demonstrate in their professional practice are:

- personal and professional integrity
- respect for others
- acceptance of responsibility for their contribution to the profession and through it to the community.

The Union is seeking that in considering an alleged breach, TQI should take into account the nature and seriousness of the conduct concerned, the frequency of the conduct and the how recent the conduct



Joy Burch

"In considering an alleged breach, TQI should take into account the seriousness of the conduct to ensure that trivial matters do not destroy a teacher's career."

The Union advised the Minister we were concerned about the breadth and vagueness of these and other requirements in the Code, given that a breach of the Code was a breach of a registration requirement and could lead to a revocation by the ACT Teacher Quality Institute (TQI) of a teacher's right to teach in any school in the ACT, with a flow-on to other jurisdictions.

was. This is to ensure that trivial one-off matters do not destroy a teacher's career. We are also seeking that matters not relating to a teacher's professional work (that is their private behaviour outside the school context) should not be considered.

Professional learning

Members have raised with the Union

concerns about TQI's professional learning requirements (PL), particularly as they impact on teachers who are not full time. In the ACT part time and casual teachers are required to do the same amount of PL as full time teachers, that is 20 hours per annum and 100 hours over five years.

The Union proposed that teachers on leave or on secondment out of teaching should be able to apply for leave of absence from registration requirements and not be required to make up the PL hours on their return. We also requested that lower or more flexible requirements apply to part time and casual teachers.

In relation to the type of courses that are accredited, the Union asked that a wider range of courses be accredited as PL, including for example tertiary study and some courses run by the IEU that have not been accredited.

Next step

The Minister listened sympathetically to our concerns. We have agreed to outline some specific proposals in writing and we will report on any developments to members.

Family functions too far away



IEU Council has given its unanimous support to a motion from the Wilcannia-Forbes branch objecting to a new directive from the diocese that blocks staff from taking long service leave (LSL) in short blocks.

Wilcannia-Forbes IEU Organiser Marilyn Jervis said the motion asks the director to reconsider his decision to not approve LSL in short blocks. The motion was unanimously endorsed by 16 schools out of 18 in the Diocese.

The Wilcannia-Forbes Diocese covers over 50% of the state and is the most remote in NSW.

Before the new director was appointed, staff of the Wilcannia-Forbes Diocese were often given LSL from one to five days to attend family functions, special occasions and to take their children, who were representing the Diocese, to a sporting competition, Peter Nunn, the IEU delegate from Wilcannia-Forbes, said.

"Soon after his appointment, principals were directed to inform staff that LSL in short blocks would not be approved," Peter said.

"Staff were told that LSL requests for less than 15 days would not be granted. Despite this directive the diocesan intranet still has contrary advice.

"With numerous towns in the Wilcannia-Forbes Diocese being over six hours or more to Sydney, the concern and welfare of the staff

must be taken into consideration.

"Having to travel to Homebush for Polding Swimming from Forbes takes six hours and, even worse, travelling from Hay to Glendale (Newcastle) is a nine hour trip, which is completely unacceptable to ask a teacher to do after a day's teaching when their child is representing the Diocese of Wilcannia-Forbes."

Marilyn said teachers needing to settle their children into boarding school was another requirement.

Peter said: "The other option we have been given is to take a day without pay as we are not allowed to access our LSL in supporting children representing the Diocese.

"Other concerns are staff, who have worked decades in the Diocese, can't use their LSL to be at weddings, funerals, christenings and other special events that are a long distance away.

"They can only attend if they are willing to forfeit their pay and or travel dangerously late to attend such functions."

Wilcannia-Forbes is the only Diocese that does not give LSL in blocks of a few days and is also the only Diocese in NSW that did not agree to the new enterprise agreement, so their staff do not get the one day special leave, Peter said.



Join the conversation
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"They can only attend if they are willing to forfeit their pay and or travel dangerously late to attend such functions."

The BRITE start

Have you heard about the free course for student and early career teachers called BRITE?

It's an online course run through Murdoch, Curtin and Wollongong universities which provides preservice and early career teachers with skills and practices to build their resilience in teaching.

It's all about building relationships. The five online modules are Building Resilience, Relationships, Wellbeing, Taking Initiative and Emotions.

In each module participants can take self-quizzes, learn about skills and strategies, view videos, apply skills to realistic situations, learn about what experts in the field have found and build their own personal toolkit.

Each module is connected to the Australian Professional Standards for Teachers, the Australian Curriculum and the Early Years Learning Framework.

See www.brite.edu.au

Face to face: bringing the experience of refugees to life in the classroom

The Refugee Council of Australia is offering an incursion to schools in Sydney and Wollongong which is co-presented by a speaker with a refugee background.

The presentations, which are linked to the curriculum, and can be tailored for primary or secondary, cover who refugees are and where they come from, facts about refugees worldwide and in Australia, the conditions refugees face overseas and Australia's refugee policies.

The refugee speakers share personal stories of their journey to safety and give students the opportunity to learn from them face to face.

Incursions can be delivered as a one hour presentation or a two hour workshop incorporating small group activities.

The presentation package includes a resource guide for teachers containing links to lesson plans, follow up activities and information on how to support and advocate for refugees.

For further information about the program and to discuss its costs, email the project manager at projects@refugeecouncil.org.au or call the Council on 9211 9333.

Early Start Conference – improving children's lives

University of Wollongong is hosting its inaugural Early Start Conference on 28-30 September. The conference, with the theme Improving Children's Lives, recognises the importance of early experiences in shaping life trajectories. It's aimed at early education and early years primary teachers. The IEU is a conference sponsor.

It will address the challenges that exist in policy and practice for children, families and educators by exploring

current approaches to research in the early years of life and proposing strategies for the future that will both inform and improve work in the field.

Speakers include Professor Catherine Snow from Harvard University, Professor Edward Melhuish from Oxford University and Professor Michael Wald from Stanford University.

For details: go to www.earlystart.uow.edu.au/conference/index.html





"The Goodstart agreement is a national agreement covering all 600 plus services across Australia."

Hundreds of Goodstart meetings held around NSW

Negotiations will soon start for a new Goodstart agreement. The Goodstart agreement is a national agreement covering all 600 plus services across Australia and is negotiated with three unions: the Australian Education Union, United Voice and the IEU.

The current agreement expired in February and all parties agreed to delay negotiations until the later half of the year.

In the past few years, Goodstart has made a commitment to the employment of teachers and has offered many scholarships to staff undertaking university studies. They employ over 250 teachers in their services in NSW.

IEU Organisers have attended more than 122 meetings in all Goodstart centres in NSW. We will be talking to teachers about the importance of being a member of your professional education union. These meetings have been facilitated by Goodstart and are held in conjunction with the United Voice. Goodstart has agreed to pay staff for up to 40 minutes of attendance time (20 minutes for each union).

KU Children's Services restructures

A number of KU centres will undergo

significant restructure in the next 12 months.

KU has been reviewing their services in the light of changes to the early childhood sector. As a result, a number of KU preschools will transition over to a long day care model.

KU believes this will enable them to better respond to the changing needs of local families, ensure service viability and retain their current staff.

For the preschools affected this will mean moving from a 40 week year to a 48 week year and opening at least eight hours a day.

Staff currently employed will either be redeployed to another preschool or move to long day care conditions at their current service.

Staff have been requested to submit an expression of interest in whether they would like to be employed in the restructured service, be redeployed or seek redundancy.

While staff will get a higher rate of pay if they move to long day care there will be substantial changes to their conditions, working 48 weeks per year with the possibility of more contact time with

children. Currently for preschool teachers it is capped at 30 hours per week.

If neither of these options is suitable for staff, then KU will consider a redundancy payment.

The IEU has had discussions with KU about how changes might be mitigated for staff and we will be seeking a meeting in the near future to discuss this further. The Union will represent any members affected by this change in their individual meetings with KU.

The current KU agreement has expired and we will commence negotiating a new agreement in September. This transition and the affect on staff employment conditions will be part of the Union's log of claims.

Early childhood teacher accreditation

From 2016 all early childhood teachers will need to be accredited with BOSTES.

BOSTES will shortly be contacting all early childhood teachers and advising them how accreditation will work. The IEU understands early childhood teachers who are employed between 1 January 2016 and 1 October 2016, including those teachers who are on leave, will be deemed at

Proficient level as of 1 January.

Teachers deemed to be Proficient will have to maintain their accreditation through registered professional development. The Union provides high quality registered PD free to members.

Teachers who are employed after 1 October 2016 will be provisionally accredited and will then have to demonstrate how they meet the Standards over the next three years.

This process is currently being developed by BOSTES and the working party. The IEU is a key stakeholder in this process and has lobbied to ensure the experience and expertise of early childhood teachers will be recognised. The Union will hold a series of information sessions around NSW in Term 4 and Term 1 2016 to fully inform members of the process and requirements for early childhood teacher accreditation.

The IEU provides a free Pedagogy in the Pub (PIP) courses on teacher accreditation. To find them visit www.ieu.asn.au.

Verena Herron

Senior Industrial Officer

DON'T LIVE IN THE STONE AGE

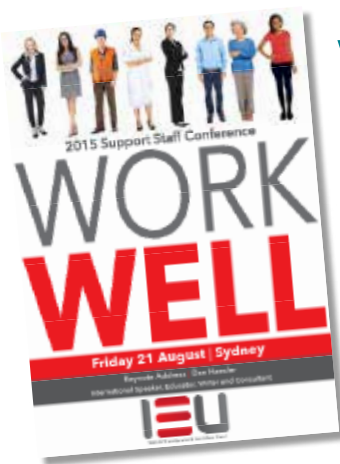
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Work Well Conference strikes a chord with support staff



The IEU's Support Staff Conference Work Well held on 21 August in Sydney took a big picture look at what support staff can do to keep themselves well in the workplace.

NSW ACT IEU General Secretary John Quessy said the IEU plays a key role in promoting and supporting the industrial needs and interests of non teaching staff.

Better working conditions contribute to a healthy workplace. Conference Convenor Carolyn Moore said the IEU's Support Staff Advisory Committee, acting on feedback from members, had recommended the theme for the conference.

Carolyn Moore said the theme Work Well really struck a chord with support and operational staff members.

"There were 140 delegates from across NSW and the ACT in attendance today and many more wanting to come," Carolyn said.

"The keynote address by Dan Haesler was so informative and inspiring. Dan is such a dynamic speaker, and his message that we need to recognise our accomplishments and take the time to appreciate what we do and why we do it as being essential for our mental and emotional wellbeing was made so passionately.

"The Support Staff Advisory Committee in planning this conference wanted the participants to focus on what makes our working lives worthwhile and take away some new ideas and strategies for looking after their own wellbeing – in spite of all the craziness of our lives both inside and outside of work. I think that Dan's address and all the workshops achieved this.

"This is the sixth biennial conference the IEU has hosted specifically for our support and operational staff members. The conference is an event that members look forward to and is one of the many benefits of being in the IEU."

Dan Haesler said: "The Union is being proactive, rather than just focusing on wages, although that all plays into mental wellbeing as well," Dan said.

"I think it is really powerful to spend a day just addressing positive psychology and understanding ways to address depression. I highly commend the IEU for taking on this initiative."

Vincent Cooper is the Aboriginal Education Worker at St Joseph's High School. He presented the acknowledgment of traditional owners at the start of the conference.

As well as being the Aboriginal Education Worker Vincent teaches Aboriginal Studies to Years 9 and 10.

"Support staff need to take time out to feel they are important. PD for support staff is lacking so to get a sense of worth support staff need a day like this," Vincent said.

"If you are not healthy in your mind you can't do your work so you need to regenerate, and the Union is streaks ahead of anybody else by recognising that need."

NSW ACT IEU Vice President Support Staff Carolyn Collins said support staff tend to be self-effacing and find it difficult to accept gratitude or to acknowledge their own worth.

"We don't expect anything – we're givers, so a conference like this about our well being is fantastic."

Seven members of the support staff team from St Dominic's Centre for Hearing Impaired Students at Mayfield near Newcastle, including teachers aides, secretarial staff, pastoral care staff and library assistants were able to attend the conference.

Two signers were present during the conference so one member of their staff could fully participate.

They said the day was special for them because there is no PD for support staff offered by their diocese, and it was a great opportunity for them to spend time together.

"It's a challenge dealing with our students, parents and school community, and if we couldn't call on positive psychology, we wouldn't survive."

Sue Osborne Journalist



More recognition required for lab techs



Historically, lab assistants may have been those who came in and helped teachers wash up after class.

Today, the role is technically demanding and requires higher qualifications.

If the role is fulfilled by those without appropriate qualifications it could be a safety issue.

This is the belief of Karen Mellenbergh, a lab technician at Catherine McAuley College Westmead and Vice Chairperson of the Association of Science Education Technicians in NSW (ASET NSW inc).

Karen attended the IEU's Support Staff Conference Work Well.

"It is our goal to raise the profile of science technicians," Karen said.

"Over the years this position has changed dramatically. Lab technicians are now normally the chemical officers on site, doing all the chemical preparation and

management, but employers are still employing people from the front office or the library or anywhere else into the role and thinking that's okay.

"Employing people with no science background is happening across schools, although more in the government than the Catholic and independent sectors.

"I speak to people at events and the questions I get asked show me people don't understand what they are doing and they are worried because they don't understand what they are doing.

"There's a lack of understanding about the need to get properly trained people into these jobs, but it is also difficult to get people at the salaries being offered.

"Until we raise the profile of the position and regard it as a profession then the qualified staff won't apply for the job."



Librarians book a place at conference

The IEU sponsored the Annual Teacher Librarian Learning Community Conference held at Campbelltown Catholic Club on 30 April to 1 May.

The Teacher Librarian Professional Learning Community (TLPLC) is a self-created collaborative community of teacher librarians and school library staff across the dioceses of NSW and ACT.

A TLPLC has the potential to engage teacher librarians and other library professionals in a social setting where learning is made public and professionals are able to interact, test their ideas, challenge their inferences and interpretations, and process new information together.

The 2015 conference brought together over 100 teacher librarians and support staff from

across NSW and the ACT for two days of professional learning and socialising.

Michelle Oakley, the teacher librarian at Stella Maris Catholic Primary School Shellharbour and the organising committee decided to utilise the sponsorship by providing two fully paid subscriptions to the 2016 Conference.

The recipients of the \$500 IEU sponsorship to the 2016 Teacher Librarian Professional Learning Community Conference are Paula Russo from St Columbkille's Corrimall and Shivonne Curran from Sacred Heart Primary Cabramatta. Both members received \$250 towards next year's conference expenses.

Ann-Maree McEwan
Organiser



HSC markers update

The IEU met with BOSTES on 6 August to discuss issues prior to the start of this year's HSC marking.

Marking will commence with English Extension 2 (onscreen) on 29 August, with the bulk of papers marked in late October.

BOSTES reported a few changes in venues for 2015. Redfern has been phased out and Wollongong has changed venues to the Innovation Campus at the University of Wollongong and Woonona High School.

In 2015, 61.87% (compared to 55% in 2014) of all marking will be done onscreen either in corporate centres or externally.

New subjects onscreen in 2015 include Chemistry, Music Composition, English Extension 1 and 2 and Visual Arts.

Major upgrades have been made to IT at BOSTES so that the issues of system failure that occurred in 2014 should not happen again.

In the past, senior markers involved in the external marking of Mathematics have been able to perform their roles as senior markers and also mark papers in their non work time. This year BOSTES will be restricting the numbers of scripts that senior markers can mark.

This will reduce their potential salary from marking, but will increase the number of markers of Mathematics.

The 2015 HSC markers information (including award and salary scales) is now available on the IEU website in the resources section: www.ieu.asn.au/resources/hsc-markers.



Focus on principals

"I decided to get involved because I could see there was a changing agenda. Rather than sit back and watch it happen I decided to be proactive."

Principals' Branch meeting on 1 August was a significant one in a number of ways. It was likely to be the penultimate (if not last) meeting held at the Union's Wentworth St office in Parramatta, as the IEU is about to take up a new residence in North Parramatta.

It also marked the recommencement of negotiations for the Catholic systemic principals enterprise agreement (EA). Negotiations have been on hold while the teachers and general employees EA was hammered out over the last 14 months.

Principals Branch Convenor Pam Smith said the negotiations were likely to take several months, but should be shorter than the teachers' negotiations.

Recent news that the Archdiocese of Sydney and perhaps another diocese want to negotiate a separate EA with principals was an added complication.

IEU Deputy Secretary Gloria Taylor outlined her take on how negotiations were likely to unfold. She said phase one was likely to focus on pay parity between primary and secondary principals.

"The IEU is not against parity in principle as long as no one is worse off," Gloria said.

"There is an issue of 'frozen salaries' that we are concerned about."

Other issues could be the AITSL standards for principals, and how they might be linked to pay.

Pam said the Union did not want standards to be used as a "stick" and Gloria said that the idea of standards or performance linked pay was coming from employers and not BOSTES or AITSL.

Another significant negotiating tool could be the Australian Principal Occupational Health, Safety and Wellbeing Survey 2011 carried out by the Australian Catholic University.

This survey found some principals reported significant problems with bullying and violence and that their health and wellbeing was negatively affected by workload pressure. The report can be downloaded: <http://www.principalhealth.org/reports.php>. It was also summarised in *IE Magazine* this year Issue 1 Vol 45 Principals under Pressure p22.

The Catholic ethos clause, which was a sticking point during the negotiations for teachers, could prove to be a problem too, Gloria said.

The Union understood Catholic independent schools were not keen on the Catholic ethos clause, and preferred individual arrangements, as they were such a diverse sector with their own congregations.

IEU Organiser Jackie Groom said in the ACT the three independent Catholic principals have resisted the Catholic ethos clause.

Pam reported that in the independent schools sector, the MEAs voted on in 2014 are in place for teachers and operational staff. Negotiations are continuing for EAs for Christian schools.

Alan LeBroque flew in from Griffith for his second ever Principals Branch meeting. The Marian Catholic College Griffith Principal decided to become more active after 30 years of Union membership because he has "a passionate belief" in the work of the IEU.

"It's interesting to see how things operate at the next level, and to be able to provide a voice for principals in my region," Alan said.

There are 32 schools in his diocese, with five secondary schools. He's the only principal representing the area at the Branch.

Alan said he was excited rather than fearful about the direction leadership was going, but it was good to

have the IEU as a support for principals entering into negotiations.

"I'm relieved to hear we're not starting with something new as the teachers had to, but using what we already have as the basis for negotiations," he said.

Also new to the Principals Branch, Therese Seymour is Principal of St Joseph's Primary School in Alstonville. She's the longest serving primary principal in the Lismore Diocese.

"I decided to get involved because I could see there was a changing agenda for principals. Rather than sit back and watch it happen I decided to be proactive," Therese said.

"Solidarity is important to principals and it's important we get this EA right and not rush it," she said.

"It's really good for principals to be informed by the IEU so you can support your staff and fellow principals, especially new principals.

"It was good for the staff to know I was an IEU member during their EA negotiations. If staff know you are in the IEU they believe you know where they are coming from."

As well as industrial matters, Principals Branch canvassed the forthcoming IEU Environment Conference, BOSTES accreditation for teachers and principals, Facebook usage by teachers and news from individual dioceses.

The meeting was attended by a range of principals from Catholic metropolitan and regional dioceses and from the independent sector. The next Principals Branch meeting is on 7 November.

Sue Osborne Journalist

Inaugural TeachMeet on social justice is a success

The IEU is hosting more TeachMeets as part of its move to a more dynamic and interactive professional development program.

TeachMeets are sessions where teachers share their ideas for best practice on a particular topic. Talks can either be for two or seven minutes, and the friendly, non-threatening environment means that everyone feels able to share their ideas.

The format was brought to Australia by IEU member Matthew Esterman with assistance from NGS Super. Highly successful TeachMeets are held across Australia by groups of enthusiastic teachers.

On 17 August at IEU's Ultimo building, the theme of Social Justice was approached in a variety of different ways. Member Geraldine Cullen (Waverley College) spoke about setting up a social justice program in a high

school. As the coordinator of social justice programs at her school, she said a social justice program needs to be tailored to the school and its community.

We had a surprise presentation from 'Harriet', who is visiting Sydney from Hanover, Germany. His son-in-law, IEU member Frederick Zalloula brought Harriet along, and he spoke of Germany's move to more integrated schooling, including inclusive education of students with additional needs and integrating refugee students, ensuring that their diverse needs are met (both in learning German, but also the disruption that has occurred to their schooling). It was interesting to hear of two familiar educational issues being described from an international perspective. These are issues many countries are struggling to address.

IEU Assistant Secretary Pam Smith spoke of the IEU's work seeking equal

rights and pay for women, and the Women in Education Committee's active work. She emphasised that women's rights are human rights. IEU Organiser Ann-Maree McEwan spoke of the situation in Timor Leste and APHEDA's continued work in this area (of which the IEU is a supporter).

Other speakers included:

- the Refugee Council of Australia (who have a brilliant face to face program see page 4)
- Santa Sabina College (which described their homework help program – where their students work with refugee children)
- Together for Humanity (describing their Difference Diversity program and their free online QTC registered PD for teachers)
- ChilOut (devoted to raising awareness of children in immigration detention)

- Mary Ward International Australia (who are building schools and training teachers in developing countries), and
- PTCNSW's Global Education Project (who have a program that helps integrate social justice active learning projects into the curriculum).

Follow IEU's TeachMeets Social Justice via Twitter's #TMSJ. A storify of the event is available here: <https://storify.com/amycottonteach/teachmeet-social-justice>

TeachMeet Social Justice is available to be hosted in a town near you. All we need are volunteers to speak.

Amy Cotton Professional Office

First Class

New graduates face years of casual work



Amy Cotton

Professional Officer

Long gone are the days when you could graduate from a teaching degree and be certain of employment.

Every year, NSW graduates just under 7000 new teachers. It's hard to ascertain how many permanent jobs are available, but it's well below 2500 a year.

This means that the first five years of your career is very likely to be spent as a casual or temporary block teacher. You'll be joining approximately 44,000 of your colleagues who are seeking a permanent job. Some of you will drift overseas to work for a while before returning. Some will leave the profession altogether.

It's a testing time for a teacher – one that teachers graduating in the past 15 years or so have faced as well. It tests your resolve to stay in the profession – dissatisfaction builds when you can't consistently teach your own class, you lack a long term mentor and you experience the financial strains of sporadic work.

Some analysts are forecasting that a graduate of university in 2015 will have 17 employers throughout their life. Some of you will already be on employer four or five.

So what can you do to find consistent work as a casual teacher?

- Clean up your online profile. That's the first place a new employer looks. Create a blog or Twitter account

for professional education purposes only and be active. Show the employer that you're serious about education.

- Rewrite your CV. Does it reflect who you are as a teacher? Does it show that you have an active online professional presence, or that you attend PD? Are you a member of your professional teaching association? Importantly, is the CV tailored to the school's ethos and mission?
- Be a constant presence. On days when you don't get 'the call', take your CV around to schools you haven't heard from in a while. Dress neatly and be exceedingly polite to the front office's support staff. Your first interview is that moment. It's then that they decide to recommend your CV to their colleague, or put it in the bin.

When you do get a day at the school:

- Arrive with plenty of time to locate and introduce yourself to the principal or person who called you.
- Have a 'bag of tricks' in case the usual teacher hasn't left work. After all, when people are unexpectedly ill, they don't leave lessons prepared! Having prepared lessons and resources can be used towards your accreditation at Proficient.
- Eat with the staff and network. Show interest in the school and their work. Listen to how and why they do things in particular ways. Don't dominate conversations, but on the other hand don't sit on your phone and play. As a novice teacher, others will expect you to be learning, so be aware of which staff are more amenable to helping you out.
- Tidy the rooms in which you have worked. Don't leave a mess for the teacher to return to - you'll get on

an unofficial blacklist quickly that way.

- If you're in primary, mark the work for that day. This might be useful for your accreditation as well.
- Leave notes for the teacher about each class you took – where they got up to, what problems they had, where they found things easy/enjoyable. You're entering into a professional dialogue then, and becoming trustworthy as a casual. You care for the students as much as their regular teacher. Make a copy for accreditation purposes.
- Be supportive of the school's ethos and culture.
- If you have a problem with a class, don't complain, seek advice. It shows that you're proactive. If you fail miserably with a class (and we all do sometimes, don't worry), tell the appropriate supervisor that you had a rough time, but you've got some ideas and look forward to having another go. Very likely, if you've had a problematic class, other teachers have also struggled. What an employer is looking for is resilience and creative thinking.
- Always have a good day and don't get a reputation for being sour or downbeat. Schools operate a lot on charisma and energy.

Perhaps most importantly, network – get yourself out there. Jobs don't find you, you find them. Come along to IEU events and talk to people about being casual and seeking blocks or permanent work, see www.ieu.asn.au. Join your professional teaching association (www.ptc.nsw.edu.au). Go to TeachMeets (tmsydney.wikispaces.com).

Every day is an audition for your next job and those in education have long memories for teachers they've met and liked.

Assistance to achieve Band 3 Experienced Teacher

The IEU is committed to assisting every eligible member to achieve Band 3 Experienced Teacher accreditation.

Teachers who are on Salary Band 2 must complete the Experienced Teacher accreditation process with the Independent Schools Teacher

Accreditation Authority (ISTAA) to be able to move to Band 3.

During the last nine years, the Union has been highly successful in assisting a significant number of members to achieve the Experienced Teacher level (Band 3).

The IEU is able to help teachers to understand the process and assist them with the preparation of evidence and documentation. School based workshops are available with follow up sessions for groups or individuals as required.

There is one intake for applications for

2016 accreditation. Applications close on Friday 4 December 2015.

For assistance with Band 3 accreditation, contact IEU Organiser Elizabeth Finlay: elizabeth@ieu.asn.au

Look out for Starting Strong in your inbox

STARTINGSTRONG

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



Supporting students with mental health issues

The Australian and New Zealand Education Law Association (ANZELA) NSW Twilight Seminar was held in Lismore on Monday 3 August.

Michael Waterhouse, Director of Legal Services at the NSW Department of Education facilitated a panel of educational, legal, mental health and student support experts, in addressing the complex issues arising from the education of students with mental health issues.

The ANZELA seminar panel consisted of Kylie Nomchong (Senior Counsel of the NSW Bar), Dr Lyn Gardon (Director, Every Student Every School DEC), Deanne Bowen (Youth and Family Mental Health Clinician) and Br John Hilet (Principal Trinity Catholic College Lismore).

In their introductory comments, all panelists agreed that they have observed an increased incidence of mental health issues amongst students over recent times, with more complex and severe behaviours being evidenced.

Panelists also concurred with the fine balancing act that takes place in schools as school managers look to support the student with the condition in the best way possible to ensure their well being and access to education, while caring for

the safety and educational opportunity of other students, and the duty of care and WHS obligations for staff.

A 'hypothetical' was put to the panelists, which provided some key points:

Teachers and support staff must be adequately prepared, trained and supported to address student mental health issues in the school setting.

Schools must interact and work in committee with cross agencies to develop an Individualised Education Program (IEP) with the best chances of success.

Often, it is the overt, attention-demanding students with mental health issues that are identified and assisted, while the introvert, quiet students go under the radar and fail to get the help they need. Teachers should be alert to the isolated or withdrawn student and refer concerns to the school counsellor for checking.

Background information is vital to provide circumstance and context for the concerning behaviours. Those managing the student should find out what has been tried previously, and what has worked – as well as what has not worked.

There is legislative support for schools to gain background information in Part 5A of the NSW Education Act. Part 5A

provides explicit advice for managing Health and Safety Risks at Schools Arising from Student Behaviours. The NSW Minister for Education Verity Firth, released mandatory guidelines for violent behaviours in 2010, which remain current today. (www.cecsw.catholic.edu.au)

Teachers and support staff directly engaging with the student must be informed of relevant information about the student, especially if there are any risks to the safety of other students and staff.

A risk management and team approach will provide a sound basis for the development of an IEP that could work for all.

A student of any age can self refer to a counsellor, and one who is over 14 does not need parental consent to see a counsellor or psychologist.

Any student who enters a school during the year (ie after the 'normal' commencement time in Term 1) should be transitioned into the school, to assist with social adjustment (ie break into established social groups) as well as be assessed for educational attainments and gaps. A transition observation should go on for more than a few days.

Because of the increased incidence of litigation, schools are advised to keep

careful and complete documentary records of everything concerning the student and their management, including the family and relevant interactions with them, a WHS file, school incidents files, and so on.

Schools are advised to have a 'critical incident plan' ready to go, with strategies ready to deal flexibly with any particular critical incident.

In the case of a critical incident where a worker or student is injured and on leave, schools are advised to designate a dedicated liaison person who will keep the injured individual/family supported and informed. This is important for recovery from the psychological trauma of a critical incident.

These tips are not exhaustive, but will hopefully spark a conversation to help schools to prepare for the complex situations that can occur while supporting students with mental health issues.

A final word came from the legal panelist, who offered her opinion that in this space; it is impossible for schools to satisfy both the Disability Discrimination Act and Work Health and Safety obligations, all the more reason to keep those documentary files in neat order.

Sandra White Organiser

Maitland-Newcastle Diocese restructure

The Maitland-Newcastle Diocese has announced a restructure of secondary schools. This includes extending two current 7-10 schools to Years 11 and 12 (St Joseph's Lochinvar and St Mary's Gateshead) and the construction of two new secondary schools at Chisholm and Medowie.

While the Catholic Schools Office (CSO) has advised they do not anticipate a decrease in the number of staff

across the board, changes in structures will potentially result in a significant number of redeployments.

It is expected that St Francis Xavier's College Hamilton will lose up to 100 students to St Mary's Gateshead and St Mary's Maitland may lose in excess of 150 students to St Joseph's Lochinvar. Other schools will be impacted once the two new schools are established.

The Union is engaging regularly with the CSO on the

restructure. A meeting with the Director and Head of Employee Services and the IEU was due to take place last week.

Frank fights the good fight



Frank Doyle has been fighting the good fight for many decades, even taking a case for teachers' rights to the high court, with the Union's backing.

A Visual Arts teacher, he became involved with the Union almost as soon as he entered the profession 36 years ago.

The arts school graduate has taught a broad spectrum of subjects, including Photography, Drama, Graphic Design and Design Technology, but Visual Arts are his real passion, particularly ceramics. He had a two year sabbatical in Japan over a decade ago studying ceramics and held a successful show there.

"The art room is a place where students are enthused to learn and feel safe so open up more and start a conversation. It's always given me a connection with students," Frank said.

When he started his career at Hamilton Marist Brothers High School he became a Chapter Rep, and has been a Rep for most of his career. He even had a stint as Vice-President in the Hunter Valley Branch.

"I can remember jumping on a bus to drive to a Union Council meeting to change the constitution, that's how strongly we felt about things."

When Frank received a Masters in Educational Studies in the 80s he requested a pay rise from his employers, which was rejected. He took the issue to the Union and that

became a high court case, which lasted about two years.

The Union was ultimately successful and Frank and other teachers with masters level education won a pay rise.

"I was proud that the Union did that on our behalf. All I really had to do was write a letter requesting clarification of the situation to the employer."

Frank also believes in equal pay for all teachers across Australia. When he moved from NSW to the ACT in 1997, he lost 6% of his pay, and then another 5% when NSW teachers got a pay rise but ACT staff did not.

He believes teachers should be able to work anywhere in the country for the same rates.

He's also an advocate for teacher exchange, having been to Canada.

Fair pay has been a big motivation ever since he became a Chapter Rep, and he's disappointed that teachers had to fight over pay in the recent dispute with Catholic employers.

"A lot is asked of teachers, and I don't think we should have to be fighting over salary and conditions."

At his present post at St Mary MacKillop College, Frank has been a supporter of an innovative project run by the school whereby student teachers from the Australian Catholic University spend two days a week immersed in the school.

"A lot is asked of teachers, and I don't think we should have to be fighting over salary or conditions."

"It's not like the old prac system, it's the closest experience students can get to working in a school. Students that have become teachers have told me how much they appreciate the project. It's become a model that's been presented overseas by our campus head."

As Rep, Frank has worked through some issues from staff concerned about interacting with the students during recess and lunch breaks.

Even though he is an experienced activist himself, Frank said he has had to call upon the Union for support in the past.

"I don't know how things would have worked out without Union backing," he said.

"It's a professional association that provides tremendous support as well as the chance of professional dialogue with members from different walks of life and different experiences of teaching. It has been a strong provider of professional learning opportunities and other member benefits."

"If employers always did the right thing by employees there'd be no need for a union. But time and again it's been proven that it's really important to have an advocate, a voice to support you."

Sue Osborne Journalist

Present Tense Work practice changes concern examiners

Kendall Warren

Organiser



In recent weeks, the IEU has been contacted by several members who work as IELTS examiners, greatly concerned about proposed changes to their conditions of work.

IELTS is the international testing system for English part-owned by IDP, a company jointly owned by 38 Australian universities and Seek Ltd, the online recruitment and training company.

The test is the standard measure of English language proficiency used for university entry.

In August, IDP contacted its many markers to inform them (without any

warning or consultation) that conditions of their employment were to be changed, in particular for marking the writing component of the exam. Up until now, examiners have been paid \$62 per hour, and are expected to mark around 10-12 tasks per hour.

The new proposals will require examiners to mark 20 tasks per hour, with a minimum of 100 tasks to be completed each day, for an hourly rate of \$60 per hour (or \$300 per day). Examiners will also be required to complete this work at home, use 'two screen' computers, and be available for a far greater time than was the case previously.

Of equal concern is a new requirement to re apply for the positions as independent contractors, and provide their own professional indemnity insurance. On the face of it this would appear to breach the 'sham contracting' provisions of the Fair Work Act, something both the IEU

and the NTEU are looking into. The IEU contacted IDP for comment on this matter, but they had not responded by press deadline.

Agreements

Your Union is very close to finalising agreements with two employers, Navitas English and UOW College. At Navitas, the parties have agreed to several small improvements to the current agreement, including greater flexibility around working off-site, protections for non teaching staff moving to a new classifications table, and more flexibility in delivering annual contact teaching hours.

There is still some disagreement over proposed salary increases, but staff should get to vote on a new agreement in the next few weeks.

At UoW College, negotiations have been run in conjunction with the NTEU, and the parties have agreed to improvements

in coordination arrangements in both the ELICOS and Academic programs, restrictions on what can be scheduled at lunchtimes, and new arrangements for travel claims. As at press time, management were considering a revised pay offer, but the parties are not far apart, and voting on a new agreement should also take place in the new few weeks.

The IEU has also started negotiations at UWS College (in conjunction with both the NTEU and the PSA), and Insearch UTS, and will soon start discussions at UNSW Foundation Studies, with other colleges to follow later in the year.

The Fair Work Act contains provisions for good faith bargaining, under which if a majority of employees wish to bargain for an agreement, then their employer is legally obliged to do so. To find out how this might work in your college (or indeed if you have any other concerns), contact the IEU, on 8020 8900 or kendall@ieu.asn.au.

Working With Children Check update

If you have not undergone the current Working With Children Check (WWCC) and are starting a new child-related position with a different employer, you will need to apply for a current WWCC clearance prior to starting work.

If you are already in paid or volunteer child-related employment, you need not apply immediately, as the current WWCC will be phased in as follows:

- secondary school employees between the 1 April 2016 to 31 March 2017, and
- primary school/early education

employees between 1 April 2017 to 31 March 2018.

You need not wait to receive your WWCC clearance number to start child related employment as, under the *Child Protection (Working with Children Act) 2012* you are able to engage in child related employment with a current WWCC application (APP) number. Your employer can verify your clearance status online using your WWCC application number.

If you are directed by your employer

to obtain the current WWCC prior to the phase-in period or you are not engaged in child related employment after submitting a WWCC application and waiting for a WWCC clearance, you should seek advice by contacting your IEU Organiser or Russell Schokman, IEU Policy Advisor on 8202 8900 or the toll free number (for country members) 1800 467 943.

The Union notes that BOSTES advises that teachers must have their WWCC on 1 January 2018. The Union's advice is that secondary teachers should apply early (from April 2016) and primary teachers should apply from April 2017.

Primary and early childhood teachers should have all their paperwork completed by October 2017.



IEU and NSW Ombuds meet on child protection

The Union met with Steve Kinmond, NSW Deputy Ombudsman and Sue Phelan, Principal Investigator at the NSW Ombudsman's office to discuss child protection investigations last month.

The key issues discussed at the meeting were:

- the delays experienced by employees in being provided specific details of the alleged behaviours that amounted to reportable conduct
- the delays (or in some cases no response at all) by

employers in replying to the issues raised by the Union on behalf of members relating to the investigation

- the delays in the finalisation of child protection investigations, and
- the employee's right to apply for access to documentation held in their investigation file by their employer.

The NSW Ombudsman's Office has agreed to receive complaints about the handling of specific child protection

investigations from the IEU as they occur and then act on the issues identified.

The IEU will hold a further meeting with the NSW Ombudsman's Office in November 2015 to further discuss child protection issues and also look at the possibility of continuing these meetings at regular intervals.

Russell Schokman Policy Advisor



Labour bites



On the buses

A Sydney bus driver was forced to keep driving until the date her baby was due and had to rush back to work early after being denied paid parental leave on a "technicality".

Shelley Parker worked for the required 10 out of 13 months before the birth of her first child six weeks ago and was hoping to take six months off to care for the baby but because the 10 months she worked were not consecutive her application for paid parental leave was rejected. That is despite having worked a total of 1720 hours in 10 months, when she was required to have worked for only 330 hours to be eligible.

She said she was not told that she could only take an eight week break from work to qualify for the scheme which she expected would grant her about \$13,000 for the six months she has hoped to take off work.

The Transport Workers Union said Mrs Parker and her family were "just seeking access to the regular scheme that Tony Abbott's Government has shut them out of on a technicality". (Source: Fairfax)



Is Google anti-union?

Google Express, which unlike many other new companies does not make its workforce independent contractors but instead subcontracts its workforce through a staffing agency — is facing labour troubles of its own. And the battle is heating up.

Workers employed by the agency Adecco, petitioned for a union election in late July, seeking representation from the Teamsters Local 853.

Now the union is alleging that Google and Adecco are running an anti-union campaign and has retaliated against one worker who spoke to the press about his support for unionisation by suspending him from work.

The Teamsters filed an unfair labour practice complaint with the National Labor Relations Board on August 10, alleging that suspension was "in retaliation for his protected, concerted and union activity".

The union also alleges that Adecco "directed and/or impliedly directed employees not to talk about the union at work," in violation of rights protected under the National Labor Relations Act.

Google also declined to comment on its contractor's anti-union stance and whether or not it would switch to another agency if the Adecco workers unionise. (Source: SF Weekly)



Privatisation strikes the National Gallery

In London about 200 members of the Public and Commercial Services (PCS) union began an indefinite strike in late August. The industrial action follows privatisation plans that the gallery said would enable it to introduce a new roster to "operate more flexibly and deliver an enhanced service".

Speaking to BBC London, Nick McCarthy, the union's director of campaigns and communications, said: "We have no alternative but to go on strike, the privatisation is completely unnecessary.

"Millions of tourists won't be able to get access to the vast majority of works of art in the gallery, and that's enormously regrettable, but the blame for this lies with the gallery. We have sought to negotiate, but the gallery refuses to engage on this and seems hell bent on outsourcing this contract," said the Union.

There will be a picket line outside the gallery in Trafalgar Square. (Source: BBC)



Back to school with work to rule

Two hundred thousand teachers in Ontario, Canada, could launch escalating work to rule job actions when school starts in September. That includes all the teachers in the English, Catholic, and French school systems, all publicly funded.

Since last August, all Ontario's public school teachers have been without a contract. The majority had their last contract imposed unilaterally in 2013 by provincial legislation. It froze wages, provided for mandatory unpaid days off, and cut paid sick days in half.

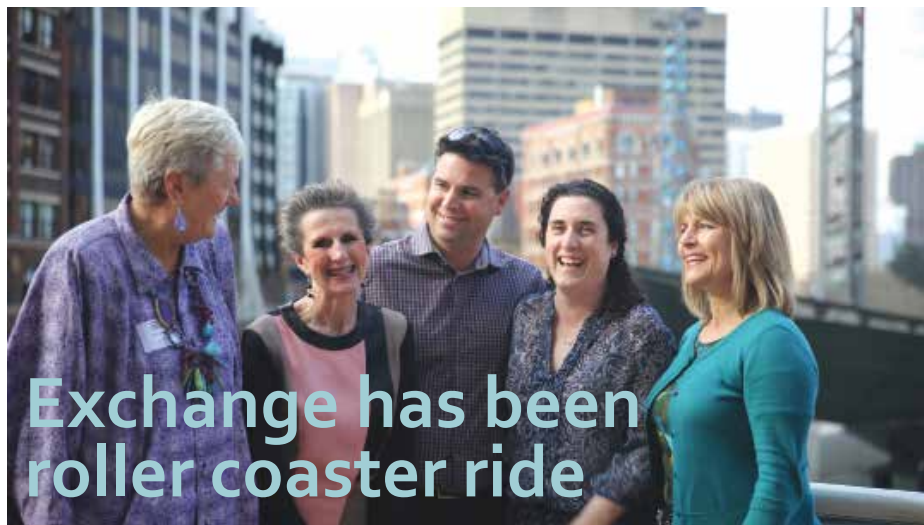
Meanwhile, elementary teachers announced that they will escalate the work to rule they began last spring and Catholic teachers began job actions today in districts where school is already underway.

In this round of bargaining, the unions signalled early that they would accept no more attacks. Unions are shocked at the deep concessions the Ontario Public School Board Association is demanding, such as removing hard won local caps on class sizes.

"The government is making schools the scapegoat for its financial woes," says Ann Hawkins, president of the English Catholic Teachers (OECTA): "You can't have the education system keep taking the cuts, without the cuts affecting the classroom."

(Source: Labor Notes)

Labour bites is compiled by **John Quessy** IEU General Secretary



Exchange has been roller coaster ride

Barb Spottiswood had been waiting years for a teacher exchange trip to Australia. In fact, she'd almost convinced herself it was impossible.

"I thought French was probably not taught in Australia, probably just Asian languages," Barb said.

So when she saw an ad for an exchange with a French teacher to Canberra advertised on the Ontario English Catholic Teachers Association (OECTA) website, it was like fate.

"I'd just been talking with my neighbour about wanting to go to Australia," she said.

Barb is spending this year at Radford College in Canberra. Her exchange partner is IEU Council delegate Diane Lefebvre, who is from Canada and has gone home to catch up with family.

However, although it seemed like a match made in heaven, things did not go smoothly when Barb and her husband Bill arrived in Australia.

Bill felt unwell and he has since undergone open-heart surgery at the National Capital Hospital.

Barb said she had a challenging time dealing with the health insurance company in the US, as at one stage they wanted to fly Bill back to Canada for the surgery.

But now he is on the mend and the couple are finally able to start their exchange properly.

"I love Radford — the children are amazing. There are virtually no behavioural issues," Barb said.

"Canberra is great and so easy to get around. Some exchange teachers say

they'd rather be near the beach, but Canberra has four seasons. We like it."

Barb says the main difference in teaching is the set assessments. "In Canada I can decide to do tests when I think necessary, whereas here they are all scheduled."

Barb is also amazed that the students eat outside, no matter the weather. "It's not always warm in Canberra. They are tough cookies."

Barb and fellow exchange teacher ChyAnn Finney, were guests at the IEU's recent Council meeting.

ChyAnn is on exchange at St Michael's Primary Nowra with her husband Neil, who is trained as a principal and is an Elementary Teachers' Federation of Ontario (ETFO) Rep back in Ontario.

ChyAnn said all the family, including her two children aged eight and five who also attend St Michael's, have "fallen in love" with Australia. They have driven from Nowra to Hervey Bay and made a trip to Cairns and New Zealand.

ChyAnn said the paperwork at St Michael's is more than she is used to in Canada, and the uniforms are a novelty.

Neil told Council ETFO is about to start industrial action, and he felt an affinity with many of the issues raised during the IEU's council meeting.

You can follow the Finney's adventures at their blogspot <http://finneysdownunder.blogspot.com.au>

Sue Osborne Journalist

Ready for an exchange in 2017?

Applications for exchange positions for 2017 are now invited from interested applicants. Teacher exchange positions will be available in the United Kingdom, all provinces in Canada, international schools in Europe (can be advertised for), and Colorado in the USA (and other states by negotiation).

To be eligible for the one-year exchange, you should have a minimum of five years teaching experience at the time of exchange, although this is negotiable in some provinces in Canada and the USA. An exchange is the direct swap of the teacher's positions and must include either an exchange of accommodation or other agreed arrangements.

Exchanges to the UK and Canada have been part of the IEU's program for many years and account for the greatest number each year, although UK exchanges have been down in numbers this past year due to a change in the coordinating authorities. The Royal

Commonwealth Society is now the coordinator. Exchanges to the Rocky Mountains state of Colorado will also be available. Exchanges to other states are also possible if you were lucky enough to find your own exchange partner. The authorities in Colorado can assist with the exchange and your visa sponsorship.

Members pay a registration fee of \$80 and a confirmation fee of \$80. All fees are tax deductible.

For more information, call Helen Gregory on 8202 8900 or 1800 467 943. An application form can be downloaded from www.ieu.asn.au (http://www.ieu.asn.au/media/29246/teacher_exchange_app.pdf)

Read the most commonly asked questions about exchanges (<http://www.ieu.asn.au/member-benefits-teacher-exchange/teacher-exchange/>) and also read the fantastic testimonials too. If possible, all completed application forms should be forwarded to the IEU by late November of each year, although late applications are always accepted.

Spirit and strength on the picket line



IEU Organiser Ann-Maree McEwan joined union leaders Rita Mallia President of the CFMEU Construction and General Division, Jo-Ann Davidson National Secretary of the Flight Attendants Association, Emma Maiden Deputy Assistant Secretary of Unions NSW and Mary Yaeger Executive Officer of Unions NSW at the weekend day of support



A number of IEU Organisers attended the site to offer support

IEU Organisers joined a show of support for sacked dockworkers at a community assembly at Hutchison Ports Botany Bay terminal.

At the IEU's Council meeting, the following motion was passed:

"We the Council, Officers and elected officials of the NSW ACT IEU express and convey our support to 97 members of the MUA who were sacked in such a disrespectful way by text and email.

"We commend the members of the MUA, their families, the union movement and Unions NSW for their spirit and strength on the picket line at Port Botany.

"As proud trade unionists we pass on our support to members of the MUA, their leadership and union affiliates in their current struggle. We congratulate the MUA for their win in the Federal Court and hope for future wins in the Fair Work Commission.

"We know that if Hutchison was allowed to act in this way without repercussion their behaviour would spread to other employers, including employers in the independent education sector. We thank you for your stand. Touch one, touch all."

A collection at Council raised \$1000 in support of MUA workers.



Council supports ChilOut

The previous IEU Council was held on 20 June, which also happened to be World Refugee Day.

Council has supported the organisation ChilOut (Children Out of Immigration Detention) in the past.

ChilOut is a not-for-profit community group seeking to raise public awareness about the plight of children in immigration detention centres.

Its primary concern is the protection of children; that they are afforded their basic rights to freedom, healthcare, education and play and that Australia does not have a hand in abusing and damaging children seeking our protection.

The Government's latest statistics, dated 30 June 2015, reveal that: 127

children are held in immigration detention facilities within the Australian mainland, 88 children are held in detention in Nauru and 642 children are detained in the community under residence determinations, a system referred to as community detention.

Every cent donated to ChilOut goes towards freeing children from immigration detention. The collection by Council for ChilOut on World Refugee Day raised \$530.

For more information about what this organisation does or to consider donating see: <http://www.chilout.org/>

Dave Towson Organiser



Trust me I'm a teacher

**Build a Better Future
Join the fight for:
Workers' rights and jobs
Medicare
Education
Public services
A secure retirement
A fair go for all**

Teachers are seen by the community as an 'authentic voice' and are therefore in demand by Unions NSW, who are looking for volunteer doorknockers for their campaign Build a Better Future.

Unions NSW Assistant Secretary Emma Maiden addressed IEU Council on 15 August to rally support for the new campaign, which is also backed by the ACTU.

Build a Better Future is based on research carried out by unions which found people were concerned about six issues: workers rights, education, Medicare, public service cuts, retirement and a fair go for all.

Emma said defending paid parental leave was a key issue in defending workers' rights, as were fighting some of the suggestion in the Productivity Commission draft report into workplace relations, which suggested reduced penalty rates as well as

making it easier for employers to pay below award rates.

"The union movement has spent a 100 years building up living standards ... we're always trying to improve on them," Emma said.

"But we're on the cusp of seeing things start to go backwards. Forces are marshalling against us."

In terms of education, the campaign would fight for the full Gonski funding for schools and no deregulation of university fees. For health it would fight for universal health care; for public services it would attempt to stop the 'privatisation by stealth' of institutions like the ABC and cuts to CSIRO, and it would fight for a secure retirement.

A fair go for all would look at tax, especially corporations which were avoiding paying their fair share, and the GST.

"I'm glad the union movement is starting to address tax issues," Emma said.

Unions NSW will be looking for volunteer doorknockers on the weekend of 12 and 13 September to talk about the campaign in marginal seats.

See the Unions NSW website www.unionsnsw.org.au for details.

Sue Osborne Journalist



Putting teachers back in the driving seat



Above: IEU representatives at the VET seminar
Top right: NSW Federation Senior Vice President Joan Lemaire, Professor Kira Clarke and IEU Assistant Secretary Mark Northam



Representatives from the IEU and the NSW Teachers Federation joined forces recently in response to member concerns regarding the role of VET in the curriculum and the seeming submersion of education in preference to training and compliance.

The two unions held a joint seminar on 10 August to hear a presentation by University of Melbourne lecturer Kira Clarke from the Centre for Vocational and Educational Policy.

Professor Clarke has done extensive research on VET and published a study in 2014 Strengthening VET in Schools which found VET was not serving students' needs well and suggested a model that does not use national training packages, but rather one that includes foundational, broad skills and early career exploration that is resourced and supported. The current model of vocational learning is not achieving what it set out to.

IEU Assistant Secretary Mark Northam said it was time for BOSTES to look at a better way of doing things.

"VET teachers are weighed down by regulation and compliance which detracts from their classroom interactions. This is diminishing the role of the teacher to such an extent that compliance is ruling over education," Mark said.

"It's time to put teachers back in the driving seat."

Raelene Maxworthy is a VET Teacher at McCarthy Catholic College Tamworth.

She said employers and BOSTES needed to start taking note of the concerns raised by VET teachers and Professor Clarke's research.

"It's time to get education back as the main agenda not 'industry'," Raelene said.

"There were comments last night from people saying 'I don't want to teach VET anymore, compliance appears to be valued more highly than education'."

"I'm asking how we get effective change. Professor Clarke has found problems in the structure of VET – the workplace, the school culture, the quality of VET teaching and its efficacy in general linked to senior certificates like the HSC and ATAR.

"The workload of VET teachers is huge with the continuous improvement model and performance development logs and evidence collection. Having to satisfy BOSTES, ASQA and RTO requirements is a workload creep that is impacting teachers, when it's been significantly demonstrated to be weak in its effectiveness for student outcomes and further training.

"I want to see big picture change so that the tail is no longer wagging the dog."

IEU Council Rep and St Joseph's Catholic College Albion Park Teacher Glen Lowe said it was great to see both sectors (government and non-government) adopting a common stance.

"I hope this will make BOSTES and the employers take note; we share a common sentiment that VET is deserving of a review," Glen said.

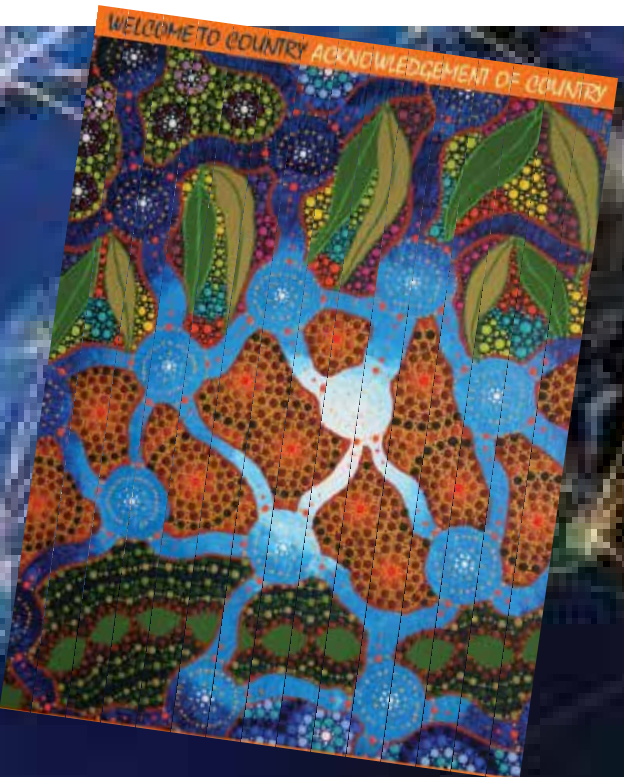
"If we could get some streamlining of the two lots of delivery – ASQA and BOSTES – that would be a step in the right direction.

"That's causing frustration. There were comments last night from people saying 'I don't want to teach VET anymore, it's too complex'."

Mark said the discussion would be continued with BOSTES and employers. He also indicated that the continuous model of improvement (constant retraining) and syllabus updates were costly and that efficiencies could be gained if NSW was to review the purpose of VET and more closely align it with the curriculum in comprehensive high schools.

The IEU acknowledges that stand-alone specialist schools with a VET focus do not experience all the complexities comprehensive schools do.

See www.ieu.asn.au for VET video.



EXPRESSION OF INTEREST

Do you identify as Aboriginal or Torres Strait Islander and are you a member of the IEU as either teacher, Aboriginal education officer or support staff?

If so, we'd love to hear from you and offer the possibility of participating in a consultative process as we look to establish ways to assist the union in best meeting the needs of our Indigenous members.

If you'd like to consider being a part of this body or would like to make a comment about it, please contact IEU organisers Marilyn Jervis or Karen Forbes by Friday 18 September 02 8202 8900 for further information

Window to another world



World Youth Day in 2008 did what it was intended to do, at least at Murwillumbah.

Mt St Patrick's College formed a connection with St Mary's Tanaghai Primary and Bishop Epalle High School in the Solomon Islands after World Youth Day, and have been taking part in a mutually beneficial exchange program ever since.

Groups of students and teachers have visited the Solomon Islands in 2010 and 2012, with the most recent group returning on 7 August this year.

IEU Council delegate Jeffrey Pratt has been over to the Islands five times, sometimes using his own leave time to set up things ready for the students.

"The Solomon Islands Immersion Program is about developing relationships. We learn from them and they learn from us. The students that come to Australia see a new world and I think the students that go to the Solomon's come back with a new appreciation of what they have," Jeff said.

As well as a cultural exchange, the Australian visitors have provided practical help in the form of new reading corners with shelving in the primary school, improved toilet facilities in the high school, a new playground and freshly painted classrooms and science equipment.

Fundraising allows students from the Solomon Islands to visit, and a book drive saw a large number of books

shipped over to populate the new reading corners.

As a Union activist Jeff said fighting for improvements for teachers ultimately benefits students, and this philosophy applies to his work with the Union and the Solomon Islands.

Jeff and his fellow teachers Narelle Sherrah and Louise Shields said the Solomon Islands community had responded with "love and support".

"We have to thank the community of Bishop Epalle, St Mary's and the Tanaghai parish for always making us feel so welcome," he said.

Women's forums highlight priorities

As part of the IEU's commitment to protecting and advancing workplace equity and inclusion, regional women's gatherings are important opportunities for members to discuss issues and concerns and have access to quality professional input.

Following successful regional gatherings earlier this year at Bathurst, Nowra, Newcastle and Gosford, recent IEU women's forums have been held at:

- Ballina on 5 August with guest speakers Dr Angela Coco, social researcher from Southern Cross University and author of Catholics, Conflicts and Choices and Susi Muddiman, Director of the Tweed River Art Gallery

- Port Macquarie on 7 August with guest speaker Associate Professor Pep Serow, University of New England and Director of the Nauru Teacher Education Project, and
- Armidale on 21 August with guest speakers Associate Professor Amanda Kennedy from the University of New England and local Armidale building designer and artist Kylie Mitchell.

These have been well attended events with a diversity of principal, teacher and support staff members present from Catholic and independent schools. IEU regional women's forums are registered professional development for the maintenance Proficient teacher accreditation in NSW.

Key issues identified by participants at the recent forums have included access to flexible work arrangements after maternity leave and for elder care, and concerns about expanding workload expectations in areas such as SALT and the maintenance of RE accreditation in the Catholic sector.

Participants have welcomed the provision in the new Catholic systemic enterprise agreement (EA) that employer required PD is to be conducted in 'designated school time'.

Members also expressed their strong concern about the Abbott Government's move to restrict access to the Federal Government's Paid Parental Leave (PPL) Scheme. Many IEU members could lose the full PPL amount of \$11,824 if the

proposed legislation is endorsed by the Senate. The IEU is therefore strongly supporting the ACTU's campaign to protect access to PPL for women whose employers also provide some paid maternity leave, noting that this was the original intention of the 2010 Paid Parental Leave Act.

The next scheduled IEU regional women's forum is on 21 October at Nepean Rowing Club at Penrith with guest speaker Susan Templeman, a Blue Mountains area community activist.

Preliminary planning is also underway for next year's IEU Women's Conference which will be held on 19 August 2016.

Violence against schoolgirls increasing

Chris Wilkinson

President



We are one only a few days away from the end of Term 3 – can you believe it? We are all so busy these days that time just seems to fly by.

I recently returned from Ottawa, Canada where I attended the Educational International Conference. I was one of over 2000 trade unionists from around the globe, representing education workers. Yes, they share the same issues as we in Australia, however violence in schools against women and girls, including murder, rape and bashings, is on the rise in some countries.

When you hear first hand some of the real life stories, our issues and problems fade into the background.

We certainly are the lucky country in many aspects, but we must always remember to stand up for what is right, especially in our workplaces.

Since my return I attended a joint forum with the Department of Education looking at the delivery of VET in our schools and how we can address some of the issues teachers face.

The Support Staff Conference held on 21 August was a huge success with over 140 participants and a waiting list. The vibe in the room was amazing as everyone chatted about the program and the workshops that were on offer. This group

of people are our VIPs in every school.

Their support, knowledge and the rapport that they build with the students is absolutely amazing. Teachers must always recognise the contributions that support staff make to our school communities and thank them every day for what they do.

I attended the North West Women in Education forum in Armidale and that too was a great event. It is important to acknowledge our members in regional areas and to engage them in as much professional development as possible, as it is often difficult for them to attend PD in Sydney or other larger venues.

Two interesting women addressed the forum and talked about how they juggle their work and family commitments and also find the strength despite illness and setbacks to continue in successful businesses.

At our Council meeting in Sydney recently, we heard about the disgraceful treatment of workers at Port Botany. Thanks to the generosity of delegates \$1000 was raised to help support these workers and their fight for justice in their workplace.

For those working in secondary schools, another class of Year 12 students are about to leave us as they prepare for their HSC. What a busy time with major works due, performances to be performed and trial exam results to digest.

NAPLAN results have hit the schools so some serious analysis will be occurring as classes are prepared for next year.

Enjoy your holidays, relax, enjoy the sun and the serenity as you recharge your battery for the final term of the year.

Was the meeting a breach of good faith?

Pam Smith

Principals Organiser



Following the successful 'yes' vote for the enterprise agreement (EA) for Catholic systemic teachers and general employees, the IEU formally requested the Catholic Commission for Employment Relations (CCER) to resume negotiations for the principals' EA. A meeting with CCER was held on 28 July and further meeting dates have been sought.

On 4 August, CCER met with some principals from each diocese, diocesan directors and their HR staff, with a stated focus on school leadership issues and 'industrial relations.'

Several principal members, including delegates to Principals' Branch, attended the CCER consultation and provided feedback to the IEU. Noting that CCER is proposing to hold another such consultation in October, and also noting that Sydney and Parramatta CEO have been holding separate discussions of an industrial nature with principals, the IEU wrote to CCER and diocesan directors to express concern that such consultations, in the absence of the IEU, may be a breach of Fair Work Act good faith bargaining requirements.

The Union has also requested its systemic principal members to email their diocesan directors to seek the commencement of formal bargaining for the principals' EA.

Principals' health and wellbeing

Principals continue to raise with the IEU concerns about workplace pressures affecting their health, safety and wellbeing, including within the context of the 2014 ACU/Teachers Health Fund research into the roles and workloads of principals and assistant principals.

The 2015 Australian Principal Health and Wellbeing Survey is open for new participants from 20 July and the IEU has contacted its principal members to encourage them to participate.

Professional issues

Appreciation is expressed to principals for their engagement with PIPs, TeachMeets, regional women's forums and conferences. Principals' experiences and insights are welcomed at these events. The IEU encourages principals to support this year's Environment Conference on 16 October.

Union engagement

IEU Principals' Branch held its Term 3 meeting on 1 August at the Union's Parramatta office, with the Term 4 meeting scheduled for 7 November. Regional principals' gatherings are scheduled for Dubbo on 11 September, Forbes on 12 October, Wagga Wagga on 28 October and Lismore on 4 December.

The IEU looks forward to continuing to work with its principal members to protect and advance their interests in NSW and ACT Catholic and independent schools.



From kitchens to Catholicism

The North Coast Branch, Women in Education Forum was held in Ballina on 5 August, with 30 members attending from many Catholic and independent schools in the area.

Speakers at the forum ranged from arts, university research and education backgrounds.

Susi Muddiman, the Art Gallery Director at the Tweed River Art Gallery, inspired us with her description of the arduous but rewarding task of reconstructing the original Margaret Olley studio and kitchen within the new wing of the gallery.

Dr Angela Coco, from Southern Cross University, fascinated us with her research into communication behaviours in the Catholic Church, which she found to be gendered and asymmetrical at all levels in Catholicism.

Tiana Harker, Canadian exchange teacher, entertained us with her humorous

observations and experiences as an exchange teacher (including spider stories) and outlined some thought provoking differences in work practice conditions here and in Canada.

For example, in Alberta, staff and parent teacher meetings are conducted in work time, and a PD budget is allocated to each teacher to be used at their discretion on PD of their choosing. Nice.

IEU Women's Convener Pam Smith concluded the formal proceedings with some general well made comments, and we all retired to a nearby restaurant for a delicious meal and enlightened conversation.

Great thanks to Cassie Barnes, IEU Lismore administrator, for her splendid organisation of the event.

**North Coast Branch Report
Sandra White, Carolyn Moore
and Steve Bergan**

On the money

The recent June Newsmonth with the headline Perseverance Pays Off sums up beautifully the mood of Catholic members at the July South Coast Branch meeting.

A motion was moved from the floor recognising the efforts of the members and Union officials in getting to the point of a 'yes' vote on the new enterprise agreement. The progress from the original document that diminished our conditions to something worthy of a 'yes' vote is a credit to IEU members on the south coast.

Catholic systemic members at the meeting expressed their relief that the Wollongong workloads agreement is now contained in full as an annexure in the new agreement.

Union Organiser Les Porter reported to the branch meeting on the IEU/ Catholic Education Office (CEO) meeting that took place 11 June. The CEO presented draft policies at this meeting in respect of dress code, performance improvement and school leadership absence. The Union has responded to this and hopefully will have further feedback for the next branch meeting. The IEU in its response was clear that it is not endorsing the policies, but providing without prejudice comments.

In addition to the draft policies update, the IEU has placed on the agenda the following items that were raised at branch:

- compulsory PD and implications of EA clause 11.3 (b) on SALT and child protection training
- procedures for staff applying for Health Care Procedures and First Aid allowance
- access to PD (RE) for part time staff (teachers and support staff) in respect to

maintaining currency under Accreditation to Work, Teach and Lead, and

- workload implications of 'VALID' Science testing (Years 8-10) on secondary school science staff.

The Wollongong Diocese Workplace Equality Committee is continuing to meet each term with IEU input from Union Officer Pam Smith and Council delegate Shirley Jancetic.

Pam and Shirley are also members of the Workplace Gender Equity (WGE) Committee's working group Gender Composition of the Workforce, which is considering women's career path progression and barriers to accessing assistant principal and principal roles.

As per all employers with more than 100 staff, Wollongong CEO submitted its 2014-2015 report to the WGE Agency in May and has since received notification of compliance. The report will be on the WGE agency website or can be obtained via the IEU.

Key priorities for the WGE Committee include reviewing policy documents (such as flexible work arrangements), domestic violence support (new EA clause), elder care information, and addressing WGE Agency Employer of Choice criteria such as pay equity/gender remuneration analysis.

A successful Pedagogy in the Pub (PIP) entitled Anti Social Media was held at Kiama Bowling Club. Interestingly nearly half of the attendees were not there for accreditation hours but out of a need for knowledge in this area.

**Valerie Jones
South Coast Branch President**



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



Refugee policy a 'race to the bottom'

Kieran Bradley and John Minns from the Canberra Refugee Action Committee recently addressed the Monaro Branch meeting on the question of Australian policy towards refugees and asylum seekers.

Dr Minns outlined the history of the policy from when Australia became a signatory to the International Refugee Convention in 1954 to the most recent adoption by the Federal Labor Party of the Abbott Government's policy of boat turnbacks.

The two speakers argued that the two major parties had become embroiled in a 'race to the bottom' in which political opportunism had resulted in asylum seekers being turned into scapegoats by policies that were now the harshest in the world.

The Refugee Action Committee has put forward proposals that would take us back to decent and fair treatment of asylum seekers and refugees that the country once implemented, especially in the 1970s and 1980s during the Indochinese refugee crisis.

Kevin Cook: unionist, Aboriginal activist, man of exceptional integrity and dynamism

Kevin Cook was born in Wollongong in September 1939, a Wandandian man from the Yuin people of South Coast NSW. Cookie grew up in the multicultural steel city, spending time with his Wandandian Uncle Stan fishing and exploring his mother's country to the south. As a young man, he worked in the mills of Wollongong, in New Zealand and did time in national service. Then on the suggestion from a friend he came to work in Sydney on the new high rise city buildings, starting in the dangerous job of riding the loads all the way up to the top of the new towers.

Green bans and organising

Australian building companies' methods were experimental at best and reckless at worst. Cookie joined the Builders Labourers' Federation when the BLF was changing the face of unionism in Australia. Rank and file members had taken control of the union; its leaders were now workers from the jobsites and they put worker safety at the centre of their demands.

This was the time that the BLF invented the term 'green bans', previously they had used 'black bans' to describe their refusal to demolish socially useful buildings, but the union changed it to 'green bans' out of respect for their Aboriginal allies. Cookie was the organiser working with Aboriginal workers on the Redfern Housing Company and worked with the National Black Theatre in Redfern, before becoming involved in Tranby Aboriginal Adult Education Cooperative College in 1975.

Cookie brought his knowledge of Aboriginal and migrant communities together with the new ways of working: rank and file members' control, limited tenure of office and social and environmental responsibility.

Indigenous movements worldwide

He believed that cooperatives were a culturally appropriate way for Aboriginal enterprises and community groups to organise themselves. But he went further; he had seen for himself in Wollongong how the education system was failing Aboriginal kids, and he saw the need for post secondary training so that Aboriginal people could take active roles in the work force and in tertiary education. Sponsored by Tranby College in 1979, Cookie spent six months in Canada studying community development and cooperatives, at the Coady International Cooperative Institute. There Cookie met activists from the liberation movements across Africa and from the Indigenous movements of India, the Pacific and the Americas. This internationalism stayed with him in his later work.

Cookie became General Secretary of the Cooperative for Aborigines and worked to build Tranby College into a centre for adult learning and cultural revival. Young Aboriginal men and women travelled from across the country to undertake courses in basic literacy, community studies, business training and preparation for tertiary education.

Tranby and teacher from Wilcannia

Brian Doolan, a teacher working in the Wilcannia community, came to Cookie's attention and he brought him in to help develop courses at the Mansfield Street Glebe college. Cookie used his many contacts and his enthusiasm to draw in activists to come to Tranby as teachers and mentors. At first it was mostly unpaid, but then Cookie and Doolan were able to tap some of the new Federal Aboriginal Education structures of the Whitlam years.

First in the crowded hostel at the back of the college, then in an arrangement with Aboriginal Hostels, Tranby was able to offer secure spaces for students from communities all over Australia as well as from Sydney. Among a wide range of innovations introduced under Cookie's direction were a course in Legal Studies to ensure Aboriginal people could speak up for their rights and a critical Photography course to teach students skills not just in taking photos but how to identify and counter media racism.

IEU played a role with TUCAR and CUAR

Kevin Cook was building his trade union networks to set up the Trade Union Committee on Aboriginal Rights (TUCAR) at Tranby to strengthen communication between unions and Indigenous organisations, and later Tranby was part of the Combined Unions Against Racism (CUAR). The IEU took an active role in both TUCAR and CUAR, raising awareness about Aboriginal rights with union members and supporting Tranby and its campaigns

within the wider union movement and the community.

But Cookie was not thinking of Tranby only as a place for political campaigns and on site classes. His priority was education in the community and before long, Tranby College was able to start courses in the outer Sydney suburbs of Green Valley and many in the bush. Cookie funded these community-based courses, just as he brought in funds for the whole college, through endless meetings and phone calls and getting others to write endless submissions. While government education bodies

"He didn't ever advertise his own role, but for decades, Kevin Cook was central in the national and international networks voicing Aboriginal demands for justice in education, politics, the economy and land rights."

gradually started to fund the college, the mainstays were unions like the Maritime Union of Australia, activist sections of the church such as the Australian Council of Churches and individual donors.

Cookie opened Tranby College up as a centre for groups campaigning on issues such as Aboriginal Deaths in Custody and the Stolen Generations. He also developed Tranby as a base for bush people from throughout NSW involved in the struggle for Land Rights in NSW. From 1979 to 1983, Kevin was the chairperson of the NSW Aboriginal Land Council, a community organisation, which led the campaign for the recognition of Aboriginal land rights. In this role, Cookie travelled from one end of the state to another, getting to know and listen to communities and to bring their concerns to centre stage.

National and international push

Together with Indigenous unionists like Terry O'Shane and Jak Ah-Kit and with land rights activists in all states like Barbara Flick, Rob Riley, David Ross, Yami Lester, Pat Dodson, and others, Cookie built those national relationships which brought the Federation of Land Councils into being. This allowed a unified rejection of federal attempts in 1985 to undermine existing land rights in the Northern Territory and NSW in order to offer a weaker version of land rights to other states.

This network built the foundation for the first push into the international arena. In the mid 1980s, Cookie and another Aboriginal unionist, Patricia Anderson, used their ACTU connections and credibility to take the arguments for Indigenous rights into the International Labour Organisation. The ILO began revising its Convention 107 on Indigenous people earlier than the UN undertook such work – and the ILO rulings were legally binding, much stronger than those of the UN. But delegates to the ILO could only be governments, unions or employers. So Cookie sent Terry O'Shane as a member of the MUA and he later went himself as part of the ACTU delegation. As unionists, they demanded that the ILO must listen to Indigenous people if there was a vote on Indigenous labour conditions. The Aboriginal unionists' arguments won: the ILO meetings were henceforth opened each day to hear Indigenous people speak at the convention.

Vision and education

Cookie had a vision of Aboriginal and non-Aboriginal Australians working together in mutual respect to develop a nation where all people lived freely and with dignity.

In the late 1980s, he continued to nurture the innovative role of Tranby in education, national and international politics; he oversaw the introduction of new Tranby courses, in association with the Human Rights and Equal Opportunity Commission.

The Diploma of National Indigenous Legal Advocacy, which was a nationally accredited Abstudy-approved course, was offered at no cost to Aboriginal and Torres Strait Islander peoples based anywhere in the country.

Cookie fostered new ways for Tranby to reach out to take an active role in communities through activities like the Aboriginal Development Unit and in mainstream education, through BlackBooks. As a national hub, Cookie enabled Tranby to be the base for many of the people from outside Sydney and outside NSW, who came for the

long march Bicentenary Celebrations in 1988. Over this same time, his support for international movements was extensive, building on the links he had made at Coady International Cooperative Institute in Canada.

Tranby had visits from Hilda Lini and Barak Sope from Vanuatu; from Herbert Chitepo, the great Zimbabwean leader; from Oliver Tambo, Nelson Mandela's ANC comrade and from Archbishop Desmond Tutu, along with many other activists and liberation workers from across the Pacific and Indian Oceans.

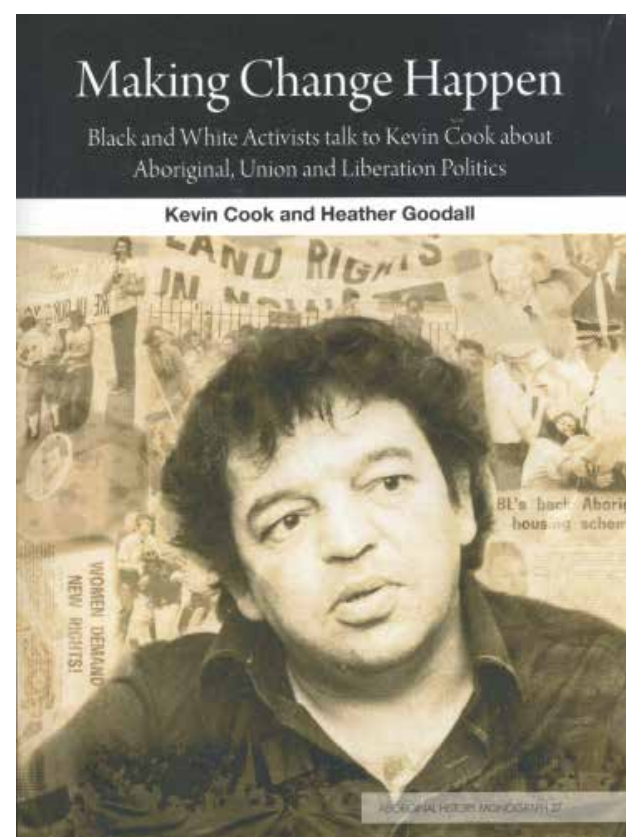
Bedbound but making change happen

In the last years of his life, bedbound on oxygen with a mask in a small hospital in Summer Hill, Cookie remained more active than most healthy people. He read and corrected every word of Making Change Happen, the book he wrote with Heather Goodall about the movements he had been in. Not content with just one book, he had already begun to develop a new research project to learn more about the experiences of students while they are at Tranby and afterwards. At the same time, he had continued to assist other young Aboriginal and non-Aboriginal researchers, who would often drop in to visit him. And on top of all that, he stayed closely in touch by phone with activists from across the country.

Cookie was not someone who came to believe that everyone was equal. It just never occurred to him that it would be any other way.

Kevin Cook, unionist, Aboriginal activist, man of exceptional integrity and dynamism died on 25 July 2015. The Sydney Morning Herald paid tribute to him in Timelines on Thursday 20 August 2015.

Bronwyn Ridgway Communications and Media Officer with thanks to Dr Paul Torzillo and Professor Heather Goodall.



Making Change Happen by Kevin Cook and Heather Goodall

First published in 2013, this book is a unique window into a dynamic time in the politics and history of Australia. The two decades from 1970 to the Bicentennial in 1988 saw the emergence of a new landscape in Australian Indigenous politics.

Download free from ANU E Press <http://epress.anu.edu.au>

Hardcopy books available for purchase.

Passing on the inspiration



Inspired by his attendance at the IEU's Educating for Sustainability Conference in 2011, IEU North Coast Branch President Richard Ryan has transformed the green footprint of his school, St Francis Xavier Primary School, Ballina.

Since coming to the conference and being inspired by Costa the gardener and other presenters, Richard, who teaches Indonesian and PE, has introduced solar panels to the school, a veggie patch which is used by the canteen and for classroom activities and joined the Eco Schools program with a view to making his playground waste free.

He will present a workshop at the IEU's forthcoming Environment Conference on 16 October in Sydney, Looking 2 Our Future.

"I'm just going to present a simple guide to the steps any school can take to become more sustainable," Richard said.

"I'll tell our story and talk about the mistakes we've made and are still making, so others can learn from that."

Richard previously presented about his school's transformation at a Lismore TeachMeet hosted by the IEU.

"I came to the conference originally because I was passionate about the environment. Schools can waste a lot of energy, water and paper so it became a personal mission of mine to make a difference.

"I'm glad to be able to pass that on to others."

Richard said his passion for the environment intersects with his passion for social justice and the union movement.

"I think caring for the environment means caring about social justice as well," he said.

Looking 2 Our Future will focus on practical strategies for schools and

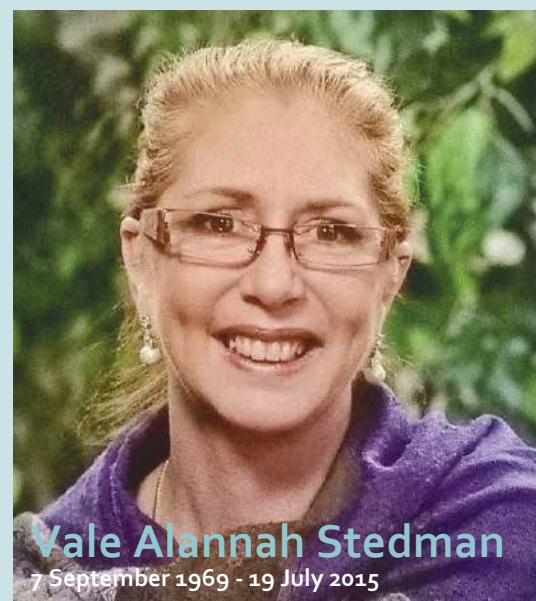
early childhood centres in educating for sustainability in the context of escalating international debate and action on climate change,

The keynote speaker Dr Mark Diesendorf will talk about transitioning Australia's energy system from fossil fuels to renewable energy.

Professor Neil Ormerod will discuss the Papal Environment Encyclical and social justice and its impact on international climate policy, and surfer Tim Silverwood will talk about his personal decision to clean up plastics from his favourite surfing beaches and how that led to a path of scientific exploration and activism.

There will be a number of accompanying workshops, including Richard's.

See page 24 for booking details.



Vale Alannah Stedman

7 September 1969 - 19 July 2015

What can I say about Miss Stedman? Sparkly, smiling, fun and glittery. Alannah started teaching at St Jerome's Primary Punchbowl in 2009. When I first met Alannah she seemed a quiet person, but, as you got to know her, the layers unfolded and revealed a person that was fun loving, a passionate traveller and a collector of beautiful jewellery.

Miss Stedman was also a wonderful, dedicated teacher, who loved the children in her care. She was a hard working teacher who delivered lessons in a fun and interesting manner. I used to call her Miss Glitter. If the class was doing an art project there would be glitter involved in the production. The classroom carpet would be covered with glitter from one end to the other. She would have glitter in her lovely red hair, on her cheeks and even on the end of her eyelashes.

Miss Stedman was an avid traveller. She had taught for many years in Japan and spoke Japanese very well. Alannah was flexible and eager, she was keen to experience the wonders of Japanese culture and tradition. She loved Japanese art and she kept in touch with many of the colleagues that she taught with. I am sure she loved the beautiful kimonos and Japanese fabrics because she loved colour and beautiful fabric.

I loved the way she wore bright pinks, purple and orange. These bright colours enhanced her vibrant personality. About two years ago Miss Stedman, the intrepid traveller, got on a ship and started her travels to Antarctica, that coldest, driest, windiest of continents. She described the amazing ice formations and sheets of floating ice she had observed. She had the most amazing, unforgettable time and met so many interesting people whom she kept in contact with.

I really got to know Alannah when she taught Year 1. Each day, being the Reading Recovery Teacher I had to pick up children from her class. I found her to be hard working, and a caring teacher who only wanted the very best for her class. She would ask me lots of questions about how the children were progressing in their reading and writing. She would often ask me to hear a child read if she was worried about their progress. And yes, I always had to step over her glittery floor. Miss Stedman also worked very diligently as sports coordinator. She was organised, conscientious and carried out this duty with aplomb and a quiet calmness.

And Drumbeat, what can I say? She loved it. It really was her tour de force and passion. The Drumbeat Project inspired her to deliver a program that was fun, creative, inspired self esteem and cooperation, communication, teamwork, community and self belief for all the people involved. She told me that drumming was a healing tool, the drum beat was like a heartbeat and after a drumbeat session she felt wonderful.

Miss Stedman loved the beat of the drum and she certainly liked to dance to her own drum. She was unique, quirky, off centre, unconventional, colorful and sparkly. We can all learn something from her uniqueness. We thank Our Lord for bringing her sparkly presence into our lives. She will be sorely missed.

Margaret Wallace, Reading Recovery Teacher, St Jerome's Catholic Primary School, Punchbowl.

Letter to Editor

Dear Editor

Congratulations on the Securing Our Future Best Practice Induction and Mentoring Conference and many thanks to Amy [Cotton] for her splendid organisation. I think the mentoring idea's time has come and I hope schools will have the ability to fund worthwhile mentoring and not just 'tick a box' induction and mentoring programs.

Not only were we able to attend, travelling from Canberra, but the Union's hospitality was amazing – it is 32 years since I've had such treatment!

Liz McGinnis
IEU Rep
Marist College Canberra

Facebook Feedback June – August 2015

IEU members to strike in Catholic schools, QLD

Simon This is happening in a growing number of sectors, where conditions and wages are being reduced. Those from the corporate neck down are being offered base wage, little conditions, and, in some cases, little option. From a political viewpoint, this doesn't increase the number of unemployed; we are, however, in the midst of the 'recession that isn't'. Every other aspect of our economy is showing signs of full-blown recession symptoms.

IEU condemns booing of Adam Goodes

Rosalie Thank you IEU for your support in condemning the booing of Sydney Swans and AFL star Adam Goodes. Being a Sydney Swans member and having met Adam on a number of occasions I can tell you that he does not deserve this treatment and it says very little of our society and their attitude!

Ann Two years of booing in your workplace is bullying . . . no one should be intimidated like this in their workplace whether it's the sports field or the office, whether it's racist or not enough is enough. It's a shame that some people get more satisfaction from booing a person whatever he does on the field than enjoying the game. How would you like it?

Teachers face two years jail if they as much as express concern or speak up about students they are teaching in detention centres

Damien This is what happens when people vote Liberal. Unfortunately, what happens when they vote Labor no longer holds any promise at all of being even the slightest bit better. What a disgrace this country has become.

Barbara That is disgusting. So that trumps duty of care? Freedom of speech?

Liz Duty of care? Child protection? Democracy? Foreign concepts to those in Canberra it seems. I weep.

Joanne So, so terribly wrong. We lament that institutional abuse occurred in the past but do nothing about preventing it from happening in the present. Children need to be protected now!

Jane And Mr Abbott calls himself a Christian!

Unpacking the Catholic Enterprise Agreement

Ann What about the Catholic ethos of the Catholic Education Offices as an employer, the care they demonstrate to those they employ. The Christ like qualities of love and forgiveness?

IEU General Secretary announces deal with CCER via video

Stephen Yes thank you, took a while but you stopped us from getting a raw deal from Catholic employers who are poor.

Marie-Therese Thank you for defending our professionalism, which was again under attack!

Trish Thanks for the hard work and perseverance IEU.



Join the conversation
facebook.com/ieunswact

Careful what you post online

We've all had a moment when a student said, did or wrote something silly. Sometimes these things are intentional, other times they are genuine mistakes. They can make us laugh or bang our foreheads in frustration.

Don't take a photo and post it online. Never.

There's a trend at the moment on teaching association Facebook pages to share funny things students have written in responses. It's understandable why teachers do this – it lets them release the tension through laughter, and find sympathy with colleagues who have been in similar situations.

Here's why you shouldn't do it: all social media is considered public. It's very hard to ensure that Facebook groups don't have parents or students in them. This means that people other than teachers might be reading your posts. And they might not get the joke.

Teachers are public figures, very open to public scrutiny, and you are accountable for what you post. Please consider very carefully before posting about students' conduct or work. It is actually a

breach of student confidentiality, and you may be breaking at least three descriptors from the Standards simultaneously:

5.5.2 – Report clearly, accurately and respectfully to students and parents/carers about student achievement [yes, posting on social media may be considered feedback to students and parents].

7.1.2 – Meet codes of ethics and conduct established by regulatory authorities, systems and schools. [Before you post, consider whether it is ethical? Is it good conduct?]

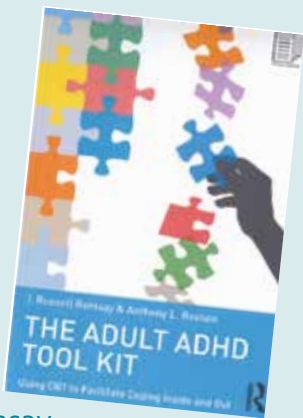
7.3.2 – Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing. [When posting, consider whether it will undermine the relationship between the school and the parents, let alone you and the parents.]

If you need to let off steam and joke, keep it verbal, and keep it to people you know and trust (not the web). Don't leave yourself open to accusations when all you needed was a laugh.

Amy Cotton Professional Officer

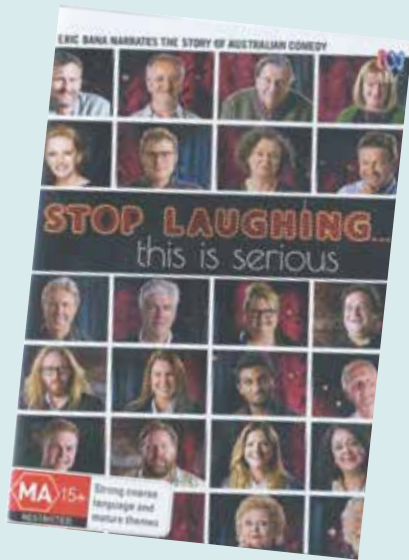


August giveaways



The Adult ADHD Tool Kit
Authors: J Russell Ramsay and Anthony L Rostain
Publisher: Routledge
Three copies to give away

A central focus of frustration for most adults with ADHD is that they know what they need to do, but they have difficulties turning their intentions into actions. These difficulties interfere with their ability to use self help books and get the most out of psychological treatment that provide coping strategies. Drs Russell Ramsay and Rostain provide specific tactics design to help readers implement coping strategies in everyday life. They discuss settings in which ADHD may cause difficulties, including work, school and in matters of physical health and wellbeing and the excessive use of technology.



Stop Laughing This is Serious (MA15+)
ABC DVD
Three DVDs to give away

This three part documentary charts a course through the history of Australian comedy, featuring 60 interviews with the men and women who make us laugh.



House of Karls
Author: Dr Karl Kruszelnicki
Publisher: Pam Macmillan
Four signed copies to give away

In the House of Karls you will find 29 stories from science that will amaze and fascinate. How can an airline pilot hear what you're saying before you've said it? Why does the world's most expensive book cost \$23 million but only \$4 to post? How real is the five second rule with food? Why are children smarter than their parents? The IEU has four copies of this book containing a sticker personally signed by Dr Karl on the inside cover.



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 18 September.

Do you receive multiple copies of Newsmonth, IE or Bedrock at your address?

Perhaps you and a family member are both IEU members?

In order to save paper, benefit the environment and reduced costs to your Union, could you let us know if you are happy to receive only one copy for the household.

Just email membership@ieu.asn.au



Annual Membership Fees

	2016
Student Enrolment	
Above 2000 students	\$800
Between 1000 and 1999 students	\$700
Between 500 and 999 students	\$500
Between 100 and 499 students	\$360
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



Shrinking income streams



Bernard O'Connor

NGS Super

Forget the figures I gave you last year regarding annual amounts needed to fund a comfortable lifestyle and a modest lifestyle in retirement. You will now need more in your super account to fund higher levels of salary replacement thanks to the changes made by the government in the form of the *Social Services Legislation Amendment (Fair and Sustainable Pensions) Act 2015*.

In essence eligibility for the Age Pension is determined by your age and the Assets and Income Tests. The new legislation, which comes into effect on 1 January 2017, reduces the pension payments payable to many individuals based on a much stricter assets test.

In providing figures needed to fund a comfortable retirement, financial advisers assume a certain amount of the Age Pension would be available, especially after a long drawdown period from the superannuation account. Financial planners have had to revise their estimates of the amount needed for a comfortable retirement due to the reduced availability of the government pension for many individuals.

So how can you accumulate more prior to retiring now that the big freeze is on the increased employer contributions and the Age Pension will be harder to access? Salary sacrifice is a no brainer if you can afford it and you earn more than \$18,200 per annum. You pay 15% tax on salary sacrifice contributions up to the cap which is \$30,000 for workers under 50 and \$35,000 for anyone over 50.

The caps include employer contributions currently set at 9.5% of salary. Over time salary sacrifice boosts account balances thanks to the magic of compounding investment earnings and consistent saving.

Your investment choice is important because a large portion of your final super balance will be the result of investment earnings. Your risk tolerance usually determines your preferred areas of investment and some super funds actually reduce risk once members reach certain milestone ages such as 50 and 60. In terms of the performance of broad asset classes

over time cash is low risk, low returns; bonds are slightly higher risk, higher returns; property is higher risk, higher returns and shares are high risk, high returns. A general rule of thumb is that the younger you are, the more risk you can take. A 30 year old, for example, has a 30 year wait to access super so short-term market movements are not directly relevant. Long-term investment choice is extremely important in determining the final account balance at retirement. A portfolio heavily weighted to cash is actually considered risky as it is unlikely to outperform inflation over long periods of time and very unlikely to outperform growth assets such as shares and property.

A Transition to Retirement Pension is a way of adding extra dollars to your super account due to its tax efficiency. Currently a 55 year old (moving to 60 for people born after 1964) can open a Transition to Retirement Pension and the bulk of the super account is moved into the pension phase where there is no tax on the investment earnings. The member must keep at least \$2000 in the super account to receive employer payments while she/he is still working. The Pension can be paid fortnightly, monthly, quarterly or annually. Since the member is still working and may not need the pension payment, she/he can elect to re-contribute it into the super account on either a before-tax or after-tax basis, subject to the respective annual contribution limit. There is an added advantage when the pension payment is re-contributed into super as an after-tax contribution. This is that in the case of the member's death, the after tax contributions are paid to adult children or the estate completely tax free. It is worth remembering also that if the member is over 60, the pension payments are completely tax free. This is a definite tax savings and an encouragement for members to participate in a Transition to Retirement Pension.

The other obvious way to accumulate more super for retirement is working longer. It has the twofold advantage of delaying the draw down period as well as maintaining contributions.

The changes to the pension rules are game changers as the government tightens accessibility via the income test. As a result super fund members will have to become more 'self-funding' which means more money in the draw-down bucket prior to retirement.



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Tina Ruello
Catherine McAuley College Westmead
James Jenkins-Flint
St Brigid's Primary School Marrickville



PD and Conferences Calendar

- | | |
|---|--|
| 1 Sept PIP: Anti-Social Media, Ultimo | 17 Oct IEU AGM Mercure Sydney |
| 2 Sept PIP: Maintenance of Accreditation | 16 Nov PIP: Dealing with Difficult People, Penrith |
| 7 Sept TeachMeet: Organisation, Wollongong | 17 Nov PIP: Work Hoarse, Voice Care, Camden Valley |
| 9 Sept TeachMeet: Social Justice, South Hurstville | 25 Nov: IEU TeachMeet Wellness, Ultimo |
| 10 Sept PIP: Anti Social Media, Batemans Bay | Other events |
| 22 Sept Accreditation at Proficient workshop, Ultimo | 30 Sept – 2 Oct: MANSW Annual Conference, Hunter Valley |
| 23 Sept BOSTES Accreditation at Higher Levels info session, Ultimo | Key: |
| 25 Sept Starting Strong, Newcastle | PIP = Pedagogy in the Pub |
| 16 Oct Environment Conference, Mercure Sydney | MANSW = Mathematical Association of NSW |
- Check www.ieu.asn.au for updates**

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

Reps Training 2015

- Topics 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**

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IEU Environment Conference 2015

LOOKING 2nd OF FUTURE

16 October 2015 – Mercure Sydney

**Book now
don't miss the opportunity**

Practical strategies for schools and early childhood centres in educating for sustainability in the context of climate change.

Keynote Speakers



Dr Mark Diesendorf

A Sustainable Future for Australia

Associate Professor and Deputy Director Institute of Environmental Studies

LIMITED SPOTS AVAILABLE
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see www.ieu.asn.au for more information



Mr Silverwood has spent his life cleaning plastic from his favourite surfing spots and inspire others to do the same has led him down an extraordinary path of scientific exploration, advocacy and activism. Co-founder, Take 3 marine debris and litter education. Mr 'Tim Silverwood' appears by arrangement of Claxton Speakers International.

Early bird registration by 18 September
IEU member \$90 | non-member \$180
thereafter

IEU member \$130 | non-member \$250

Sponsored by



NSW Independent Education Union is endorsed to provide QTC Registered Professional Development for teachers accredited as Proficient Teacher. Completing Environment Conference 2015: Looking 2 Our Future will contribute 5 hours and 15 minutes of QTC Registered PD addressing 3.3.2; 3.4.2; 6.2.2; 6.3.2; 7.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

Bookings Tania Yardley tania@ieu.asn.au or 02 8202 8900

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for those who understand the true meaning of wealth.

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To help you enjoy true wealth — in every sense of the word, we have developed a website at www.truewealth.com.au which is packed with great articles just for you.

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