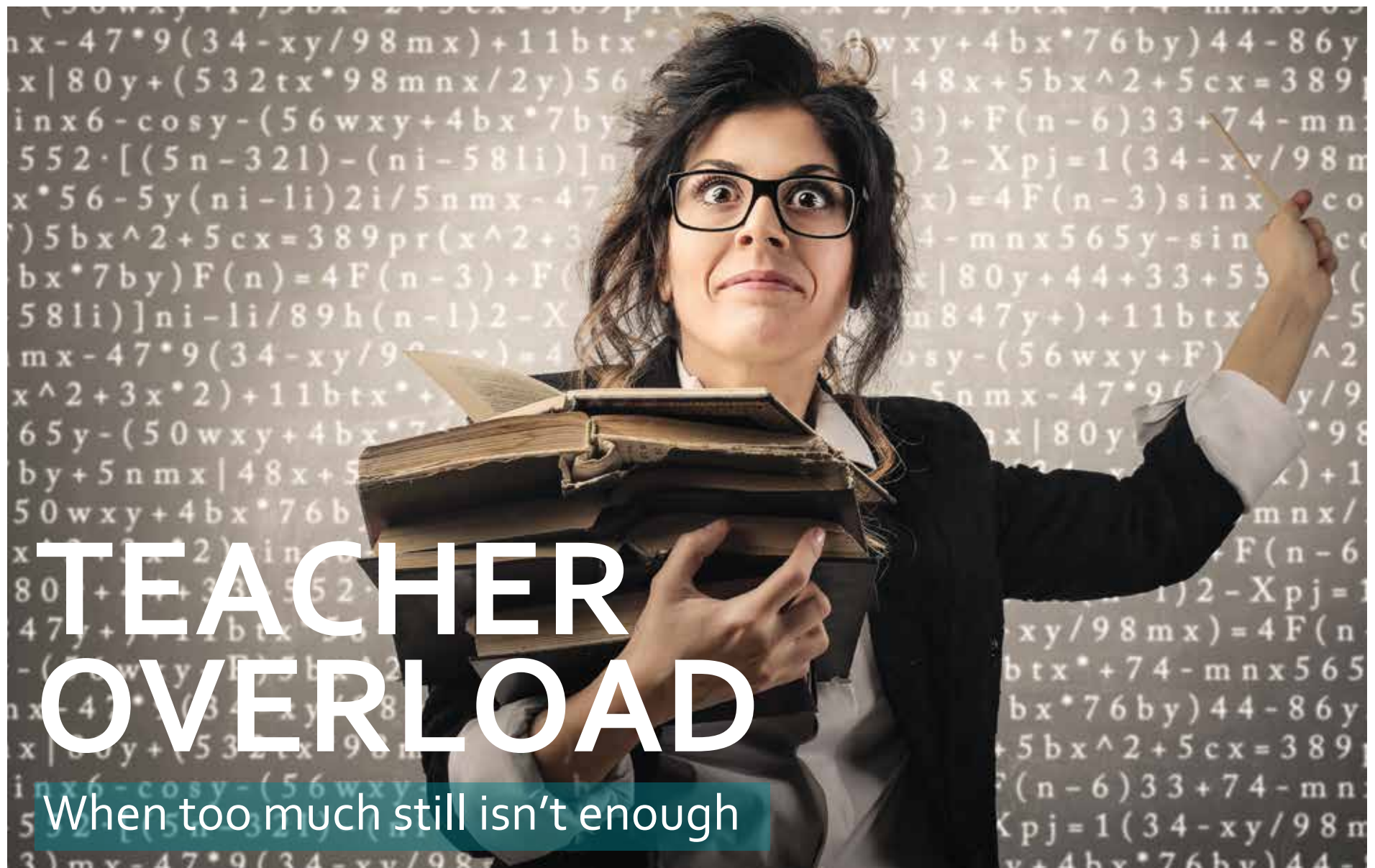


# newsmonth

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The newspaper of the Independent Education Union of Australia NSW/ACT Branch (vol 37 #4) June 2017



## TEACHER OVERLOAD

When too much still isn't enough

**John Quessy**  
Secretary



The recent round of sub branch meetings provided an opportunity for dozens of conversations with members about their work and what they see as the ever increasing demands on them by their principals (often driven by their employers), by school systems, by regulatory authorities, by parents and school communities and by government policy.

One discussion was so detailed I asked members to write a few things down for me. What follows is not a compilation of all the conversations I had but rather the

edited text of the response from members in a single primary school.

What is clear is that this work would easily require more hours per day than face to face teaching.

This is some of what they do outside of face to face teaching, and although they attempted to indicate an average time per week for each activity, I've excluded those details:

- planning our work for the following day
- marking, annotating and assessing work for the 30 students times seven subjects per day
- collaborating with grade partner for the above
- writing Learning Intentions and Success Criteria for each KLA for each lesson for each day
- meeting with parents and other professionals, including staff meetings, briefings, school to school meetings, case management meetings

- programing, rewriting and reinventing new programs each term for each KLA (seven hours times seven subjects = 49 hours per term, which equates to one hour per day). This does not include daily dating, annotating and evaluation of programs
- personalised plans – these are individual learning programs for students with needs which, on average, take about two hours per student to create or update for anywhere between 10 and 20 students per grade and also includes differentiated and scaffolded work tasks for each KLA each day, and
- supporting external professionals such as occupational therapists, speech therapists, psychologists and paediatricians providing student data, written reports and completing compulsory paperwork as well as preparing paperwork for case management and required student data collection.

*Continued on page 3*

## IEU urges fast track on EA

The Union is making progress in the negotiations for a new enterprise agreement to apply to NSW and ACT Catholic systemic schools.

NSW teachers and support staff in NSW and the ACT should have received pay rises in January 2017 and teachers in the ACT should have received increases from the beginning of April. The Catholic Commission for Employment Relations (CCER) has agreed that pay rises will be back dated, but members are still waiting for their money.

The Union met with CCER at the end of May to discuss the issues in the central bargaining.

### Improved recognition of service

A major obstacle has been the fact that changes to the teacher standards classification structure in NSW government schools had not been finalised. The Union has now obtained a copy of the improvements finalised in May to apply to teachers in government schools. These include provisions for

recognition of overseas and interstate service and improved recognition of child rearing. The IEU is holding urgent discussions with the CCER about the translation of these guidelines into the new proposed enterprise agreement for Catholic systemic schools.

### Support staff

At our recent meeting we also discussed the proposed rates of pay and classifications of IT staff, improved long service leave for support staff and

improved permanency for support staff on recurring fixed term contracts. At this stage CCER has not agreed to the improved long service leave and has not made any significant offer to improve the current provisions for employees on recurring fixed term contracts. We continue to discuss these issues.

**Carol Matthews** Assistant Secretary

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# Funding model failure

## Gloria Taylor

Deputy Secretary



At a Federal Council meeting of the Independent Education Union of Australia (IEUA) on 24 May, the delegates from across Australia strongly rejected the Turnbull government's school funding model on the grounds that it is not a 'needs-based' model and further it is not a reiteration of the model proposed by the Gonski Review panel.

The Union holds that the "model fails to measure and fund actual need, but claims to distribute the arbitrary 'bucket' on a relative needs basis. It abandons the calculation and attainment of measured learning needs."

The Union at the same time welcomed the commitment of the ALP to meet the obligations and principles of the original Gonski Review.

The Turnbull government's model will increase funding over the decade, but is \$22 billion short of what schools had reasonably expected under the current funding act.

This shortfall will impact on the most needy students in our school communities. The Union believes it is a nonsense that there are sufficient resources in the package to meet the identified needs including students with disabilities, Indigenous students and students in rural and remote areas.

The Turnbull model's failings include the following:

- the model does not measure and fund the real cost of providing an education system as proposed in the Gonski Review. There will be no genuine Schooling Resource Standard (SRS)
- the proposed indexation rates do not reflect the historical and actual increased costs in the education sector, and
- the model has failed to provide a review of the socio economic status (SES) measure used to underpin the funding thus leaving the SES distribution process unreliable.

Of particular concern to the Union is the government's intention to 'tie' school funding to policy decisions of the government with no consultation with the education sector and without any detail of these requirements. The government's pre-election school policy and budget

paper documentation suggest that this will include 'performance pay' models, including measurement of student outcomes. At a time when the Union is negotiating with employers for measures to improve teacher workload agreements and address escalating work intensification, it would be untenable to then see this funding regime impose new unreasonable requirements on teachers.

There have been daily media reports about the reaction of the Catholic sector to the Turnbull government's funding model. The messages from the sector have been inconsistent and confused. Communication to members of school and diocesan communities about the likely impact of the model on issues such as fees has been similarly contradictory. The Union has regularly sought consultation with sector leaders with at best a reluctant response and is disappointed about the somewhat chaotic public messaging.

The Union will continue active engagement in school funding issues. As a priority this branch of the IEUA will insist on consultation with employers on avoiding negative impacts between school funding and ties to policy.

# Boundaries are required for programing

## Mark Northam

Assistant Secretary



The IEU has in recent times approached the NSW Education Standards Authority (NESA) to clarify expectations in relation to programing. The IEU is seeking to establish a benchmark. While not seeking to intrude upon individual teacher judgement, it is critical IEU members have clarity about what is being sought.

Currently, expectations vary across sectors and between schools. The IEU understands an employer (either systemic or independent school) will have a particular overlay. This overlay should extend from what NESA determines rather than be an alternate additional structure that generates unnecessary duplication and consequent extra workload.

Programs sighted by the Union are taking on the appearance of individual lesson plans – some akin to explicit instruction rather than a working document which is a resource going forward. A program is a document which has continual additions and deletions stemming from teacher professional judgement. It does not have to document the complete role of what a teacher does.

- Timetables of each year/class showing the allocation of time and teachers for each KLA
- An overview of the school's education program indicating
  - The scope and sequence of learning/units of work in relation to outcomes of NESA syllabuses for each KLA for each Year
  - Resources and equipment available for each KLA
  - An assessment plan indicating how students' performance in each KLA is assessed, monitored and recorded
- An overview of the process for reporting student achievement
- Evidence relating to the quality of teaching and student learning.
- For each calendar year, the school must maintain for each Year/class, until the end of that calendar year:
- Teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning/units of work
- Samples of student work that relate to the teaching program for that year.

a deterrent to driving student improvement as teacher energy is diverted to compliance rather than being focused on teaching and learning. Programing is a critical area of teacher work but it should not be all consuming.

It is the legitimate work of the Union to place boundaries around professional duties. Member experiences regarding programing differ widely but it seems evident that NESA requirements are not excessive, but are used as cudgels. Consistency of expectations can only stem from NESA procedures. The Union will be seeking discussions with the systemic schools to progress understandings regarding programing and seek agreement on same.

#### School inspections

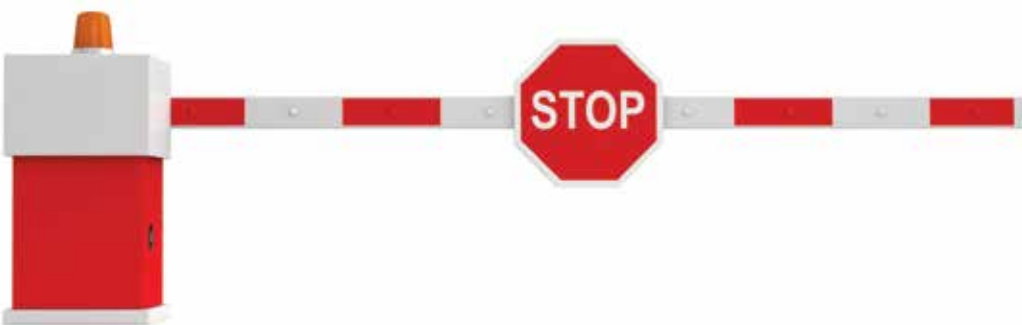
The IEU is making progress in discussions with NESA in relation to school inspections – both random and cyclical. The imperatives are teacher workload and clarity of what will be inspected. To date, NESA has indicated a typical random inspection would take about two hours and that the focus would be on documents available on a day to day basis at a school. See page 9 for what happened overseas when the inspection process got out of hand.

More to come about inspections in the next *Newsmonth*

#### Registered and Accredited Individual Non Government Schools (NSW) Manual

##### Evidence of compliance

A registered non government primary school must maintain documentation for each calendar year of the current registration period that includes:



# When too much still isn't enough

continued from page 1

Added to this . . .

- writing reports twice yearly, anything up to two hours per student and meeting each parent for parent/teacher interviews following reports
- professional development requiring 'between session tasks' during and after learning time
- preparing, annotating, scanning and submitting student work samples for various KLA's throughout the term
- 'every child every day' . . . meeting the needs of students with behavioural, learning and physical needs each day without neglecting the learning needs of the remaining students within the grade
- meetings called out of expected work hours before school, after school, during lunchbreaks and during RFF
- shouldering the responsibility of classroom teacher as well as EMU specialists and/or reading recovery teachers
- professional goal setting written in alignment with whole school and system goals
- maintaining our own teacher accreditation while trying to mentor early career teachers, and
- collecting various types of student data, building data walls and trying to draw some conclusions.

This isn't the full inventory but you should get the picture and you might note there is no actually teaching involved in this list.

To those who'd argue that preparing, teaching, assessing and providing feedback are all part of teaching I'd agree, but it is as much the formality and the audit

“Teachers are being told what to do, how to do it and when it needs to be done. Any reliance or respect for their professional judgement as teachers has long been eroded.”

mentality which underlies the form of these activities that makes them unnecessarily time consuming and onerous. Teachers are being told what to do, how to do it and when it needs to be done. Any reliance or respect for their professional judgement as teachers has long been eroded. Our conversation ended with this experienced teacher recounting a recent exchange with her school leadership as part of an annual Teacher Performance and Development process.

QUESTION: "Do you have any other personal goals you would like to achieve this year?"

ANSWER: "I'm not sure, but I do know that I cannot sustain working from 8am to 5pm each day and getting home to do two hours of work each night and giving up a day each weekend. Something's got to give".

REPLY: "If the job is too hard and you can't do it then it's time to get a new job. That's just what teachers do".

"It just isn't fun anymore" were her parting words. The sad thing is I'm hearing that far, far too often. I'd like to think that employers in all teaching sectors would stand up to the Turnbull government and make it clear that school education cannot take any more additions to the workload of their staff imposed as conditions of receiving funding.

This is precisely what David Gonski has been engaged by Federal Education Minister Simon Birmingham to do, to devise a new regime of directions for schools and teachers to follow. New orders for command and control from a government that runs no schools and employs no teachers.

John Quessy Secretary

## IEU urges fast track on EA

continued from page 1

Carol Matthews  
Assistant Secretary



Other outstanding issues

Other outstanding issues include the Union's desire to protect the long standing right of the Union and our members to refer disputes to the Fair

Work Commission for conciliation and, if required, arbitration. We are also seeking to protect members' right to inspect files where there have been reportable conduct allegations. The Union has also sought clearer rules about teacher performance and development processes.

Work practice issues

The Union has been meeting with dioceses separately to enhance existing protections and improve entitlements to:

- RFF in primary schools
- smaller class sizes and improved support for large classes in primary schools
- limits on meeting times
- improved protection for members by policies on emails and data collection
- reduced practicum classes in secondary schools
- explicit support for teachers seeking Proficient status, and
- teacher performance and development – guaranteed release for classroom observations.

Although the Union has made good progress with most dioceses, at this stage significant issues are still not resolved in some dioceses. The Union is pressing all dioceses to attend to these issues as a matter of urgency. If the issues are not resolved to our satisfaction, we will need to report in detail to members in the relevant dioceses about the problems and, if members wish, commence an industrial strategy to resolve them.

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## Statutory Review of the *Child Protection (Working with Children) Act 2012*

The Office of the Children's Guardian (OCG) announced on 3 May 2017 of the commencement of their statutory five year review of the *Child Protection (Working with Children) Act 2012* (WWCC Act).

As part of the OCG review process, the general community was invited to provide written submissions by 2 June 2017 on the six focus areas outlined in the OCG 'Statutory Review of the Child Protection (Working with Children) Act 2012 Discussion Paper'.

The OCG will consider comments made in the submissions that they envisage will strengthen the ability of the current Working With Children Check (WWCC) legislation to contribute to the safety of children in NSW.

On 15 May 2017 the IEU met with Ms Kerryn Boland, NSW Children's Guardian and her OCG colleagues, as well as representatives of non government agencies, to discuss issues and exchange views concerning the statutory review of the WWCC Act.

Following on from the consultation meeting, the IEU prepared a written submission commenting on the six focus areas outlined in the OCG discussion paper and raised concerns about specific provisions in the legislation that were outside the six focus areas.

These concerns include, but are not limited to:

- the \$80 cost of screening for paid employees
- the provision for an automatic disqualification form child-related employment when an employee has been charged but the matter has not been finalised at Court

- the provision that an interim bar placed on a person cannot be appealed until the expiration of a six month period
- the provision permitting the Ombudsman to make a 'notification of concern' to the OCG on conduct that is broader than the categories of conduct that are listed in the WWCC Act as 'Assessment requirement triggers' offences ie sexual misconduct and serious physical assault
- the lengthy delays of between 6 to 12 months for risk assessments to be finalised by the OCG, and
- the limited scope of legislation surrounding an employee's right to apply for access to documentation held in their investigation file by their employer.

The Union also requested to be included on the OCG list of agency stakeholders invited to attend subsequent OCG information sessions and targeted consultation meetings, prior to any recommendations being made by the OCG to parliament relating to the statutory review of the WWCC Act.

A copy of the 'Statutory Review of the Child Protection (Working with Children) Act 2012 Discussion Paper' can be located on the OCG website at <https://www.kidsguardian.nsw.gov.au>.

### ACT Reportable Conduct Scheme

The ACT has introduced a 'reportable conduct scheme', which is modelled on the current NSW scheme. The scheme commences on 1 July 2017 and empowers the

ACT Ombudsman with child protection oversight duties, which includes the monitoring of employer investigations, policies, practices and procedures, providing guidance on investigations and receiving complaints about the handling of 'reportable conduct' matters.

Employers covered by the scheme are referred to as 'designated entities' and include non government schools, childcare services as well as education and care services providers such as after school care. They will be required to report to the ACT Ombudsman 'reportable conduct', that is, allegations or conviction of child abuse or misconduct towards children. The conduct alleged of the employee can occur in either a personal or professional capacity.

All employees who work under contract to an employer, whether or not they provide services directly to children, are covered under the scheme. Volunteers and contractors are considered as employees under the scheme, but only if they are engaged to provide services to children.

We encourage members with any issues concerning the ACT 'reportable conduct scheme' or who become the subject of a 'reportable conduct' allegation, to immediately seek advice by contacting their Union Organiser or Russell Schokman, IEU Policy Advisor on 8202 8900 or the toll free number for country members) 1800 467 943.

Russell Schokman Policy Advisor

## Teacher accreditation: Roles and responsibilities

It's simple really: you, as the teacher, are responsible for your accreditation!

For early career teachers, it's important that you understand that working towards Proficient accreditation is a process based within your school or service. You should approach the school principal or your early childhood service director and initiate discussions about your accreditation. You and the school or service share a professional relationship necessary to ensure the accreditation process progresses smoothly.

There are a number of people with key roles in the process: you, the teacher; your mentor and/or supervisor; the school principal and the Teacher Accreditation Authority (TAA). In some instances, your principal or service director may also be your supervisor. You need to familiarise yourself with the Australian Professional Standards for Teachers so you can collect evidence that demonstrates you are working towards meeting the descriptors.

The NESA website has detailed information about working toward proficient:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/proficient-teacher/roles-responsibilities>

For teachers maintaining accreditation at Proficient, you are responsible for discussing your PD needs with your school principal or service director and following up by regularly checking your NESA account to make sure PD has been recorded and validated.

You need to ensure you pay your annual fee and keep your Working With Children Check up to date. Be ready to write your report before the end of the maintenance cycle. It's important to stay familiar with the Standards and make a note here and there about some successful classroom experiences so you can write your report in a timely manner.

The NESA website also has detailed information about maintaining your accreditation:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/maintaining-accreditation>

The IEU has a dedicated team available for members needing assistance with accreditation. You can email questions or enquiries to [accreditation@ieu.asn.au](mailto:accreditation@ieu.asn.au). Members can also access our online registered PD sessions: How NSW Accreditation Works or Maintenance of Accreditation. For further details, including dates for session in Term 2, please visit our IEU website: <http://www.ieu.asn.au/event-list>

Karen Forbes Professional Officer

## Know your Standards

There have been a number of recent member enquiries about collecting and annotating evidence for accreditation at Proficient. This applies to those teachers currently accredited at Provisional or Conditional as they undertake their accreditation journey as early career teachers. It does not apply to those teachers maintaining their accreditation nor to those pre 2004 who will be deemed Proficient on January 1 2018.

Essentially, you need to do a few things to ensure you are moving successfully towards accreditation at Proficient:

- Register with NESA: know your timeline – be clear about when your documentation is due to be uploaded to NESA.
- Pay your annual fee.
- Demonstrate that your teaching practice meets the Standard Descriptors in the Australian Professional Standards for Teachers by gathering and annotating evidence of your teaching practice.
- Build professional relationships with your colleagues and consult with them about your teaching practice.

### Let's look a little more closely at Point 3:

Demonstrate that your teaching practice meets the Standard Descriptors in the Australian Professional Standards for Teachers by gathering and annotating evidence of your teaching practice.

You need to start by becoming familiar with the Standards and the descriptors that are in each one. You might see that much of your consistent day to day teaching practice matches the descriptors, so you then need to think about how you can demonstrate your proficiency by collecting and annotating evidence that aligns to the proficient descriptors (they end in 2, eg 1.1.2 or 3.4.2)

### So, what does evidence look like and how much do you need?

The evidence needs to be drawn from your everyday teaching practice; you might work in collaboration with your supervisor or mentor to choose the best examples and you will then annotate them by indicating how they meet the descriptors to demonstrate your ongoing

proficient teacher practice. At a minimum, your annotations should identify the descriptors being accounted for; demonstrate how the evidence shows achievement of the standard descriptors and indicate the impact on student learning.

While you do need to show that your teaching practice meets all 37 descriptors under the seven standards, you shouldn't have to produce 37 pieces of evidence (one for each descriptor).

### NESA website information

When collecting your evidence, keep in mind that:

- you don't need documentary evidence against all the Standard Descriptors at Proficient Teacher
- you need to select appropriate evidence against at least one of the Standard Descriptors for each of the seven Standards, and
- one item of evidence can be used to demonstrate more than one Standard Descriptor.

(Source: NESA website, May 2017: <http://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/proficient-teacher/evidence>)

### An ongoing process

Gathering the evidence, annotating it and talking with your mentor and supervisor is an ongoing process and is not about meeting a checklist or 'ticking the boxes'. The idea behind teacher accreditation is that as a profession, we develop a culture that is evidence based, built on collaboration and reflective practices to allow teachers to improve their practices as they grow in experience, expertise and confidence in the classroom.

The IEU has a dedicated accreditation team that may be able to assist you with accreditation as you work towards Proficiency. You can email questions or comments to [accreditation@ieu.asn.au](mailto:accreditation@ieu.asn.au).

We also offer assistance through dedicated sessions for working towards Proficiency, with the next day being held on 6 July at the Ultimo office. Email us for further details about this day [accreditation@ieu.asn.au](mailto:accreditation@ieu.asn.au)

Karen Forbes Professional Officer





# Present Tense



**Kendall Warren**

Organiser

As reported in the last edition of this column, in mid April the Federal Government made its long awaited announcement of new contracts for the Adult Migrant English Program (AMEP) and Skills for Education and Employment (SEE) program. The new arrangements will see TAFE pick up a large amount of new contracts, while long standing providers like Navitas have lost out.

Navitas English employ well over a hundred IEU members, so these changes have had a significant effect, and the Union has been busy visiting centres, keeping members informed, and lobbying Navitas for improved arrangements.

In the first half of May, officers from the Union visited all 11 Navitas English centres in Sydney to meet with members and talk through the changes that will come after June, discussing both entitlements and the process.

Ongoing staff whose positions will be made redundant will be entitled to redundancy pay, in line with the redundancy provisos of the Navitas enterprise agreement. In addition, ongoing and fixed term members were advised that they are also entitled to be paid out for accrued (but unused) annual leave, and all employees are entitled to a pro rata payment for long service leave, provided that they have completed at least five years of continuous service.

The discussion then turned to the process that Navitas would follow. Ongoing staff were asked to put

in expressions of interest for voluntary redundancy, and all those that applied will be granted this. The remaining ongoing staff were then asked to attend a selection day on 19 May to finalise where they may be redeployed to after the new arrangements take effect in July.

Once the ongoing staff members have been organised, Navitas then intend to place the existing fixed term and casual employees where appropriate. Existing employees on these contracts have already been asked to put in expressions of interest in working past July, and these arrangements should become clearer around mid June.

Many individual members have put forward their own concerns, and IEU has taken these up with Navitas as required.

The whole process is by necessity somewhat rushed (nothing could be done before the government made its official announcement on 18 April), and redundancies on this scale are never of course easy or pleasant. Members are to be congratulated then, on the professional way they have approached difficult circumstances.

If you have any queries about how these changes might effect you, contact your Union, the IEU.

## Agreements update

Negotiations are continuing at several colleges. At Navitas English Services (a different section of Navitas to that referred to above), the agreement has been voted on and approved by staff, and was lodged in late May. The Fair Work Commission typically take four to six weeks to approved agreements, so this should be approved in mid late July.

Negotiations are nearing completion at Navitas English in the ACT (one contract that NE was successful in retaining). The outline of the settlement is now becoming clear, with just some fine detail tuning to be worked

through. Members may have an agreement to vote on by late June.

At Embassy English, an agreement in principle was reached some weeks ago, but there have been some delays in drafting, ahead of the agreement being put to staff for a vote. This should be finalised in the near future, and voting should take place in June.

Negotiations have just commenced at Australian Pacific College (APC), and the two sides have put forward their preliminary positions. APC had indicated a reluctance to commence bargaining at all, and it was only through pressure from members and their Union that they were made to do so. To their credit though, the College has engaged with the process, and both parties are hopeful that an agreed position can be put to staff in the next couple of months.

## Minimum wage case

Members may be aware that the annual minimum wage case is now underway. This decision is important, as the minimum wage decision typically flows through to all awards, including the Educational Services (Post-Secondary Education) Award, the award that applies at all private colleges that have no enterprise agreement.

The ACTU has put forward a claim for a large rise in the minimum wage, of \$45 per week, arguing that minimum wages have not kept pace in recent years, making the gap between the low paid and others grow rapidly. IEU supports this claim, and while the full claim is unlikely to be awarded, it will hopefully lead to a decent increase.

The decision will be handed down in June, with the new rates to take effect from 1 July.

For further information contact [kendall@ieu.asn.au](mailto:kendall@ieu.asn.au)

IEU SUPPORT STAFF CONFERENCE 2017

## COMMUNITY CONNECTION BELONGING

The 2017 Support Staff Conference will explore these themes with a view to discovering how we approach and engage with our communities and the world. We will also discuss the way this engagement impacts not only on others and our world, but also on how we feel about ourselves and our place in that world.

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**World Support Staff Day  
14 June 2017**



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**When**

Friday 11 August  
9.15am - 4pm



**Where**

Mercure Sydney  
818-820 George St



**Guest speaker**

Yassmin Abdel-Magied



# IEU appointments to NESAs

The IEU has been notified of these appointments to the following committee:

Larry Grumley (Catherine McAuley, Westmead), NESAs Curriculum Committee

Debbie Long (Jarara Indigenous Education Unit, Emerton), NESAs Indigenous Committee

Kathleen Lane (ASPECT, Peakhurst), NESAs Special Education Committee

Liam Griffiths, IEU, NESAs School Registration Committee

Further, Board Curriculum Committees have been scheduled for:

Years 11-12 Science – Peter Harold (All Saints College, St Mary’s Campus, Maitland)

Years 7-10 Technology – Steven Bauer (Emmaus Catholic College, Kemps Creek)

K-6 Science and Technology – Sallyann Burtenshaw (St Bernards Primary, Batehaven)

K-10 PDHPE – Damien Tomsett (Mackillop Catholic College, Warnervale)

K-10 Languages – Fiona Boughey (William Clarke College, Kellyville)

At these meetings, BCC members will review the processes of consultation and the revision of draft syllabuses for Science Extension Stage 6, Technology Mandatory Years 7-8, Science and Technology K-6 and PDHPE K-10.

The K-10 Languages BCC will present feedback on the draft K-10 syllabuses for French, German, Indonesian, Italian, Korean and Spanish.

Mark Northam Assistant Secretary



“I’ve never found it to be a conflict, in fact it enhances my role as principal. My belief in fairness puts me on the same page with my staff and it helps them to know where I stand.”

# Creating a unity of purpose

Canberra Principal Peter Galvin has been an active union member since the early 1980s and has never experienced a sense of conflict between his activism and leadership position.

Now Principal at St Jude’s Primary School in Holder, Peter has also been a principal in the Lismore Diocese.

He’s been an IEU rep, a branch rep and, for the last four years, a Principals Branch rep.

He regularly attends Principals Branch meetings on a Saturday morning at the IEU’s Parramatta office.

“Fairness has been a strong point for me ever since I was a little boy, so being involved in the Union is simply a continuance of that,” Peter said.

“I’ve never found it to be a conflict, in fact it enhances my role as principal. My belief in fairness puts me on the same page with my staff and it helps them to know where I stand.

“I have a positive relationship with the Union Rep at my school and for the most part the teachers are supportive.

“Similar with the Canberra-Goulburn Diocese, I have found them to be reasonable people to work with. Being involved in the Union is just another string in a principal’s bow and it helps to develop a unity of purpose with the staff.”

Peter said that unity of purpose would be tested in the future, with Catholic schools in the ACT hard hit in the recent federal budget.

Funding for the 24 Catholic schools in the territory will be cut by \$40 million over 10 years, with Peter’s school losing about half a million in the decade.

He said the ACT Government provided the lowest funding for Catholic schools in all states and territories, leaving the schools out of pocket.

“Our staff are entitled to fair pay rises over the next decade, despite these cuts, so being a part of the IEU will be even more important.”



# Protect yourself in a storm

Exclusive offer for IEU members

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# Unions win the fight to protect Paid Parental Leave

Thanks to the efforts of IEU members and their colleagues in other unions and community organisations, the Federal Government has backed away from its plan to cut access to the national Paid Parental Leave Scheme.

The legislation, which the government proposed in 2015, would have adversely affected those IEU members whose enterprise agreements provide for some paid maternity leave. This includes the many women in Catholic and independent schools who receive 14 weeks paid leave from their employer when they take leave for the birth or adoption of their child.

Around 80,000 Australian new mothers would have been disadvantaged by the proposed changes and risked losing all or part of the \$12,508.20 benefit (18 weeks pay at the federal minimum wage).

IEU members will recall that the then Federal Treasurer Joe Hockey scathingly referred to women who accessed both employer paid leave and PPL as "double dippers" and other

federal MPs spoke of women "rorting the system".

These comments revealed a misunderstanding of the history of paid parental leave whereby unions had negotiated paid leave as part of industrial bargaining, including foregoing other pay increases or benefits. The national PPL scheme brought Australia in line with many other countries with long established paid parental leave arrangements and was intended as a basic scheme to complement employer provisions.

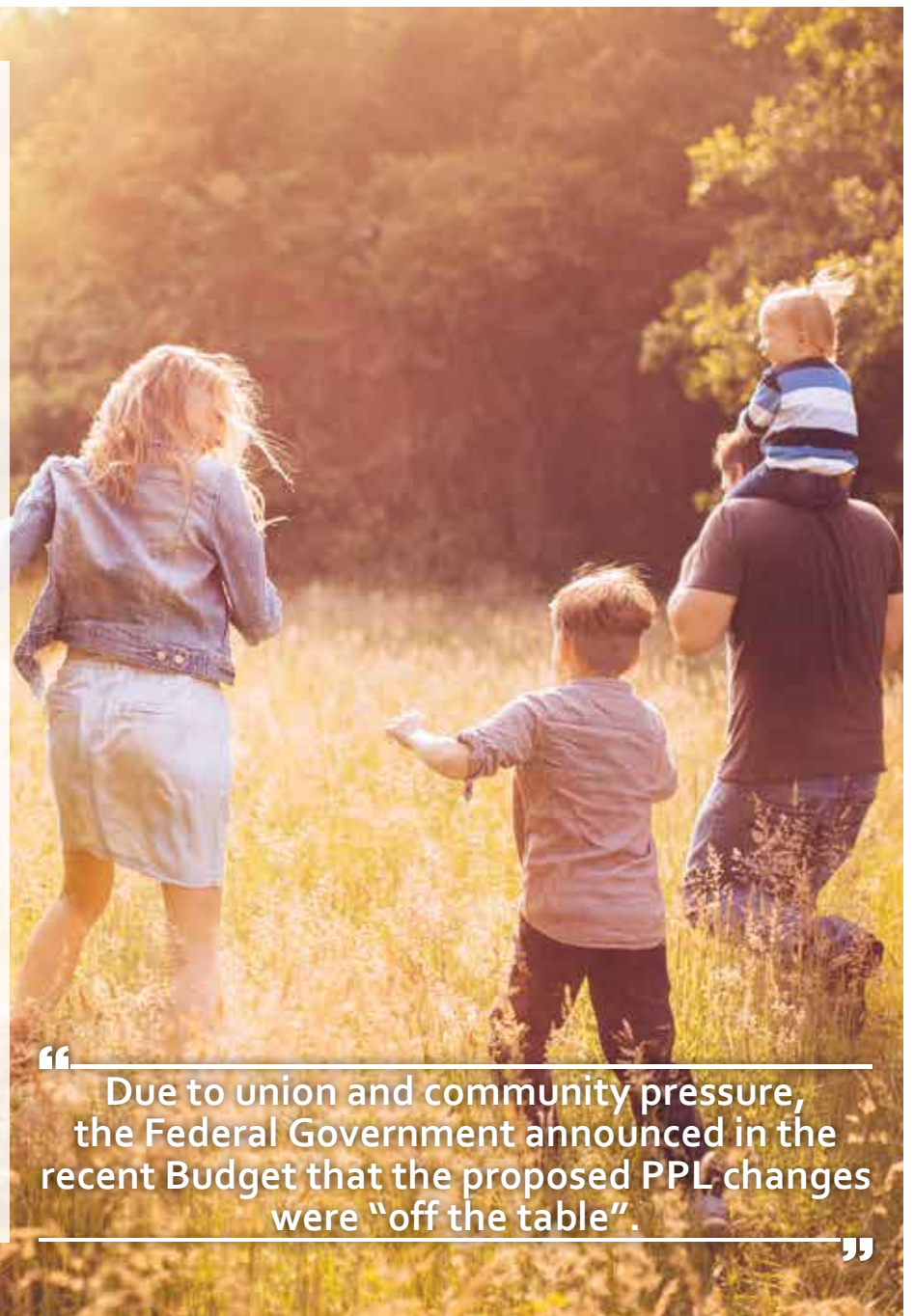
Due to union and community pressure, which resulted in the failure of the proposed legislation to pass the Senate, the Federal Government announced in the recent Budget that the proposed PPL changes were "off the table".

The Hands off Paid Parental Leave campaign has achieved a significant win for IEU members and other women and families throughout Australia.

**Pam Smith** IEU Assistant Secretary  
Women and Equity Committee Convenor

## HANDS OFF

OUR PAID PARENTAL LEAVE



“Due to union and community pressure, the Federal Government announced in the recent Budget that the proposed PPL changes were “off the table”.

## Make an early start at early childhood conference

Early Start at the University of Wollongong will again welcome practitioners, policy makers and academics to its biennial Early Start Conference at the University of Wollongong on 27-29 September.

Early Start's inaugural conference in 2015 was a huge success, with over 600 delegates from 11 countries coming together to enhance the ways in which people work with and care for children.

In 2017 Early Start hopes to expand on that success. The 2017 Conference Helping Children Flourish and Realise

Their Potential: Translating Research for Policy, Practice and Community, will again bring together academics, policy makers and practitioners from across discipline boundaries to cultivate best practice and innovation and ultimately aim to improve early childhood education and practice.

A range of high profile national and international speakers will contribute to the conference including Andreas Schleicher (Director for the Directorate of Education, OECD), Steven Barnett (Rutgers University), Sally Peters (University of Waikato) and Paul Leseman

(Utrecht University) among others. Conference streams include:

- children's thinking and learning
- healthy lifestyles and physical activity
- growing through relationships
- social inclusion, and
- children's learning spaces.

The University of Wollongong's Academic Director of the Early Years program Dr Cathrine Neilsen-Hewett said that "the conference provides great opportunity for early childhood education

and care practitioners to enhance their knowledge in an interdisciplinary environment. The conference provides quality professional development for all early childhood educators and may assist early childhood teachers with meeting the newly implemented NESA accreditation requirements".

For further information about the 2017 Early Start conference, see [www.earlystart.uow.edu.au/conference](http://www.earlystart.uow.edu.au/conference)

Early Start looks forward to seeing you in Wollongong in September.

## REGGIO EMILIA AUSTRALIA INFORMATION EXCHANGE INVITES YOU TO EXPERIENCE THE 2017 BIENNIAL NATIONAL CONFERENCE

### Landscapes of Identity: Who Am I Then? Tell Me That First

Each child is the subject of rights, first and foremost possessing the right to be respected and valued in his or her own identity, uniqueness, difference and in his or her own rhythms of growth and development.

Recognising the child as citizen makes it necessary to re-examine the very concept of citizenship, but especially to revisit the organisation of all the social and educational places of children's lives. This conference provides access to the thinking of Italian pedagogists, who are teachers with long time engagement with the educational project in Reggio Emilia and guest speakers exploring the concept of identity and the inspirations of the Reggio Emilia approach within the Australian context.

NOT  
TO BE  
MISSED!

To learn more or to register go to [www.reaie2017.com](http://www.reaie2017.com)







# Collegial approach takes headache out of accreditation process

All schools would do well to take a leaf out of the Clancy Catholic College approach to maintenance of accreditation, IEU Rep Adam Scicluna said.

Rep at the western Sydney school for four years, Adam said the school's collegial approach to tackling the accreditation challenge was welcomed by staff.

The school volunteered to be part of a pilot program run by the Sydney Catholic Schools office called Collaborative Experts in Schools.

The school schedules a program of PD at the beginning of the year that will make a huge contribution to meeting its teachers' needs for 20 hours of registered activity throughout the year.

This PD is part of the day to day activities of the school, rather than an 'add on'.

Moreover, the school assists teachers aiming for Highly Accomplished or Lead Teacher accreditation, by allowing them to present some of the PD. It is therefore a win win situation. The implementation of the PD by proficient teachers becomes the evidence for the accreditation of the HAT and Lead Teachers.

"By scheduling the year in advance, the college is able to go and get everything recognised as registered professional development," Adam said.

"The school's annual improvement plan is done with an eye on standards."

From an industrial perspective, this move has been a relief to teachers, who no longer feel burdened by seeking out hours in their own time and at their own expense.

Adam has collaborated in the development of this plan by making sure the meeting times fit in with the 10 hours per term allocated under the award.

"I keep a close eye on what constitutes a meeting and what is professional custom and practice. The pilot makes practical use of meetings.

"For example, a literacy day for staff was registered. Two teachers seeking Highly Accomplished status who had done some external PD also presented it.

"Meetings become not just another KLA meeting but something teachers can use to add to their hours. Sixty per cent of the meeting time at the school is allocated as PD people can use for accreditation.

"I think all schools need to think in this collegiate fashion.

"Many teachers, especially in rural schools, struggle to fulfil their allotted hours, so in house PD incorporated into the daily routine is a great idea."

Adam said the new enterprise agreement currently being negotiated by the IEU must include clear definitions of what constitutes an official meeting as part of the 10 hours under the award.

## Triple win situation

Champagnat Catholic College in Pagewood has also developed a model which recognises and accredits work that teachers are already undertaking to improve student outcomes as a part of their professional practice.

Principal Michael Blake said their model builds on the strong professional learning culture that exists at the college.

"Professional learning opportunities are embedded into existing meeting structures and day to day routines," Michael said.

IEU Rep Adrian Di Qual said staff worked closely with their subject coordinators and the executive to develop a sustainable model that builds the professional practice of teachers as they work towards and maintain their accreditation.

"By using existing school structures the real dangers of teacher burnout are minimised," Adrian said.

Michael said was proud of the way the whole teaching staff had worked together to identify the challenges faced by staff around accreditation workload and "together designed a professional learning framework that built capacity for staff in an understanding and supportive manner".

"The key elements of the framework include the removal of administration from meetings to ensure that they were built on collegial dialogue focused on student outcomes" he said.

"Staff have the flexibility to design their own learning plan based on where they are on their teaching journey. The accreditation of all school based professional learning is QTC registered with NESAs rather than teacher identified."

Adrian praised the work of the college executive in getting school activities board accredited so that

attendance and engagement at existing meetings now contributes to 26 hours of accredited PD hours a year.

"Over a five year cycle every one of the AITSL standards will be covered.

The college provides opportunities for teachers to achieve the requirements to maintain their accreditation in a time efficient manner.

"Teachers have two annual goals, one set for the school in their KLAs, and their own self directed goal for which they get a meeting a fortnight where they can be part of a team of other teachers working towards the two specific goals.

**"In house PD incorporated into the daily routine is a great idea."**

"The model is based on the Performance Growth in Action (PGiA) process introduced through Sydney Catholic Schools.

"This recognises that one off professional learning days have limited impact unless there is significant time for professional dialogue with colleagues and for building new skills into professional practice.

"Accreditation then becomes a process for how this is recorded and staff are given time to do this within existing structures."

Michael said the process allows staff to "measure the impact of their professional learning in relation to improved student outcomes and critically reflect on how to further strengthen their professional practice within a cycle of continuous improvement".

"High quality, relevant professional development is provided that address school wide, faculty based and individual needs both within the Australian Professional Standards for Teachers and in regard to other identified goals within the school improvement plan.

"The model also enables staff to gather evidence towards the voluntary levels of Highly Accomplished and Lead Teacher by supporting their colleagues in a mentoring role."

Adrian, who recently attended the IEU's Activist Conference, said the model fitted with the IEU's agenda of reducing workload and costs for teachers.

"Most teachers at Champagnat College already have 36 hours of accredited PD recorded with NESAs over the last 18 months, all completed on site at school, so no time is lost travelling across Sydney. The accredited PD courses at school are more cost effective and provide a better focus on the needs of our school community.

"It is a triple win, for the needs of the teachers, the school and most importantly the students. It's a really good sustainable model, working smarter not harder."



# An inspector calls

## *be afraid, be very afraid*

Feeling like you are sinking under a sea of data, struggling under increasing demand from employers and government? Spare a thought for your colleagues in the UK. They work under the gaze of Ofsted (the Office for Standards in Education, Children's Services and Skills), which sounds like it was lifted straight from the pages of a Kafka novel.

Ofsted inspectors can turn up at schools with only a couple of days notice and begin classroom inspections. Their judgments can lead to teachers and principals being sacked and schools being given the dreaded 'special measures' notice.

Some of these Ofsted inspectors are not qualified teachers and have dubious qualifications. Things that happen in the UK often get imported to Australia. Beware!

### Keith Heggart's story

IEU Organiser Keith Heggart taught in the UK for five years and he recounts his experience of Ofsted below.

I spent almost five years in a place called Chafford Hundred, teaching at a brand new comprehensive school. I remember, one morning about five weeks after I had started teaching (five classes of Year 9 English!), the staffroom was in uproar. Everyone, from the principal down, was panicking about something called an Ofsted inspection. As a young and naïve teacher, I hadn't heard of this, and I didn't know what it meant. An older teacher explained it to me. Basically, Ofsted had the capability to undertake random inspections into schools, where they would come into the school for a week to observe teachers and classes. Every teacher would be given a rating at the end of the inspection – a '1' meant you were 'Outstanding', while a '4' meant that you were 'Inadequate'.

In the weeks leading up to the inspection, the normal day to day functioning of the school came to a halt. Teachers gathered obsessive amounts of data, and spent hours planning lessons for the inspectors. Sure enough, when the inspection took place, my classroom was visited by an inspector. I remember the inspector entering the classroom, not making eye contact or greeting anyone in the class, but going to the back of the room, where he sat making furious notes on a clipboard. I carried on teaching my class as we'd been instructed to do so. Five minutes later, there was another knock at the door, and the lead inspector came into my room. I must have looked confused, because he quickly explained that he was there to observe his colleague inspect me. A little disconcerted, I carried on with the lesson, hoping that my bottom set Year 9 English class didn't take this as an opportunity to get carried away.

The lesson was going reasonably well, but, sure enough, five minutes later, there was another knock on the door. I answered it – exasperated – and there was another man with a clipboard. He explained he was from Her Majesty's Inspectorate (HMI), and it was his job to inspect the lead inspector who was inspecting the inspector, who was inspecting my classroom to ensure that the inspection was being carried out correctly. By this stage I had run out of chairs in the classroom, so I told him he could stand at the back. The students were bemused by the whole experience.

I made it through the inspection – over the course of the week, they came into my lessons three or four times, but never for more than 20 minutes or so. The part that struck me was the manifest unfairness of it all. None of the inspectors had been in a classroom for 20 years, and they were going to make a judgement about my teaching – and the students' learning – based on a tiny snippet of an observation. They didn't know anything about me, my classes or my students. It seemed like a strange way to make a judgement about anyone's ability as a teacher.

### Wayne Foster's story

Wayne Foster, Science Coordinator and VET Primary Industries Teacher at Carroll College Broulee did an exchange to the UK in 2010 and got caught up in an Ofsted inspection. He tells his story here:

We were told in a staff meeting in January that we were in the 'Ofsted window'. You could instantly feel the tension in the room and the principal looked stressed

and ill. We were told we would be given two days notice before the Ofsted inspectors arrived and it could happen any time during the next six months. This news hung over the school like the sword of Damocles.

During the next five months there was lesson observation after lesson observation and learning walk after learning walk. Curiously, after each of my lesson observations there was no feedback but many notes were written down. Maybe it was because I was on exchange and it wasn't worth putting too much time into me. Finally, in May, we were told in a special meeting that Ofsted were coming. They would be at the school for three days and all teachers could expect to be observed twice.

Ofsted came to the science department on Tuesday and they observed my Period 2 Year 7 class. Year 7 was learning about heat transfer. We had previously discussed how heat can be transferred through conduction, convection and radiation and this period we were going to perform an experiment to observe conduction happening.

I introduced the experiment from the front of the room, drew a diagram to show how the equipment should be set up, went through the procedure and the safety measures, encouraged students to get into their groups and perform the experiment. The Ofsted inspector sat at the back of the room and observed all this and scribbled away. At about 30 minutes into the lesson she made for the door. The students were happily going about doing the experiment. 'How did I go?' I asked the inspector smiling. 'Inadequate' came the grim reply. To this day I have no idea why.

My second inspection occurred the next day. I had a reduced Year 10 class due to students going to reading assistance and other activities. I decided to allow time for the six or so remaining students to complete assignment work. I got them working and simply circulated helping them with their work one on one. Unfortunately, one

“He explained he was from Her Majesty's Inspectorate (HMI), and it was his job to inspect the lead inspector who was inspecting the inspector, who was inspecting my classroom.”

student decided to influence the inspector's observation and enjoyed muttering "I hate science. Do you hate science?" to her friend.

The inspector scribbled furiously. Again, after about 30 minutes the inspector made for the door. I kept the door open and met him just outside in the corridor. "How did I go?" I asked. I wasn't smiling this time following yesterday's assessment. "Inadequate" he replied pompously. "Why is that? I'd appreciate the feedback," I said. "You showed very little of the Standards," he said, showing me his checklist and comments. "But it wasn't a normal lesson with a class full of students," I reminded him. "We can only comment on what we see," he told me. "You should not have the students unsupervised," he gesticulated towards the classroom behind me. Seriously? I was standing at the door to the classroom.

The next day we had a departmental debrief and morning tea. It was here that I found out what UK teachers do to impress Ofsted. Everyone, it appeared, had their showcase lesson which had been 'Ofsted approved'. They stopped whatever they were doing within the teaching program, dragged out their 'Ofsted approved' lesson, performed it with all its teacher centred bells and whistles and got judged 'good' or 'outstanding'. Job done!

It took several weeks for the final Ofsted Report to come through to the school. Everybody was on edge or looking a bit sick during this time. Despite my contribution the school was judged 'good' overall and avoided being put on special measures, which is the great fear. The next day the principal was a changed person: much less frightened looking and much emboldened by the report saying good. There was departmental data analysis and blaming as to why the school wasn't judged outstanding in the following months.

What did I learn from experiencing Ofsted? It is a flawed, high pressure, punitive system that has destroyed the morale of the UK school education workforce. Schools are most effective when there is a sense of team – a carrot approach rather than a big government stick.

There is great value in teachers sharing ideas and practice through observation and collaboration but the Ofsted system has destroyed that, replacing it with isolationism, a blame culture and a transient workforce finding it difficult to cope. I hope we never see any sort of Ofsted inspection system in Australia.

### Wayne Inwood's story

Wayne Inwood did an exchange to Scotland in 2012 and his experience was different. It should be noted that Ofsted does not cover Scotland – inspections there are carried out by Her Majesty's Inspectorate.

The school was very supportive of me at all stages leading up to and during the school inspection. It followed pretty much the same style of inspection as I have experienced here in Australian schools during my 38 year teaching experience so it was no real shock to me. Having caring and professional support colleagues at my exchange school and in particular the advice of my assigned professional school companion made the experience all that much easier.





# Exchange postcard Trip to Berlin, a global city



“We certainly made the most of Europe’s diverse and beautiful cities, landscape and diversity.”



*Jerome Boateng, multiple Bundesliga, Champions League and World Cup winner, visits Berlin-Brandenburg International School.*



My name is Frederick Zalloua and I am on a teaching exchange in Berlin, Germany. Berlin is the capital and the largest city of Germany with a population of approximately 3.7 million. Located in north eastern Germany on the banks of the rivers Spree and Havel, it is the centre of the Berlin-Brandenburg Metropolitan Region, which has roughly 6 million residents from more than 180 nations. Around two thirds of the city’s area is composed of forests, parks, gardens, rivers, canals and lakes, which makes it a great place for families. Berlin was the most heavily bombed city in history. The Allies dropped 67,607 tons of bombs on Berlin during World War II, destroying 6427 acres of its built up area. So for history teachers it is a must see place.

Now, Berlin is a world city of culture, politics, media and science. Modern Berlin is home to world renowned universities, orchestras, museums, entertainment venues and is host to many sporting events. The city is well known for its festivals, diverse architecture, nightlife, contemporary arts and a living. Since the 2000s, Berlin has seen the emergence of a cosmopolitan entrepreneurial scene.

So, this is where I am with my family, my wife Laura who was born and raised in Berlin and two young boys Leon, who is six, and Noah who recently turned four. I am teaching at Berlin-Brandenburg International School in the suburb of Kleinmachnow, Brandenburg, but live in Berlin.

Berlin Brandenburg International School (BBIS) is an IB World School. BBIS is home to 700 students, 99 teachers, and 20 assistants. As a PE/sports teacher the facilities are world class, it has a full sized artificial turf sports/football

field with a six lane running track. Outdoor facilities also include beach volleyball court, basketball court and facilities for track and field. The sports hall has plenty of seating for spectators and a fitness room. The hall is fully equipped for basketball, volleyball, handball, indoor soccer, gymnastics and tennis.

I have had a wonderful time teaching Grade 6-10 PE, which is part of the middle years program. I have developed my teaching significantly particularly as I had not taught Grade 6 and 7 for some years. Additionally, I have learnt a great deal having worked with a very experienced and diverse range of PE teachers. The PE staff were fantastic and supportive throughout, they really made the exchange one to savour.

I also had the privilege of coaching and being involved in a variety of sporting teams including varsity boys football and basketball as well as athletics. For football, I took the team away to Nürnberg Germany and Zurich, Switzerland. As for basketball, I enjoyed a trip to Dresden, Germany and Barcelona, Spain. All trips were fantastic, allowing me to further develop my coaching while also travelling and enjoying the sights of Germany and abroad.

Further to the travel, I was fortunate to go to Vienna, Austria for an International Schools PE teachers’ conference with over 100 teachers from across the world and went on a trip to Lisbon, Portugal to participate in the European Sports Conference AGM.

As far as my family goes, my wife Laura has been a woman of leisure taking the opportunity to catch up with friends and family, while regularly jogging in the forest, her favoured recreational activity. Leon and Noah have had an experience to remember having had

the opportunity to be enrolled in the Early Elementary School at BBIS. My boys have had some wonderful experiences being a part of musicals, going out into the forest for expeditions and learning some new skills in PE. Most significantly, the boys are now fluent in German, which was one of the main goals for them and strengthened their support for ‘Die Mannschaft (German football team)’.

The highlights, for the family, was most definitely our summer vacation in Greece, enjoying the great weather, beaches, food and company of some old friends. In the European winter, we travelled across Germany into The Netherlands and then down into Belgium. Therefore, we certainly made the most of Europe’s diverse and beautiful cities, landscape and diversity.

So as I wrap up my year, I managed to bring in Jerome Boateng multiple Bundesliga winner, Champions League and World Cup winner. Not only is Jerome a world class footballer but he is also super cool and easy to chat to as was evident when I interviewed him in front of staff, students and parents at the school. He related to the students really well and was able to share some great stories and tips on how to make it to the top in the world game. I did ask him about Sydney and it was definitely on the list of travel destinations. Getting in Jerome to BBIS was a great way that I could say thanks to the whole BBIS community for making my teacher exchange a most wonderful experience!

**Frederick Zalloua** PE teacher, St Charbel’s College, Punchbowl, on exchange at Berlin Brandenburg International School





# Labour bites



## Penalty rates own goal

Hungry Jack's owner Jack Cowin has described Sunday penalty rates as unsuited to contemporary lifestyles. "Penalty rates are somewhat a product of the past," the fast food billionaire told Chamber of Commerce and Industry WA function in Perth. "We live in a seven-day-a-week lifestyle today.

He said wage levels in Australia in the fast food industry were the highest in the world.

"If you're a person that you (sic) work Sundays and you're going to make less money because they've brought that back, obviously you're not going to be happy about it. But the real big picture is how do we keep wage levels as high as we can but how do we try to have a common wage for everyone rather than depending on what day of the week you're going to work."

While Mr Cowin acknowledged workers had kids and sport to juggle on weekends "the reality is, people can work this out".

He joked that when he opened his first KFC restaurant in Perth in 1969, he had to sack his wife because she wanted employees to be able to sit on stools and take longer breaks. (Source: *The West Australian*)

## Undies protest undone

CFMEU delegate Dave McLachlan was sacked after a shift of miners at Appin mine stripped down to their underwear in protest at the lack of work clothes. More than 50 miners arrived for work at South32's Appin Colliery in NSW on 7 March 2017 wearing their helmets, boots, jackets – and underpants. After 10 minutes, the miners put their old, dirty clothes back on and returned to work.

The novel protest was a humorous attempt to highlight the fact that South32 has for a year failed to honour its legal obligation to provide new work clothes. The company has also failed to provide a laundry service.

But instead of responding to the issue, South32 sacked McLachlan, claiming he brought the company into disrepute after pictures of the protest were posted online.

The CFMEU has launched a campaign in support of McLachlan, and national president Tony Maher has written to CEO Graham Kerr, to urge the company to reinstate him.

"Dismissing Dave McLachlan for having participated at a short protest – which did not result in any lost time or impediment to coal production – and that was highly justified by the failure of the company to provide the laundry service and work uniforms that it is legally obliged to provide, constitutes a blatant violation of his fundamental labour rights." (Source: *Industriall-union.org*)



## Unions fear for WHS after Brexit

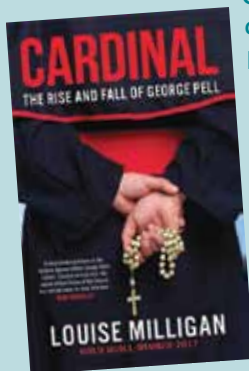
The UK Trade Union Council (TUC) has warned trade unionists and working people that health and safety protections are at risk from the government's Brexit plans. The existing (reasonable) WHS standards rely on European not UK benchmarks they say.

Although the government has set out its intention in a white paper to transfer all existing health and safety protections from EU law to UK law, there are no guarantees for what happens afterwards.

The TUC says that the next government must make sure that a commitment is written into the Brexit deal to, as a minimum, match present and future EU standards for workplace health and safety. Otherwise existing protections will be vulnerable to erosion and repeal.

TUC General Secretary Frances O'Grady said: "Working people must not have their health and safety put at greater risk after Brexit. The next government needs a watertight plan to transfer protections from EU to UK law.

"The best way to guarantee all health and safety protections is to put workplace rights at the heart of the Brexit deal. It should be written into the deal that the UK and EU will meet the same standards, for both existing rights and future improvements." (Source: *TUC.org.uk*)



## Catholics discover presumption of innocence

The Catholic church has railed against a new book *Cardinal, The Rise and Fall of George Pell*, calling it a character assassination.

Pell has repeatedly denied allegations of historical child sexual assault and maintains he is innocent.

Sydney Archbishop Anthony Fisher said justice must be left to run its course. "Everyone supports just investigation of complaints but the relentless character attacks on Cardinal Pell, by some, stand the principle of innocent until proven guilty on its head," he said.

"Australians have a right to expect better from their legal systems and the media.

"Even churchmen have a right to 'a fair go'." (Source: *Sky News*)



Compiled by

John Quessy

# Fancy an exchange to Hogwarts?

Have you ever considered going on a teacher exchange? It could be the trip of a lifetime. Right now, we have a lovely exchange available for Eton College in Berkshire, UK. Possibly one of the most famous schools in the UK - it looks straight out of a Harry Potter movie.

## How it works

A teacher exchange is the direct swap of your position and your accommodation: You are paid by your home employer; the year away is counted as a year of service; your spouse may work in the UK and be paid in pounds; and you claim heaps on your tax.

You will have the best year of your life!

## About the exchange teacher

Our swapping teacher, Kerri, coaches football, squash and tennis and is the Master in Charge of Environmental Education and Sustainability. Kerri is a young but experienced teacher, with excellent references, and lives in a one bedroom furnished apartment on the school grounds. Kerri has a partner who would accompany her on the exchange.

There is a shortage of family accommodation within the college, so it may not be possible for a family to be accommodated elsewhere in the college.

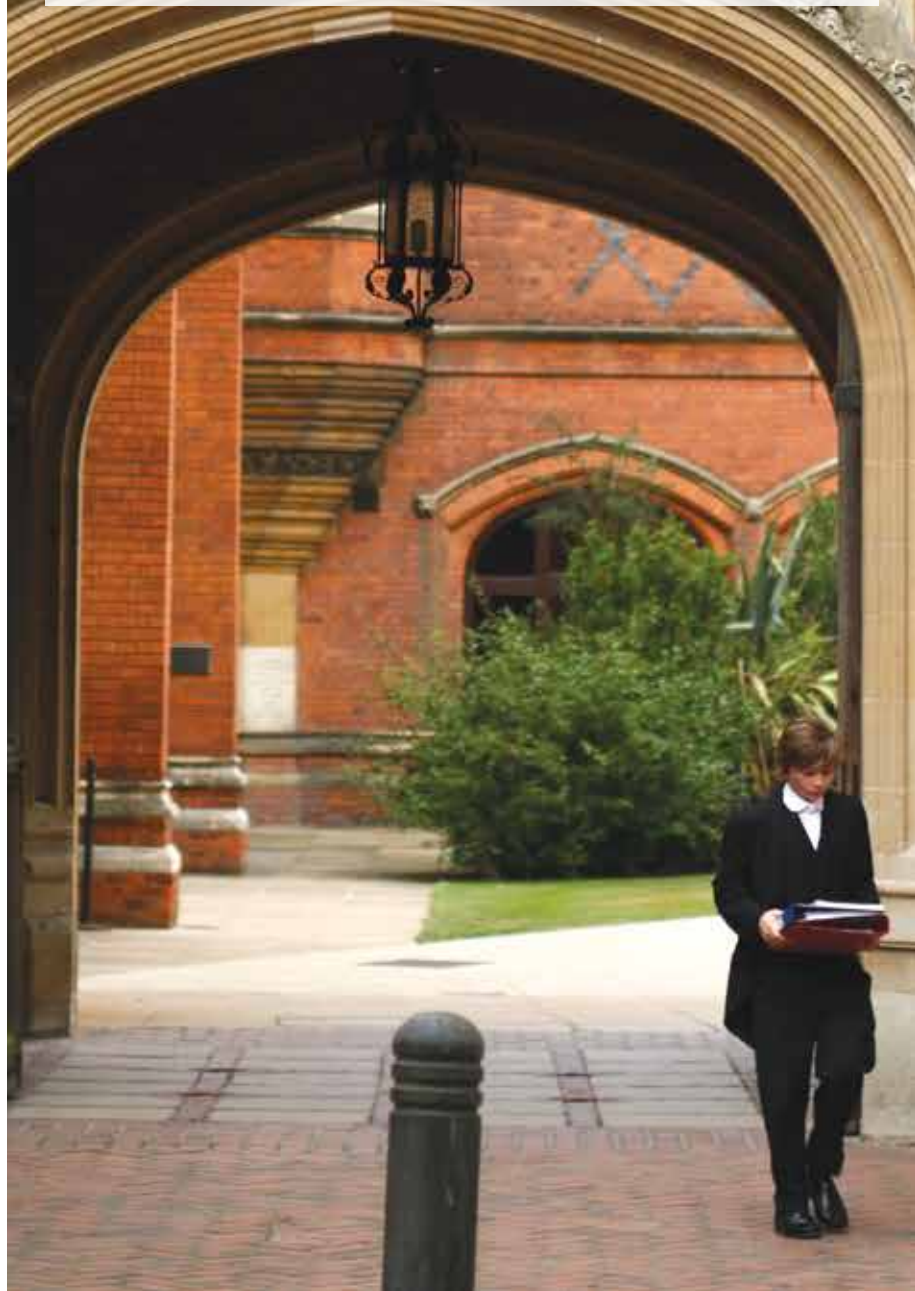
## About the school

Eton is a fee paying, academically selective independent school. Eton College was founded by King Henry VI in 1440 and is a boarding school for boys aged 12 to 18. Its buildings and fields occupy most of the town of Eton.

Eton is an hour from London by train; a beautiful part of England. The IEU assists with your visa/work permits for both you and the exchange partner.

For more information on this exchange, call me on 8202 8900 or 1800 467943. Look up [www.ieu.asn.au](http://www.ieu.asn.au) - teacher exchange - download an application and read the great testimonials.

Helen Gregory Exchange Coordinator





# Challenging student behaviours put teachers' careers at risk



**Challenging student behaviours are affecting the health, productivity and welfare of Australian teachers as well as the students themselves, a leading special education academic said.**

Dr David Armstrong, author and Chair of Research in Special Education (RISE) within Flinders University's Educational Futures Research Institute, said teachers, behaviour specialists and parents should focus on identifying the cause of challenging behaviours that may have an enormous impact on the student.

"Many students are struggling to psychologically cope with school or with mental health conditions, and express their distress through damaging behaviours that challenge or concern parents and teachers," Dr Armstrong said.

"Students are being disciplined for their behaviours, often to the extent of being excluded from school or choosing to withdraw to avoid such discipline, yet the root causes of those behaviours may be ignored.

"In many cases the children are given behaviour labels that don't explain why they are not coping with school and why they express this through withdrawal or aggressive or defiant behaviours."

Dr Armstrong said children from disadvantaged backgrounds, or with disabilities such as autism, are most at risk of behaviours that lead to exclusion, poor school attendance or self withdrawal from school.

"These factors may be the cause of the challenging behaviours, yet they are often missed as the focus is on the behaviours," he said. "These causes should be identified and treated, and if necessary the students should be referred to specialists, at the same time as immediate strategies are implemented to help the student cope more effectively."

Dr Armstrong said the effect of students' challenging behaviours on their teachers was becoming increasingly apparent.

"Teachers' organisations in Australia, the UK and US are expressing concerns about the impacts of students' behaviours on educators' health and wellbeing, so that it is now considered a costly occupational problem," he said.

"Educating students with major behavioural needs is demanding, and teachers need all the support they can get.

"The phrase 'team around the child' has been used in schools – I prefer 'team around the teacher' to stress the need to support educators' welfare in meeting the needs of all students, now and in the future.

"Teachers and other professionals working with students should be non judgmental – show at all times that they care about them – while having the skills to prevent or de-escalate negative situations.

"Calmer school environments must be the goal, so all students and teachers can work safely and productively."

Connecting schools with good quality research that demonstrates what will work in classroom practice is a key issue, Dr Armstrong said.

He pointed to behavioural science and psychology as fields offering research to help in classroom situations. He said cognitive behavioural therapy (CBT) has long been used in health settings to help individuals adopt more positive behaviours, and clinicians use Trans Theoretical Model (TTM) to reduce damaging behaviours such as smoking and excessive alcohol use.

"These are proven therapies that are rarely applied in education settings," Dr Armstrong said. "This seems like a lost opportunity.

"The lesson from the US is that efforts to tackle this problem will probably fail to be sustained without root and branch reform. To serve the needs of students whose behaviours are concerning we need to provide more support to teachers and connect our schools with the mental health services that will support our students.

"Universities and state and federal governments all have roles in what will require an interdisciplinary approach to reform."

## New centre puts students a step ahead



**St Paul's College Kempsey is able to serve its student cohort better thanks to the addition of a Trades Skills Centre (TSC).**

The TSC was built in the final round of Trades Training Centre funding from the Federal Government. It opened in 2015 and provides opportunities for students to gain certificates in Agriculture or Construction Pathways as a key part of their HSC.

Principal Kevin Lewis said the vision of the College with respect to the TSC is to

"provide students in the Macleay Valley with realistic and relevant trades entry level skills to prepare them for the world of work available to them in the local area".

"The Macleay is a blue collar and farming community so these skills gained by students put them ahead of the game in terms of gaining trades and apprenticeships."

"The two spaces combined were built at a cost \$1.5m and provide excellent training facilities for our stage 6 VET students.

"My vision is to further expand opportunities for students in this area particularly with the compulsory school leaving age being raised to 17. It will become even more relevant with changes to the HSC in 2020 with more students potentially opting to not sit for the HSC but to take other pathways."

Kevin said the TSC was a focal point for staff from science, hospitality, environmental and other faculties, bringing them together to work on a number of projects.

Leader of Technological and Applied Studies and Careers Advisor Darren Stephen said the TSC was a great opportunity for students to get real life experience and get a step ahead with apprenticeships.



# Going into bat for charity

**The work of the Union encompasses a wide range of activities, but IEU officers also seek to contribute to the greater good away from work as well.**

One such pursuit is a charity cricket match held every January at Newington College in Stanmore, in Sydney's inner west, arranged by IEU Organiser Kendall Warren, in conjunction with long time IEU member (and Newington House Master) Graham Potter.

"Me and several of my mates have been playing social cricket matches for years, originally at Queens Park in the eastern suburbs," Kendall said. "But as life changes led people to move west away from the beach, we found that our matches were no longer being held at a convenient place, so we started to look around for an alternative."

"Graham and I have been friends for nearly 20 years, and I got talking to him at a party one night. At the time he was acting as Sports Master at Newington, and he suggested that if we were willing to play for charity, we could access the Newington pitch during the summer holidays free of charge. Given the facilities at Newington, we jumped at the offer".

The matches have since evolved into a regular annual event, played under a '20-20-20-20' format (two innings for each side). Every player gets a bat in each innings, and anyone who wants to bowl a few overs gets to do so. Lunch is provided, and feedback from each match has been universally positive.

"Cricket is one of those sports that allows friends to come together in a typically Australian way yet at the same time provides a scaffold for fundraising," Graham said.

Each player pays \$50 to play, and, after the expenses of lunch and equipment are taken out, that usually means between \$600-\$800 is raised for Graham's house charity, CanTeen, depending on how many players show up.

"CanTeen is an organisation that does so much for kids with cancer, but also gives wonderful support to those who are close to the cancer sufferers."

Graham is also able to use the match as a learning experience for his young charges, and allows him to underline the importance of giving back to the community. "Service to those in need is an integral part of Newington and humanity. It allows those who can to contribute to those in need, with a win for all parties."

In May, Kendall went to the school to hand over this year's takings in front of Graham's house, Le Couteur.

"I noted that I work for a Union because I love helping people, and I told the boys that this could be done in myriad ways – even with something as fun as a game of social cricket with mates."

The next match is already scheduled for early January 2018, thanks in no small part to Graham's help, and also that of the Newington school leadership and facilities department. So the tradition continues!



# Wrigglers eating their way through waste

**A 240 litre bin full of food scraps no longer heads to landfill every week thanks to the hard work of Trinity Anglican College staff and students, aided by a \$3000 IEU Environment Grant, sponsored by Teachers Mutual Bank.**

The Thurgooda school applied for the Environment Grant in 2016 after participating in a HalveWaste organic bin trial, which highlighted the amount of food scraps being thrown out every week.

Junior Science teacher Jarryd Thurling said this huge amount of waste "set alarm bells ringing".

The school was thrilled to be successful in winning the grant which enabled them to buy 17 worm farms.

"Year 3 students collect food scraps from each junior school classrooms, the canteen and the office facilities. Students then either blend the scraps, or cut them up and put them into the worm farms," Jarryd said.

"Each fortnight on a Friday afternoon we set up a small market stall. Students have been selling 'worm juice' or worm wee to the parents.

"The students have designed labels and market the products. With the money made we have purchased three 400 litre compost heaps which we use to store the food that the worms cannot eat.

"We are able to add scrap paper, paper towels and newspapers into the compost heaps. On occasion, we replace the worm bedding and sell the worm castings.

"Since we have established the worm farms we have continued to take the school in a green direction.

"This year we have added 21 wicking garden beds made from recycled intermediate bulk containers. At a later stage we will add composting worms from the

farms to the IBC tanks with the use of a 'worm tower' to be installed into the beds."

Jarryd said the wicking beds were chosen as they are water friendly and plants can last a week or more in summer without being watered, allowing them to survive the holiday periods.



"In spring, we will be growing summer fruits and vegetables and selling them as part of our fortnightly stall. Students once again will need to market and advertise these products to the parent body.

"We have also started to make a cleaning product out of the peels from the orange juice. We place these peels

in vinegar for about six to eight weeks. As per other items this will be marketed and sold within the school.

"Money generated is being used to add additional supplies within the garden area, hopefully over time we will generate a collection of heirloom seeds which we plant and then capture seeds from at the end of each season to use for the next year.

"The transformation that has occurred within a 12 month window is incredible. The HalveWaste trial revealed just how much organic matter we were throwing out, the grant provided us with a solution to that problem and the inspiration to take things further.

"Some students have been pressuring their parents to purchase them a worm farm to use as home, which can only be a good thing!

"The students have gained an invaluable insight into how much waste we produce, how to work towards reducing their footprint, the impact of their decisions and their ability to make a difference in the world," Jarryd said.

Applications are now open for this year's IEU Environment Grants.

Members in schools, colleges or early childhood centres are invited to apply for one of five Environment Grants of up to \$3000 each, sponsored by Teachers Mutual Bank.

Typical projects could include habitat conservation, biodiversity, vegetable and kitchen gardens, water and energy saving, tree planting, recycling, waste, composting and Aboriginal cultural projects.

Applications close 19 July. For applications forms and further information contact Betty Tan at [betty@ieu.asn.au](mailto:betty@ieu.asn.au)





## From real estate valuer to union activist

Lee Cunningham's journey to employment as an IEU organiser is a bit different to the usual story, but she brings with her a skill set that should prove valuable.

Lee did a degree in Property Economics at Western Sydney University upon leaving school and worked as a valuer in the retail property world for five years.

"When I studied Property, being a valuer was sold as an honourable and respected role in the profession," Lee said.

"But when I got into it I found it didn't sit so well with me. I'd been told all my life I'd make a great teacher and I came to the realisation I would really love to teach."

With some experience working with children as a swimming coach, Lee undertook a Bachelor of Primary Education and since 2015 has had casual and 12 month contracts in Catholic and Education Department primary schools in Sydney.

"Last year I had 29 kinders, so I feel I can do anything now!"

Lee said she was surprised to find beginning teachers were not mentored

or supported well compared to young people developing careers in the real estate industry.

"I felt like my experience in property gave me insight in how teachers should advocate for themselves.

"My Year 12 history teacher had advised me to join the Union as soon as I got a job, so I got into the IEU straight away. I also had a great rep on my final prac experience.

"I became excited by the idea that I had skills from my property experience that I could use to help other teachers."

Lee has begun work for the IEU because she wants to inform, educate and assist teachers, particularly early career teachers, to better know their rights and entitlements.

"Teachers are so busy and preoccupied that they don't have a chance to find out what they're actually entitled to.

"Sometimes they just don't have the capacity to ask for help. That's where I come in."

"I became excited by the idea that I had skills from my property experience that I could use to help other teachers."

## How to be the 'go to' person



The IEU's recent Activist Conference provided support and inspiration for budding and experienced unionists.

Christina Ellul of Good Shepherd Primary School in Plumpton would fit the latter category.

She's been a union rep almost as long as she's been a teacher, 15 years at her current school and for a few years on and off at a previous school.

That doesn't mean she isn't open to new learning, and the conference provided her with some tips for her biggest challenge: encouraging others to take up the Rep's mantle.

"One day I will move on, and I don't like the thought of there not being a 'go

to' person to replace me," Christina said.

Coming from a family background of migrants who worked hard and struggled against poor working conditions,

Christina said she's always wanted to make sure people were treated fairly.

She first joined a union committee where she learnt from a very experienced rep, but gradually people dropped off and she became a committee of one.

"I would hate to think people didn't feel they had a safe place to turn to. And if we don't remain vigilant, we will lose the entitlements we have fought so hard for."

"I would hate to think people didn't feel they had a safe place to turn to."

Learning about the history of unionism and how current conditions have been achieved at the conference is something Christina plans to take back to her school to share with other members.

"I want to learn how to encourage people to be involved in something bigger than themselves, that's what I really want the Union's support for."

Christina said hearing about the journeys of new IEU Organiser Lubna Haddad and James Jenkins-Flint, and how they had come to their positions, was "powerful".

"Understanding history, communicating it to the members so they can become advocates themselves, that is what I am working towards."

# ENVIRONMENT GRANTS NOW OPEN

IEU members are invited to apply on behalf of their schools, colleges or early childhood centres for one of five Environment Grants of \$3000 each, sponsored by Teachers Mutual Bank, to help with your environmental projects.

Teachers Mutual Bank (TMB) has a proud history of funding education projects that bring sustainability projects to life and is the sole sponsor of this initiative.

There is no definitive list of possible activities, but typical projects include habitat conservation, biodiversity and tree planting; outdoor learning areas; vegetable and kitchen gardens, organic produce; water and energy savings; waste, recycling and composting projects and Aboriginal cultural projects.

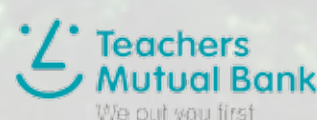
Eligibility criteria include the long term viability of the project, a link to broader environmental education strategy and effective management of the project.

**Applications close Wednesday 19 July 2017**

The project implementation dates from the time of grant announcement to the end of the school year 2017.

Successful grant applications announced on [www.ieu.asn.au](http://www.ieu.asn.au), Friday 18 August 2017. Profile of members' winning applications will be published in Newsmonth Issue 6 2017.

For application forms and further information contact Betty Tan at [betty@ieu.asn.au](mailto:betty@ieu.asn.au)





## Time to teach anyone?



**Chris Wilkinson**  
President

**It is hard to believe that it is June already. How time flies. The work of a school teacher has changed over the years. We are constantly being bombarded with extra duties and things that must be completed by a certain time. As well as teach the children in our care, the workload is constantly changing.**

Over the past few months we have been setting exams, supervising exams, marking exams, writing reports, completing SALT modules on line, attending staff meetings, professional learning groups, subject meetings and network meetings, data for various things, differentiating assessment tasks and learning modules, updating programs and registers, parent teacher interviews and answering phone calls and now the constant emails. The list goes on. As well as all the extra tasks we are being asked to do, we also have to make time to do what we all love doing – teaching.

As a classroom teacher for many years, I have never worked harder or longer to complete everything that is expected in a day.

Teachers are working harder and longer than ever before. Long gone are the days when teachers started work at 9am and finished at 3pm and enjoyed 10 weeks holiday a year as most people think. More and more first year out teachers are leaving the profession as a result of the expectations and workload. Something must be done and done soon to keep these teachers in the profession. For our sanity we must all learn to say 'no' and say it loudly. We must all stand united and support each other in our workplaces. I urge you all to promise yourself that you will have a work free holiday in July and enjoy your time doing things with family and friends.

If you know that there are non members in your school, make a point of having a conversation with them about the benefits and importance of joining our Union. Call a chapter meeting and invite them along. Help them fill in a membership form and send it in for them.

Changes to superannuation commence on 1 July. Make sure you are aware of these changes or contact your superannuation fund for advice.

Enjoy the remainder of the term and more importantly enjoy your holiday break. Winter is well and truly with us, so rug up and keep warm.

## Protecting and enhancing workplace interests



**Pam Smith**  
Principals Organiser

**Within the context of the current funding debate, the IEU has spoken with many principal members in Catholic systemic and independent schools who are deeply concerned about the threat to their school's resourcing and ultimately to their enrolments.**

This is a particular issue for Catholic systemic primary schools in the ACT but other principals have also raised their concerns with the IEU.

One Catholic independent school principal told the IEU that his school is projected to lose \$8.5 million over the next 10 years.

The Union has especially condemned the Federal Government's lack of consultation with the education sector, including the IEU and the AEU. There are also concerns about new funding conditions that will be imposed by government on the way principals, teachers and support staff perform their work. More political interference in schools!

In the Catholic sector, many principals have recently attended the Association

of Catholic School Principals Conference in the Hunter Valley and the IEU has provided information to principals participating in the conference. Special appreciation is expressed to IEU Principals Sub Branch President Sidonie Coffey and other IEU principal members for their engagement with their colleagues at the ACSP conference.

As discussed at the Term 2 IEU Principals Sub Branch meeting and highlighted in *Headlines*, principals have a vital role to play in advising and supporting their teaching staff in regard to the NESA accreditation of pre 2004 teachers. NESA is currently working with all NSW education employers to capture all pre 2004 teachers into the system for their accreditation 'licence to teach' in 2018.

Further advice and support is available from the IEU in relation to accreditation for principals and their staff.

Further IEU Principals' Sub Branch meetings are scheduled for 5 August and 4 November. The IEU looks forward to breakfast meetings with Sydney Southern Region principals on 15 June, Maitland-Newcastle Diocese principals on 23 June and also welcomes the opportunity to meet with principals at regional, diocesan or other occasions.

## What's in a name



**Gabe Connell**  
Vice President ECS

**Over the past months I have been reading posts on early childhood sites and blogs in regard to the role of Educational Leader (EL) and the difficulties some teachers are having with this role. In many cases the EL is a teacher within a service who is trying to do the 'job' from a non leadership or power based position. They are often not the Nominated Supervisor or Director. This in itself is causing problems.**

ACECOA fact sheet on EL states:

"The educational leader has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. It is a joint endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

"Neither the National Quality Standards (NQS) nor the legislative standards are prescriptive about the qualifications, experience, skills or include a role description for the person chosen to be the educational leader. The flexibility of these provisions allows approved providers to choose the person in the service best suited to take on this role."

Many teachers I talk to who are in the EL role and who are not in a leadership role

within their service are saying that in many cases they are not able to implement change, improve program and practice or motivate others to reflect and take action.

Why is this so? Is it because teachers don't take the role seriously? Is it because it challenges their practise and by reflecting and making change their previous practise will be seen as lacking or not up to standard? This issue has arisen across the board both in community based and private services. If change requires financial input then often this is a barrier if owner/operators/approved providers are unwilling to spend the money.

Perhaps the role description for the EL needs to state that it is a 'real leadership' position and not just a title we have to have to comply with the NQS. This needs to be looked at by ACECOA and state regulatory bodies as well as the Approved Provider, to ensure that practise and pedagogy continues to be extended and evolve, to ensure that teachers keep up with current research and that they are not afraid to implement change and take risks in their practise, and that children and families have the best possible outcomes.

I am hearing about tired, disillusioned ELs who resign from their roles, frustrated and disappointed in themselves.

Perhaps the EL needs to have a higher level of pay attached to the role as co-ordinators in schools have. This could be written into enterprise agreements. The role certainly needs to have more importance and respect attached to it to avoid the pitfalls that are occurring now.

## Aboriginal and Torres Strait Islander school support staff to be applauded



**Carolyn Collins**  
Vice President Support Staff

**Aboriginal and Torres Strait Islander school support staff throughout Australia are to be applauded for the work they do in our schools. With occasions such as the recent National Sorry Day and upcoming NAIDOC Week celebrations, they work hard to help raise awareness about the importance of our Aboriginal and Torres Strait Islander peoples and this beautiful land in which we live.**

Thousands of students, teachers and communities throughout Australia have taken part in National Sorry Day observances, which acknowledge the mistreatment of Indigenous Australians. Twenty years ago the landmark *Bringing*

*Them Home* report was handed down. This report highlighted the struggles of many thousands of Australian Aboriginal and Torres Strait Islander peoples. Not only the children who were removed and never to come home, but those affected by this forcible removal. The report permeates with grief and loss, the shared stories are compelling and heart wrenching.

It is 50 years since the 1967 referendum allowing the Constitution to be amended to include Aboriginal people. Yet there is still a long way to go with Aboriginal children significantly behind non Aboriginal children by the time they start Year 1. The proportion of Aboriginal teachers is still minimal.

Community, Connection, Belonging - School Support Staff Conference 11 August 2017. Guest Speaker Yassmin Abdel-Magied. Be sure to book you place early.

I trust you enjoyed World School Support Day on 14 June!

**Free t-shirts**  
Ask your  
Union organiser



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# They came from far and wide to Hunter Valley forum

Over 120 IEU members enjoyed the recent Hunter Valley sub branch Women in Education forum and dinner at Fort Scratchley Multipurpose Centre in Newcastle. Teachers and support staff came from as far as Swansea and Port Stephens, with groups from Branxton, Abermain, Wallsend, Merewether, Thornton, Warners Bay, Cardiff, Mayfield, Adamstown, Booragul, and Gateshead.

Guest speaker Meryl Swanson MP, elected Federal Member for Paterson in 2016, spoke about the Turnbull government's school funding announcements and their shortcomings for both government and non government schools in the Hunter region and across Australia. She outlined Labor's position and her commitment to strongly voice the educational needs of children and their families, with particular attention to the need for increased funding for children with special needs and disabilities.

Meryl Swanson praised the teachers and support staff she had seen in action as a mother of two girls. She encouraged women to 'seize the day' and take their active place in leadership positions in the community and all levels of government and outlined her career path from radio

presenter and member of the Maitland Business Chamber, Youth Express, Hunter Region Organisation of Councils and Hunter Tourism to more recently the Federal Member for Paterson.

Meryl's current responsibilities include, deputy chair of the Parliamentary Standing Committee on Agriculture and Water Resources, chair of the Labor Party Caucus Committee on Sustainable Australia and she is a member of Caucus Committees on Education, Science, Research and the Arts, also the Status of Women, Country Labor and the National Policy Forum.

It was a great night offering information, discussion and fine dining. IEU Deputy Secretary Gloria Taylor presented a comprehensive overview of the IEU's industrial and professional agenda giving her insights into current enterprise agreement negotiations and the campaign on workloads.

IEU President Chris Wilkinson gave a potted history of the Women's Forum and it's humble beginnings in a Newcastle pub in 2003 to the current event, with great numbers of women coming from all over the Hunter to Newcastle's Fort Scratchley Multi Purpose Centre. She encouraged members

to be active, vigilant and use their networking skills to support their Union. She urged them to take advantage of the Union's extensive Professional Development programs and special interest conferences throughout the year.

Pam Smith, Assistant Secretary and Women and Equity Committee Convenor, spoke of the Union's campaign Hands Off Parental Leave giving the political background to the issue and the IEU's participation with other unions to save paid parental leave – "and we did" said Pam.

Pam proudly stated; "Our members' persistence, support, campaigning and our Union's representation and networking with other unions across Australia has successfully swept this off the Turnbull government's table. There were none of the mooted cuts to paid parental leave announced in the 2017 Budget. We will continue to be watchful and monitor any statements the Federal Government might make on this issue, which is so important to our members. The Union's 'Hands off Paid Parental Leave' campaign has achieved a significant win for IEU members and other women and families throughout Australia."

A good night was had by all.





## Great dinner dates

IEU will host a number of great events (free for members) as part of its Women's Forum schedule this year. Well known female sports journalist and presenter **Debbie Spillane** (pictured) is guest speaker at the Mid North Coast Women's Forum and Dinner to be held at 6.30pm on Friday, 23 June.

IEU Women's Equity Committee convener Pam Smith will speak about the IEU's equity agenda with an update from Organiser Sandra White on the local scene and an introduction by executive member Suzanne Penson and IEU President Christine Wilkinson.

Debbie Spillane was a ground breaker as a women sport journalist who started her career in 1984 on the ABC. Since then she has been a TV and newspaper regular columnist and panelist, and umpired men's cricket and coached a schoolboy rugby league team. Her life is chronicled in the book *Where Do You Think You Are Going Lady?*

The event will be held at Nostalgie Café, Port Macquarie.

RSVP Franca Castellano on toll free 1800 467 943 or email [franca@ieu.asn.au](mailto:franca@ieu.asn.au) by 20 June.

### North Coast

The North Coast Sub Branch Women's Forum and dinner will be held in Ballina at 6.30pm on Thursday, 10 August 2017, venue yet to be confirmed.

The guest speaker is Dr Kate Gahan, a Northern Rivers historian who has been awarded the prestigious \$30,000 2016 NSW History Fellowship. Dr Gahan is undertaking a self directed professional development program including research and production of an exhibition, *Entangled Encounters*, exploring the social histories of the Aboriginal communities and the culturally diverse people living in the Clarence, Richmond and Tweed River districts during the 19th Century.

Attending the forum will contribute 30 minutes of NESA registered PD. Contact [cassie@ieu.asn.au](mailto:cassie@ieu.asn.au) to register your interest. Limited places are available.

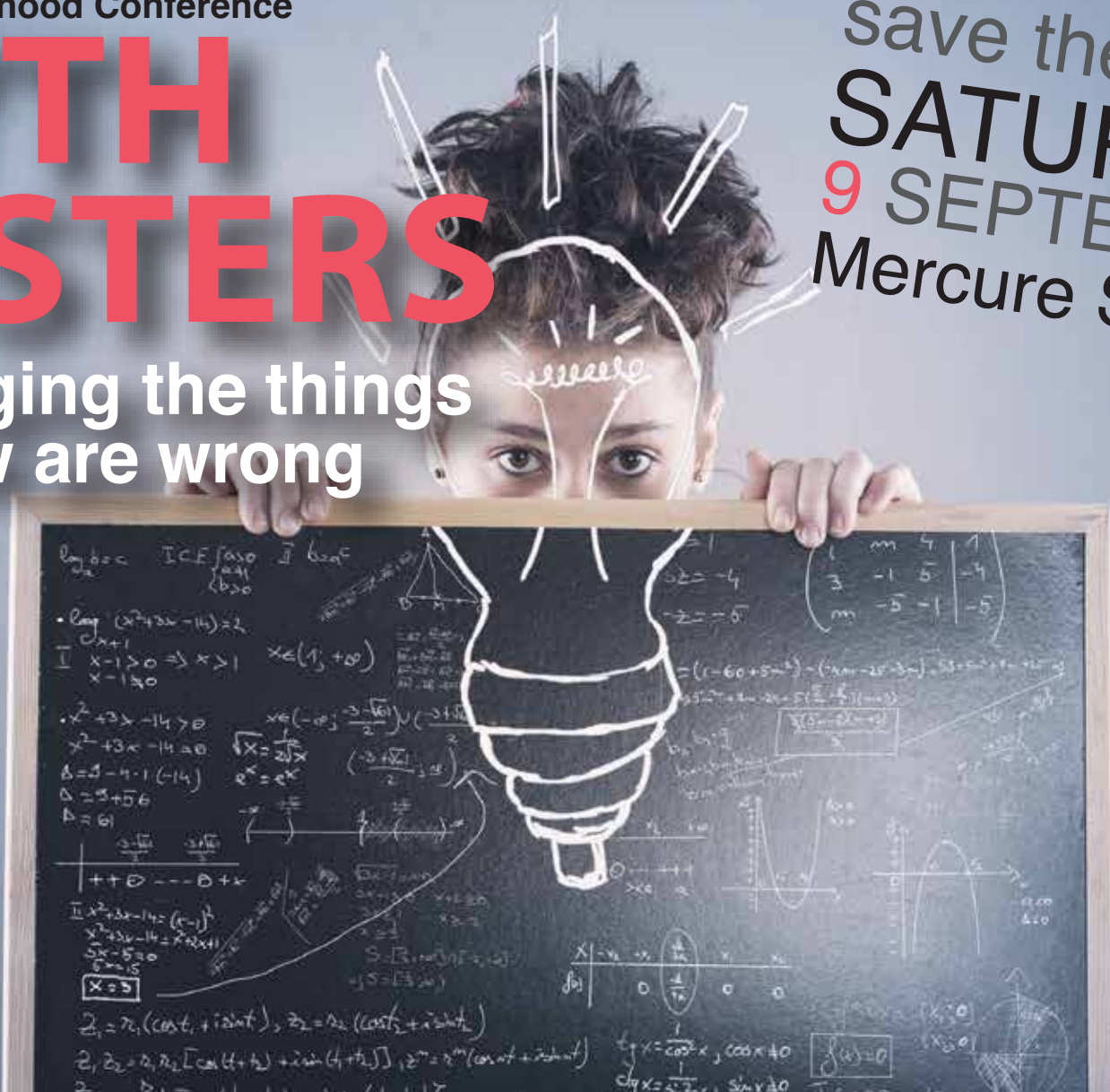
**Sandra White** Organiser

IEU Early Childhood Conference

# MYTH BUSTERS

Challenging the things we know are wrong

save the **DATE**  
**SATURDAY**  
**9 SEPTEMBER**  
Mercure Sydney



Contact Kayla Skorupan on 02 8202 8900 TF 1800 467 943 or [kayla@ieu.asn.au](mailto:kayla@ieu.asn.au)



# Facebook comments

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

**Teacher risks her job by banning NAPLAN equivalent tests in UK**  
 Simon: We have Catholic schools offices who are now ranking schools against each other using NAPLAN raw data; consultants who insist blindly on the validity of NAPLAN and at the same time try and use the term 'best practice' in the same breath. Principals (and let's all agree that the climate and culture of the school mostly lands with the leadership) are so eager to capitulate.  
 When did we, the noble profession, stand for justice collectively? We can't even agree to take a stand on NAPLAN let alone make a statement based on core gospel values of justice and mercy.

Government principals have shown Proserpina dissent by voicing their very valid views. Government schools at least have stood and worn T-shirts to protest against illegal detention of those in most need. I'd love to see a stand against, well, anything at this stage.

**'We fixed it': Christopher Pyne blasts Catholic schools over 'dishonest' claims**  
 James: Maybe it's time independent schools do more with less. One school I know bought every teacher a surface 4 pro. A \$2000 tablet for every teacher at cost of over 80k! That could almost fund another teacher entirely to reduce class sizes. A little more oversight wouldn't hurt.

**Top 10 ways to demotivate teachers**  
 Ange: Staff wellbeing is a major issue that many schools don't address.  
 Secret Teacher: My headteacher has handed control to the students.  
 Nat: I would say that sadly this is already the case in many schools. Students and parents control the agenda while teachers are powerless! Time to take back control.

**Home educated students miss out on disability support services**  
 Robin: So important for parents to do a great deal of research to find the right school for their child.

**The IEU hosted its annual Women in Education forum and dinner at the Multipurpose Centre, Fort Scratchley in Newcastle.**  
 Amy: Great night! Thank you!  
 Debra: Looks like a great night, sisters.  
 Kerrie: Already looking forward to 2019, great night well done IEU.

## Giveaways



### Friday Barnes Under Suspicion

Author: RA Spratt

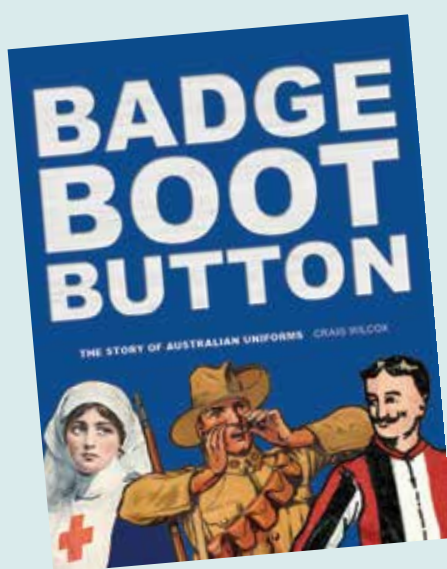
Publisher: Random House

Three copies to give away

When Friday Barnes cracked the case of Highcrest Academy's mysterious swamp yeti, the last thing she expected was to be placed under arrest. Now with the law on her back and Ian Wainscott in her face, Friday is not so sure boarding school was the smartest choice.

From a missing or not so missing calculator to the appearance of strange holes in the school field, she is up to her pork pie hat in crimes – and she swears not all of them are hers. There's also new boy Christopher, who has taken quite a shine to Friday, to contend with.

Can Friday navigate the dangerous grounds of Highcrest Academy and decipher a decades old mystery without getting caught in an unexpected love triangle?



### Badge Boot Button – The Story of Australian Uniforms

Author: Craig Wilcox

Publisher: NLA Publishing

Three copies to give away

At first, the Australian military followed Britain's example in regard to uniforms, fitting soldiers out in the traditional 'red coats'. These were impractical in the scorching heat of the new environment. *Badge, Boot, Button* explores the army's gradual adaptation to the environment, complete with images of original uniforms. While soldiers had their own struggle with uniforms, army nurses, working behind the scenes of battle, endured a great deal more. Their uniforms were described by one unfortunate wearer as being close to literal 'torture', with traditional nurses' caps making it feel as if their heads were "practically in a vice".



### The Simple Gift

Author: Steven Herrick

Publisher: UQP

Three copies to give away

This is Herrick's third novel (in verse) for young adults. It's about Billy, who leaves home aboard a freight train heading interstate. Billy finds himself in Bendarat, living in a disused train carriage, where he meets a homeless man called Old Bill.

Old Bill drinks away his past while Billy tries to find a future. The other main character is Caitlin, a girl Billy meets in Bendarat. All three characters are searching for something to give their lives substance.



Email entries to [giveaways@ieu.asn.au](mailto:giveaways@ieu.asn.au) with the giveaway you are entering in the subject line and your name, membership number and address in the body of the email. All entries to be received by 1 July 2017.





# Super in the budget

**ngs Super**

**Bernard O'Connor**

NGS Super



**Last year's budget changes to superannuation were significant and wide ranging in an attempt to restore equity to Australia's retirement system.**

If you consider the reduction in the contribution limits and the \$1.6m limit on income streams, it is clear that these measures were introduced to ensure the tax advantages provided within super are no longer available for wealthy individuals who can afford to 'stash' large amounts of capital into the super system. These measures (and others) will come into effect on 1 July 2017 and the fact that the \$1.6m cap on income streams is retrospective shows that the tax free environment above this cap for income streams is no longer available.

The changes announced in this year's budget are clearly more low key and less controversial. Housing affordability, greater regulation and a new complaints handling authority for superannuation and financial services are just some of the areas to undergo change if the government proposals are legislated.

The following key proposals for superannuation in this year's budget are:

- First home super saver scheme (from 1 July 2017) – first home buyers will be allowed to save up to \$15,000 each per year up to a lifetime limit of \$30,000 for a home deposit within their super fund. These savings will be in the form of concessional (before-tax) contributions. Bear in mind that an overall \$25,000 annual cap on concessional contributions (including contributions made by the employer) will apply, which may reduce the annual amount to less than \$15,000 per year. It is also worth noting that employer contributions, including the Super Guarantee (SG) of 9.5%, will not be available for the first home super saver scheme.
- People over age 65 will be able to make a non concessional (after tax) contribution of up to \$300,000 from the sale of their principal residence, so long as they have lived in their home for at least 10 years. Both members of a couple will be able to take advantage of this measure for the same home. These contributions will be in addition to those currently permitted under the existing rules and caps and they will be exempt from the existing age test, work test and the \$1.6m transfer cap. This proposed measure (1 July 2018) is aimed at freeing up the housing market by encouraging down sizing of residential properties. Couples will be able to contribute \$300,000 each into super irrespective of other rules such as the 'work test'. The budget material confirms that the sale proceeds contributed to super under this measure will remain subject to the age pension assets test.
- The establishment of a single authority to deal with disputes in the financial services sector will see the establishment of the Australian Financial Complaints Authority (AFCA) replacing among others, the Superannuation Complaints Tribunal, and will deal with banks, insurance companies and superannuation.
- Capital gains tax relief for super funds which merge has been extended to 30 June 2020. This measure will ensure that super funds are not penalised with capital gains tax when transferring assets. It is clear that amalgamation of super funds is an objective of the government and the capital gains tax relief will facilitate industry consolidation.
- Enhanced powers for the Australian Prudential Regulation Authority (APRA) means APRA will be given stronger powers to remove and disqualify directors and senior executives who work for an APRA regulated entity.
- The Australian Securities and Investments Commission (ASIC) will receive increased funding for the financial literacy program to help promote ASIC's efforts to increase investor and consumer confidence, trust and participation in the financial system.

So unlike the major reforms in superannuation which happened in last year's budget, the proposed measures will be less far reaching with added goals of improving housing affordability and increased regulation of the financial sector.

*(Important information: The information in this article is general information only and does not take into account your objectives, financial situation or needs. Before making a financial decision, please assess the appropriateness of the information to your individual circumstances, read the Produce Disclosure Statement for any product you may be thinking of acquiring and consider seeking personal advice. Past performance is not a reliable indicator of future performance. Any opinions are those of the author and do not necessarily reflect the view of NGS Super.)*



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**Vice President ACT**  
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Peter Moore  
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Patricia Murnane  
McCarthy Catholic College Emu Plains

Caroline McCaffrie  
Our Lady of the Sacred Heart College Kensington

Tina Ruello  
Catherine McAuley College Westmead



## PD, Conferences and Meetings

**14 June** online PIP Maintenance of Accreditation -

**15 June** Fairfield RSL Writing a winning resume -

**20 June** online PIP How NSW Accreditation Works

**22 June** online PIP Maintenance of Accreditation

**20 July** Dapto Leagues Club Practical Classroom Management with Glen Pearsall

**24 July** online PIP How NSW Accreditation Works

**25 July** Online PIP Maintenance of Accreditation

**1 August** Trade Union Club Gynea Writing a winning resume

### School holiday courses

**6 July** Ultimo Accreditation at Proficient Teacher workshop

**7 July** Ultimo Teachers Mutual Bank – Student Teacher Seminar - Steps to success

*For updates check [www.ieu.asn.au](http://www.ieu.asn.au)*

## For IEU meeting dates see [www.ieu.asn.au](http://www.ieu.asn.au)

### Our locations

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

Parramatta Level 2, 18-20 Ross Street, Parramatta NSW 2150 (02) 8202 8900

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

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





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**Where** Mercure Sydney  
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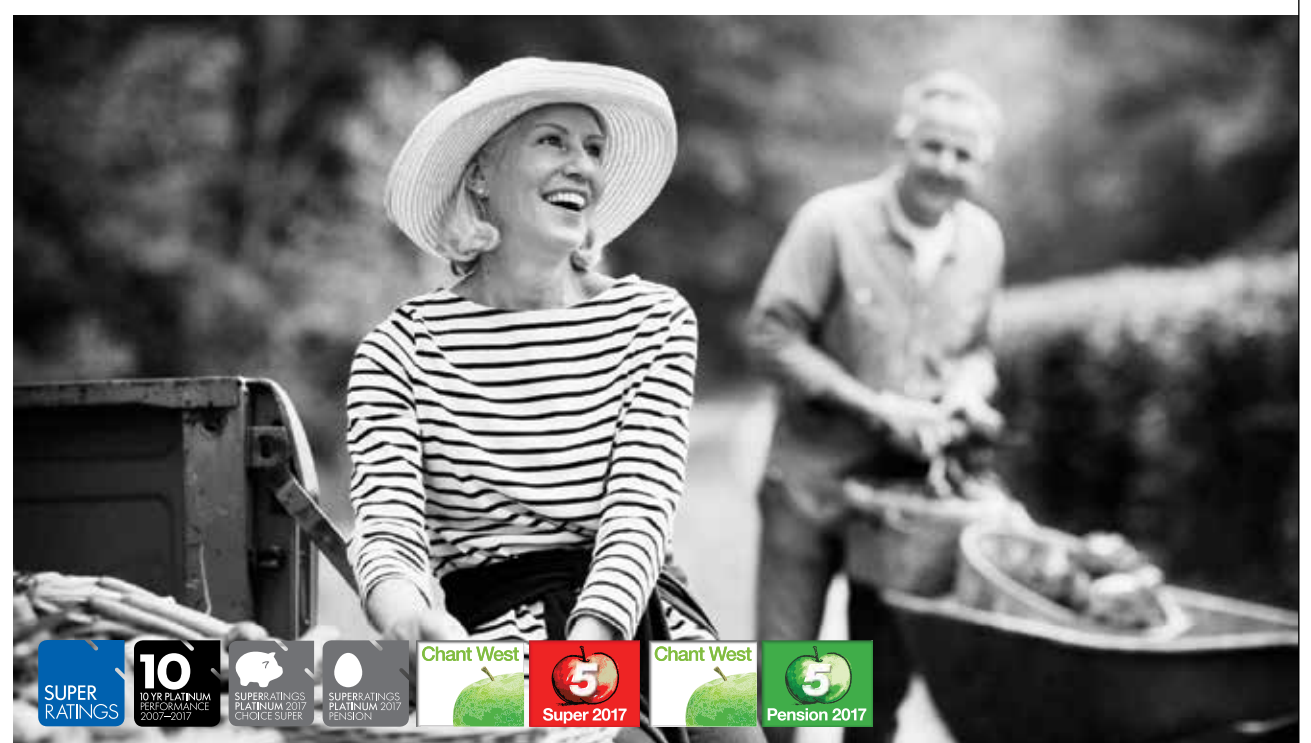
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