

# The importance of the right to arbitration

Gloria Taylor  
Deputy Secretary



**Negotiations between the IEU and the Catholic Commission for Employment Relations (CCER) for a new NSW/ACT Catholic Systemic Schools Enterprise Agreement (EA) have reached an impasse over the right to arbitration in the Dispute Procedures clause in the EA. At the core of the matter is the Catholic employers' attempt to remove the right of arbitration to resolve industrial disputes thereby making the EA much harder to enforce and the Work Practices Agreements (WPAs) impossible to legally uphold.**

This issue is of great importance to the Union as this right provides protection of the working conditions of teachers and support staff. The Union is calling on members across the Catholic systemic sector to take a stand against the Catholic employers' position. It is anticipated that this will involve industrial action if the matter remains unresolved.

## Background

The IEU has had a right of arbitration to resolve disputes for many years. Historically we could refer any dispute to the Industrial Relations Commission (IRC). Following conciliation, the IRC could arbitrate the dispute.

In the transition to the federal system in 2010 and in subsequent negotiations since then, the Catholic employers agreed with the Union that disputes about the content of an EA or WPAs could be resolved, that is arbitrated, by the Fair Work Commission (FWC).

The capacity to resolve WPAs by arbitration is of particular importance. Dealing with escalating workloads has been a major element of the IEU claim for teachers. The Union sought to embed working conditions in the EA. Only the Dioceses of Canberra/Goulburn and Wollongong have agreed to include the WPAs as annexures to the EA. In the case of the other dioceses the Union needs to rely on the right to arbitration as there are no other legal means of enforcement. For many months the Union has been negotiating for significant improvements in working conditions diocese by diocese and we do not want to see these outcomes diminished.

Despite the agreed intention of the Dispute Procedure clause in the current EA, Catholic employers now hold the view that there is no right to arbitration under the clause unless the employer agrees. The Union has sought to remove any ambiguity in the clause about the right to arbitration.

CCER maintains that arbitrations are few and therefore the right is unnecessary. It is our experience, however, that where this right does not exist, FWC recommendations during the conciliation process can be (and are) ignored

by employers. The right to arbitration greatly strengthens conciliation in resolving disputes, hence the small number of arbitrated matters.

The CCER also claims that the right to arbitration will suddenly lead to a flood of litigation on the part of the Union against the Catholic employers before the FWC, but the opposite applies. Without the right to arbitration the Union can only take EA breaches to the Federal Circuit Court. This is a litigious process and therefore quite cumbersome with significant time demands and expense for both parties. Arbitration before the FWC is not litigation – no damages, penalty orders or pay order can be made and the parties do not need to be legally represented. It is unreasonable for the employers to reject such a process.

It is the view of the Union that the right to arbitration should not be optional under the *Fair Work Act*. The Union movement will step up its campaign prior to the next election for improvement to the *Fair Work Act* and we anticipate that this should include an automatic right to arbitration to resolve relevant disputes and more reasonable access for workers to take protected industrial action. Such a result would strengthen our agreements in all sectors including early learning and independent schools.

In the case of the Catholic Systemic EA the IEU seeks the support of members to fight to hold on to this right.

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# IEU in dispute with Bishop of Maitland-Newcastle Diocese

**The IEU has been in dispute with the Diocese of Maitland-Newcastle concerning a proposed restructure of the Catholic Schools Office and other agencies in the Diocese.**

Bishop Bill Wright announced in late May his intention to achieve greater unity and coordination between the different agencies of the Diocese, including for example the Chancery, the Catholic Schools Office (CSO), CatholicCare, parishes, the Catholic Development Fund etc. The Director of Schools Michael Slattery met with the Union in early June and provided an overview of the proposed changes and also met with the CSO staff. A number of senior CSO staff were advised their positions would be made redundant as a result of the restructure.

**Failure to consult**

In mid June the Union wrote to the Bishop seeking clarification concerning the impact of the proposed restructure on CSO staff, asking if the employer would change under the new structure and whether there would be redundancies,

transfers or changes in conditions of employment of CSO staff. The Union also pointed out the legal obligation of the employer to consult on proposed changes of this sort.

Principal members of the Union in the Diocese raised questions about the impact on schools of the restructure and whether the cost of services would increase under the new model. Concerns were also expressed about the potential use of school funds to support non educational functions of the Diocese.

The Union was advised the Bishop was unavailable to answer our questions nor meet as he had gone to Rome.

As a consequence, the Union notified a dispute to the Fair Work Commission concerning the failure to consult.

**CSO EA under threat**

The Union was advised that the long anticipated vote on an Enterprise Agreement (EA) to apply to CSO staff would be deferred indefinitely until the restructure dispute was “resolved” and the “implications considered and understood”. CSO staff were concerned

about the delay and authorised the Union to commence the steps to take protected industrial action.

**Discussions**

The Bishop and his advisers finally met Union representatives on 4 July. Following that meeting the Bishop has confirmed that the CSO EA can now proceed to the vote, has agreed that there will be no further redundancies of CSO staff in 2017 and has agreed that the Bishop will comply with the consultation requirements in relation to future changes. The conference scheduled for the Fair Work Commission has been deferred to allow for further discussions between the Union and the Bishop and his advisers about the outstanding issues.

The Union, and in particular the staff of our Newcastle office, will continue to actively support our members during this stressful time.

**Carol Matthews** Assistant Secretary

# Union clarifies school inspections process with NESA



**Mark Northam**  
 Assistant Secretary

**The IEU has been in discussions with NESA over several weeks to ensure clarity of understanding as to the processes underpinning inspections, both random and cyclical.**

Member concerns stemmed from the initial floating of the issue by then Minister Adrian Piccoli in 2016. The Education and Teaching Legislation Amendment Act 2016 provides the legal basis for random inspections of schools (across all sectors) in NSW.

NESA has the responsibility for making recommendations to the minister about the registration of non government schools. It is pertinent to note that systems of non government schools monitor the compliance of member schools. This leads to a particular complexity, as it will be incumbent upon the Union to negotiate a protocol with the 11 Catholic dioceses and other school systems. To expedite this the Union has contacted the Catholic Education Commission with a view to developing an MOU to embrace all the dioceses rather than have a multiplicity of expectations.

It is important that schools derive the intent and carriage of an inspection from the registration manual – *Registration Systems and Member Non-Government Schools (NSW) Manual*. This manual will be updated in light of the current negotiations and will provide considerable clarity. Systems of schools will develop a particular overlay but should base these expectations on what NESA is actually seeking, rather than generating additional teacher workload.

Critically “the NESA processes have particular regard to minimising any additional administrative burden on either the system or individual schools by utilising any existing or future system processes that serve a similar purpose to the NESA monitoring processes”. This clause, derived from the NESA consultation papers, in particular should be a starting point for a school advised of either a random or cyclical inspection.

The purpose and scope of NESA inspections will, when the consultations with stakeholders concludes, be available on the

NESA website and available via your IEU organiser. The purpose of seeking clarity of expectations is to manage workload associated with inspections and simultaneously meet NESA’s legislated requirements.

Random inspections have been a source of concern to IEU members in terms of the short notice period. IEU has established that if a school cannot meet the four day notice provision for legitimate reason then postponement could be negotiated.

Importantly NESA has indicated that a random inspection would take about two hours and does not involve classroom interruption or teacher observation.

A cyclical inspection should take about half a day and similarly does not interrupt teaching and learning.

Inspections of schools in relation to Strand A have commenced this term and Strand B will commence next term. Strand A (2017) is as follows:

- safe and supportive environment – child protection, including evidence that all staff who have direct contact with students are informed annually of their reporting obligations and staff engaged in child related work at the school have a working with children check clearance, and
- safe and supportive environment – student welfare, with particular regard to policies and procedures for anti bullying or policies and procedures for raising and responding to complaints and grievances from students and /or parents/ caregivers.

Strand B relates to the quality of teaching and student learning. A preliminary understanding has been achieved that “the emphasis of this process is the collective quality of teaching provided by a school as opposed to the standard of any one teacher at the school”. Student work samples from a particular KLA in tandem with school programs will inform the inspection team.

Members will be kept abreast of further developments. Additional consultation has been agreed as has the reality that the processes are in a transitional phase with refinement to follow.



# In defence of the presumption of innocence

**John Quesy**  
Secretary



**Australia has no Bill of Rights and the Australian Constitution provides very little protection of what we might describe as our civil rights. Our protections (such as they are) stem from common law and date back to the Justinian Codes of the sixth century.**

Among the most basic of those rights is the expectation that if we are accused by the state of a crime then the onus is on the state to prove the claim. The Latin phrase ‘incumbit probatio qui dicit, non qui negat’ (the burden of proof is on the one who declares, not the one who denies) expresses the essence of this.

Proof beyond reasonable doubt, trial by a jury of peers and the presumption of innocence are some of those things that are supposed to set our judicial system apart from totalitarian regimes or earlier systems like trial by ordeal.

In the United Nations Universal Declaration of Human Rights (to which Australia contributed and is a signatory) Article 11 states “Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a

public trial at which he has had all the guarantees necessary for his defence”.

Recently Cardinal George Pell returned to Australia to face charges relating to child sexual abuse. The crimes of which he is accused are repulsive yet the integrity of our legal system requires the jury which will hear those charges to begin their deliberations with the presumption that he is innocent and to only convict him if the evidence they are presented satisfies them beyond reasonable doubt of his guilt.

**“Once charged the processes of sanctions and punishments commence without regard to any right of the accused to have those charges tested before the courts.”**

Whether high profile personalities and cases made sensational by media reporting and speculation can ever be truly fair is not my point. My point is simply that George Pell is entitled to the presumption of innocence.

Although this presumption of innocence is a guarantee under common law and Australia’s obligations to the UN Declaration of Human Rights, International Covenant on

Civil and Political Rights and related treaties, it seldom really manifests itself in society at large. In fact, for some in society other laws are designed to ensure that it cannot operate.

Consider if George Pell was a teacher in a school within his own Archdiocese of Sydney operated by Sydney Catholic Schools. If this were the case and he was charged with a relevant offence under the *Child Protection (Working with Children) Act 2012* how would his employer and the NSW Government exhibit their commitment to the presumption of innocence?

Sydney Catholic Schools would immediately terminate his employment. He would be sacked. They would then exercise every legal angle to deny him access to relief from unfair dismissal. They have recent and repeated form in doing these things.

The Office of the Children’s Guardian would remove his Working with Children Check Clearance so he would be barred from working with children but to “make assurance double sure” NESA would at least suspend, but more likely revoke, his accreditation to teach.

This is how the presumption of innocence really plays out in this state and with at least some Catholic employers. Once charged the processes of sanctions and punishments commence without regard to any right of the accused to have those charges tested before the courts.

## No settlement in Catholic systemic schools negotiations

**Carol Matthews**  
Assistant Secretary



**The Union has not been able to reach agreement with the Catholic Commission of Employment Relations (CCER) concerning the new enterprise agreement to apply to NSW and ACT Catholic systemic schools.**

Although there has been progress in the negotiations, as at the time of writing there are still major outstanding issues.

### Outstanding issues

The key outstanding issue is the Union’s desire to protect the long-standing right of the Union and our members to refer disputes to the Fair Work Commission (FWC) for conciliation and, if required, arbitration (see page 1). This is particularly important as a way of enforcing work practice agreements that contain conditions of employment such as release from face to face teaching, class size limits, limits on meetings etc.

We are also seeking to protect members’ right to inspect files where there have been reportable conduct allegations.

### Teacher working conditions

The Union has been meeting with dioceses separately to ensure teacher working conditions are adequately protected. Negotiations have been about:

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

In some dioceses we now have agreement or are close to agreement about regulation of these conditions; in other dioceses we are not close to agreement.

### Agreed issues

The issues that are agreed are as follows:

- pay increases, and
- improved recognition of service for teachers.

CCER has agreed in principle to match the improvements in the calculation of service agreed in NSW government schools. These include provisions for recognition of overseas and interstate service and improved recognition of child rearing. This will be a significant benefit for teachers new to the Catholic system with substantial experience elsewhere. However the Union has not yet received a revised draft of the proposed enterprise agreement incorporating all the agreed matters.

### Pre 2014 teachers

CCER has agreed in principle to fix the anomaly for teachers who started with a Catholic system just before the new standards pay scale commenced in 2014. In some cases, these pre 2014 teachers may be overtaken by teachers who have less teaching service who commenced in 2014 and are therefore progressing more quickly on the new standards pay scale. CCER has indicated they would be prepared in principle to grant an extra increment to the pre 2014 teachers so they are not overtaken.

### Support staff

CCER has not agreed to improve long service leave for support staff. They have offered an improvement to the current job security provisions for employees on recurring fixed term contracts.

### Next steps

We advised CCER and all dioceses that we wished to resolve the outstanding issues by the beginning of Term 3. As this has not occurred, we will commence the steps to take protected action in support of our claims. We will inform members in NSW and ACT schools of this development early in Term 3.

## At last – approval of new support staff EAs in Catholic independent schools

**The enterprise agreements (EAs) covering support and operational staff members in over 30 NSW Catholic independent schools have only just been approved by the Fair Work Commission (FWC), even though the voting on the enterprise agreements occurred in December last year.**

Improved terms and conditions of employment now apply and continue to operate for the duration of each EA’s nominal term. Although the EAs were not legally enforceable until after approval by the FWC, the Union had insisted upon the inclusion of a back pay clause that requires employers to back pay increases to members upon approval.

### Pay rises

Most schools had commenced paying the 2.5% pay increase from the agreed date of the first full pay period on or after 29 January 2017. However, if that has not occurred, members should now get the increase plus back pay to that date. In subsequent years pay rises of 2.5% will also apply. In the case of nurses and higher level maintenance and outdoor staff, the Union secured increases of 3% and 4% per annum respectively in an effort to move toward parity with staff in other independent and systemic schools.

### New models and different terms

The EAs were written and voted upon as three multi-enterprise agreements (MEAs) and, in the case of Santa Sabina, as a single EA. The reason for doing this was to align support and operational staff agreement terms and voting procedures with those applying to teachers in each of the schools.

The Model A MEA applies to the seven schools that have the AIS standards pay structure for teachers, Model B applies to about 18 schools that have an incremental pay structure for teachers with higher pay rates and Model C applies to 10 schools where teachers have an incremental pay structure with lower pay rates. The length of the EA is the same as that of the teachers EA in that school

- for instance, the Model A and Santa Sabina EAs operate for a period of four years, whereas the Models B and C agreements each have a three year term. This means the Union will be negotiating for new agreements for support and operational staff and teachers in each school at the same time.

### Why was the approval of the agreements delayed?

The *Fair Work Act* has strict requirements that all agreements result in employees being better off under the agreement as compared to the relevant modern award. To this end, the Act requires the FWC to be satisfied that a Better Off Overall Test (BOOT) is satisfied in respect of each employee or prospective employee.

While it is the case that the agreements comfortably satisfy the BOOT in relation to the overwhelming majority of members, a number of issues were raised by the FWC regarding trainees and apprentices. There were also some concerns raised regarding the technical application of certain provisions regarding payment for additional hours worked, and the application of ordinary hours work provisions, penalty rates and allowances.

While most members would have been unaffected by the matters raised by the FWC, the Union encouraged employers to make the necessary undertakings to ensure the agreements met the BOOT. Each undertaking is beneficial in nature and is a legally enforceable term of the agreement. We will seek that these matters are properly addressed in future agreements.

### Check your pay

If you have not already received a pay rise this year, or you do not receive one shortly with back pay, the Union urges you to raise the matter with your school. If the matter is not resolved, please contact your Union organiser for assistance.

**Iain Bailey** Industrial Officer



# Canada and Australia: Twins separated at birth

**Larry Brown, President of the Canadian National Union of Public and General Employees, recently delivered an incisive presentation to IEU staff on the big picture issues affecting unions and union members today.**

"I'm a fair distance from home, but it's amazing how little distance I've come in terms of the issues," said Brown, who heads up a federation of 11 unions with 370,000 combined members.

"I read your local paper and I take out a couple of the names, and a couple of the nuances and I'm reading my home paper news," he said.

Brown delivered a couple of sobering statistics about the current state of income inequality around the world.

"There are now five people in the world who have as much income as half of the rest of the population.

"If we took half of their accumulated wealth, we'd end poverty around the world."

Brown named governments as one of the culprits responsible for this gross inequality.

"Government after government decided that corporations were paying too much in tax.

"Once you cut taxes then you turn around and cut services because otherwise you have to run a deficit."

He determined that many governments were intentionally "setting up the conditions for shrinking the public sector".

Regarding the treatment of unions in his own country, Brown was not optimistic.

**"There are now five people in the world who have as much income as half of the rest of the population."**

"Trudeau reversed some of the attacks on the labour movement . . . [But] that's only the absence of a negative. We can't fix the fundamentals by tinkering around the edges."

Throughout his presentation, Brown emphasised the importance of having a strong labour movement.

"A labour movement is one of the key factors in reducing income inequality and a key factor in increasing the level of democracy in a country."

"If our member is getting a decent wage at work but the community that the member goes home to is falling apart due to social illness caused by income inequality, how does that make sense?"

"We have to get involved in all of the issues that are affecting our members."

IEU Assistant Secretary Pam Smith outlined some IEU's initiatives that fell outside the 'eight hour day', including an environment committee and actions around women's rights, such as paid maternity leave. After the presentation, Brown answered several questions from IEU

staff, including how to better engage a millennial audience with union activities and how to confront the issue of a retiring 'baby boomer' membership.

To conclude the presentation, IEU Secretary John Quessy presented Brown with a reproduction of an Aboriginal artwork *Waterhole Dreaming*, and thanked him for "his time and wisdom".

**Alex Menyhart** Journalist

## Don't delay in contacting the Union

**The Union represents its financial members industrially and professionally upon notification by the member that they are the subject of any of the following:**

- a child protection allegation which requires an investigation by their employer
- a risk assessment by the Office of the Children's Guardian (OCG) as a result of a relevant record being identified during Working With Children Check (WWCC) processes
- a proposed decision by the OCG to not grant the member a WWCC clearance, or
- the placement of an interim bar or a final bar by the OCG (which prevents the member from working with children for a period of five years).

Additionally, the Union offers support (subject to conditions) to financial members who seek advice and representation in relation to work related criminal charges, through referral to the Union's solicitor or another qualified solicitor that offer legal services appropriate for your needs.

We urge members to 'not delay' in seeking advice and support from the Union upon initial notification of such matters. Where possible, make no response to the allegations made against you and inform the relevant person, "I am willing to cooperate but at this stage I am unable to make any comment until I contact my Union".

Immediate contact should then be made with your Union organiser or Russell Schokman, IEU Policy Advisor on (02) 8202 8900 or the toll free number (for country members) 1800 467 943.

We remind members that any information disclosed to the Union that relates to their matter, is treated as strictly confidential. Further, the Union does not take any action relating to a member matter, without prior consultation and approval from the member.

NOTE: The IEU non member policy is that "No assistance will be given to non members. No assistance will be given to new members on serious matters relating to their employment which arose prior to joining".

**Russell Schokman** Policy Advisor







# Temporary reprieve for Malek Fahd

**Malek Fahd Islamic school can continue to function on a temporary basis after an appeal lodged in the Federal Court by the school's new board on 6 July was successful. The court ordered the Federal Government pay the school money owed and to continue monthly funding payments.**

The Federal Government cut funding to the western Sydney school in April after an audit found the school's former board, run by the Australian Federation of Islamic Councils, was making a profit.

The IEU has been standing by its 140 members at the school throughout the crisis, supporting them by:

- Liaising directly with the Teacher Accreditation Director at NESA to ascertain the status and registration of pre and post 2004 teachers, and directly communicating updates to members.
- Responding to the high volume of email and phone enquiries about entitlements and the status of the school.
- Assigning two additional officers to manage the increased volume of phone call and emails.

- Attending chapter meetings at all campuses with all members, including the Board Chairman's meeting with staff and parents at Greenacre.
- Delivery of PD designed specifically for Malek Fahd staff at Greenacre and Beaumont Hills campuses.
- Assisting staff with their accreditation applications and making direct contact with ISTAA to expedite such applications.
- Providing extensive information relating to job search, recruitment agencies and application processes.
- Providing updates to members regarding the school's court appearances and decisions.

Federal Education Minister Simon Birmingham told the *The Australian* on 22 June, that "our focus is with the students, families and teachers working to minimise the disruption to the school community".

The Union wrote to the Minister and raised serious and urgent concerns regarding the prospect of unemployment facing teachers and the severe disruption to students, especially Year 12, who would be sitting their Trials in Term

3 and completing their HSC courses. We asked the minister, "How the department will be working to provide practical assistance to teachers at Malek Fahd"?

The minister did not respond to our letter. Instead, and after more than three weeks, we received a letter from the Minister's Branch Office Manager Errol Bannister.

Unfortunately, but predictably, the response did a fantastic job avoiding our simple question and merely deferred teachers to the school's board.

"I understand that you are concerned about the future of your members' employment with the school and I would encourage your members to raise their concerns directly with the principal and board for further information."

The Union, school board and principal all want to keep the school open, teachers teaching and students learning, but the department clearly does not care, or even pretend to.

**Lubna Haddad** Organiser



*IEU legal staff prepare paperwork to lodge the agreement for Navitas English Services with the Fair Work Commission*

## Present tense: Award wage increases

**Kendall Warren**  
Organiser



**On 1 July, all rates were increased by 3.3% in the prevailing award in the post secondary sector, the *Educational Services (Post-Secondary Education) Award 2010*, in line with the national minimum wage increase.**

This means that the Level 12 salary in the award has increased to \$62,115.33 per annum, the Level 7 salary is now at \$54, 598.17, and the Level 4 rate is now \$50,000.09. Casual rates have also been increased, with the Level 12 hourly rate now at \$59.50, the Level 7 rate at \$52.30, and the Level 4 rate at \$47.89.

While the increases granted were less than what the ACTU and the rest of the

union movement was hoping for, they still represent the biggest annual increases for some years.

### Modern award reviews

As part of the four yearly modern award reviews, the Fair Work Commission (FWC) has been hearing some submissions from the ACTU and other unions about both casual employment and domestic violence leave.

In regards to casual employment, the FWC has announced that all modern awards must henceforth include provisions to enable casual employees to convert their employment to ongoing once they have completed 12 months of regular, systematic and continuous employment.

The provision awarded falls short of what the ACTU was seeking, namely the requirement that all casual work be converted after six months, but it is still

a significant improvement for casual employees. At press deadline, your Union was still working through the implications for casual employees in the post secondary sector, and a full report will be provided in the next edition of this column.

In regards to domestic violence leave, the ACTU was unsuccessful in enshrining paid leave, but the principle of unpaid leave for those in domestic violence situations was included, and is an important step forward in workplace recognition of this important issue.

### Agreements update

Your Union continues to negotiate with several employers for renewed enterprise agreements. Two of these are reaching the final stages, with the agreement at Navitas English Services (salary increases of 5.1% over three years) now lodged with the FWC, and Embassy English Sydney (increases of

3% over two years) about to be voted on.

Negotiations are now in full swing at Australian Pacific College, with a salary offer now tabled, and the key issues being worked through. It is hoped that an agreed settlement can be put to teachers in the next month or so. Meanwhile at SELC in Bondi Junction, negotiations have been re-started after being put on hold due to a major restructure at the college late last year.

The *Fair Work Act* contains provisions for 'good faith bargaining' under which an employer can be compelled to negotiate if it can be demonstrated that a majority of employees (or section of employees, such as teachers) wish for this to happen. To find out how this might work at your college, contact your Union, the IEU. [Kendall@ieu.asn.au](mailto:Kendall@ieu.asn.au)



# New advocate for Aboriginal Education Committee at NESA

**The IEU's new Aboriginal representative to NESA Debbie Long is passionate about making sure Aboriginal education is part of teachers' "every day" and not just an "add on".**

The Holy Family Primary School Emerton Instructional Leader will provide advice to NESA about Aboriginal issues in relation to curriculum, assessment, teacher quality and school regulations.

She will then advise the IEU of any changes that may affect teachers or support staff and could require release time or additional PD.

Debbie is also a member of the IEU's Aboriginal and Torres Strait Islander Advisory Committee.

The NESA Aboriginal Committee group meets twice a year and consists of eight people from all sectors.

"I'm quite passionate about everybody being responsible for Aboriginal education, not just people that identify as Aboriginal," Debbie said.

"It's all about empowering teachers with the capacity to understand Aboriginal culture and history.

"Everybody should be an advocate for Aboriginal families, policies and education. It should be at the forefront of everything

they do, a part of normal practice and not just something you add on."

Debbie said she has been involved with coordinating 86 personal learning plans for Aboriginal families in the Parramatta Diocese in one school.

"These families have great aspirations and dreams for their children and they want them to succeed.

"They may need a little extra help to get there and as a collective we can all do something about that.

"I want to make everyone feel confident, the families and the teachers."

Debbie said coming from the Mt Druitt area was an advantage as she had good links with a strong network of Aboriginal elders that could inform her contributions to NESA.

"Teachers should be enabled to know about what has happened in their community and I would like to see policies that make that occur."

She would inform the IEU of changes to curriculum, new training, release time and PD that would be required for that so the IEU could "respond not react".

**Sue Osborne** Journalist



# World Support Staff Day

**Congratulations to all school support staff whose hard work was acknowledged on World Support Staff Day on 14 June.**

The day is an initiative of the IEUA and the New Zealand Educational Institute (NZEI) TE RIU ROA, reflecting a resolution passed at the seventh Education International (EI) World Congress in 2015 to create a global celebration held every June known as World Support Staff Day.

IEU Secretary John Quessy said without the tireless efforts of secretaries and administrators, teachers' aides, lab assistants, the maintenance team, bursars and countless other vital positions, schools would grind to a halt and learning would cease.

"These unsung heroes work tirelessly every day caring for sick children, making sure classrooms are prepared, clearing up rubbish and storm damage, ensuring the

bills are paid, answering the phone, assisting teachers in the classroom with students with disabilities, setting up experiments, sorting out those who forgot their lunch, and all the other small but crucial things that matter," John said.

Various morning teas, lunches and other events were organised, for instance at St Francis Xavier School, Ballina staff celebrated by organising a surprise high tea.

"Our support staff are enthusiastic, skilled and professional members of the school team. We would be lost without them," Kath Egan, IEU Rep at St Francis Xavier, said.

St Michael's Primary School, Nowra, where IEU Support Staff Vice President Carolyn Collins works, celebrated with wine, cake, a party and morning tea (duty free).







## Strong IEU Chapter helps teachers and support staff weather a storm

**A shock announcement was made easier to bear for teachers and support staff at Bishop Druitt College, Coffs Harbour, thanks to a strong IEU Chapter.**

Early in the year the school council announced 15 redundancies would be made due to falling enrolments and consequent financial implications. IEU Rep Brett Bennett said the staff had no previous warning that the school was in trouble.

"A few teachers accepted the voluntary redundancies but it turned out the council was not taking teacher redundancies. That might still happen at the end of this year."

Rather the school targeted administrative, counselling and library staff, and announced that grounds keeping, canteen and cleaning services might be outsourced.

The announcement caused anxiety across the board, but staff rallied behind IEU Reps Brett Bennett and Craig Lang, and the members of the school's IEU committee.

"People were coming up to us constantly with questions and concerns and we had to attend meetings where people were told they didn't have jobs anymore," Brett said.

"Thank goodness we had a strong chapter and two reps and a committee. One person would never have been able to handle it all."

IEU membership at the school has spiked by about 25 people since the announcement.

"They can see what the IEU has done for staff and the benefits of being involved. The support we have received from the Union has been fantastic."

IEU called for a dispute resolution process before the Fair Work Commission and as a result the school council now has to communicate properly with staff about decisions that will impact on them.

A new chair of the council has been appointed and a liaison person to go between staff and the council will hopefully be put in place.

"The new chair has been coming into the school to address staff, which never happened before," Brett said.

The chair also sought input from staff as to what qualities they would seek in a new principal.

At June's IEU Council a motion was passed which said in part "the IEU wishes to express its serious concern about the management of the college and its impact on employees".

"This Chapter calls upon the IEU to seek an urgent meeting with the AIS to make representations on behalf of the members concerning the current restructure and importantly the ongoing management of the college."

Meetings between the IEU, the college, Fair Work Commission and Association of Independent Schools are ongoing.

Brett said the fear of redundancies remains, but at least sudden shocks like the one received at the beginning of the year can now be avoided.

Collective action at school level, the support of IEU Council and legal processes have resulted in sound outcomes and importantly a positive way forward.

# Primary teachers in Lismore Diocese take action to protect their RFF

**The IEU is seeking a clause in the Lismore Catholic Diocese Work Practice Agreement to guarantee that RFF time supports the individual teacher in their work, within certain professional parameters:**

*IEU clause: The use of a teacher's release time will be as determined by the teacher and is to be used by teachers to undertake professional duties related to their classroom responsibilities. RFF may be utilised for activities such as; individual and cooperative planning, including programing, teacher professional meetings, administrative duties, lesson preparation, data analysis, individual student progress and professional reading. In most circumstances this will take place on the school premises, unless there is agreement with the principal for the teacher to be off site.*

The Lismore CSO Director wrote to primary school teachers saying the Union position was that RFF "was at the sole discretion of the teacher, to be used as they see fit without full

consideration of school needs". CSO requested staff to complete a survey, which required them to state their name and school.

The Union wrote to members correcting the record, providing the actual proposed clause, and inviting members who were concerned about privacy and confidentiality to email their local organiser to demonstrate their support for the IEU clause.

The CSO received 42 responses to their survey out of a possible 622, and claimed in a staff circular that this affirmed their position.

IEU received 205 emails, several of which criticised the CSO for their statistically unreliable claim.

IEU organisers de-identified the emails received at the Union office, ensuring confidentiality, and met with the CSO to deliver the large bundle of responses.

The action of members has demonstrated overwhelming support for the Union proposal.

**Sandra White** IEU Organiser

## NESA writing survey

**NESA is conducting a survey of current teaching practices in writing, asking teachers what they know about writing and how they teach and assess it.**

Writing is the subject of the 2017 Thematic Review, and the Australian Writing Survey is a key component of the review. Writing remains a key way in which students are assessed throughout their school years and the demands on students' writing skills change from primary to secondary school, and subject to subject.

NESA is keen to hear from all NSW teachers. The results will be analysed to inform the development of professional learning, and the commissioning of subject specific professional learning.

The survey is open to all primary and secondary teachers across all schools, all subjects and KLAS.

Teachers who undertake the survey will receive one hour of accredited PD.

More information about the survey can be found on NESA's webpage, <http://educationstandards.nsw.edu.au> with a link to the survey, which is being conducted in partnership with the Learning Sciences Institute Australia, Australian Catholic University.

# Early childhood teachers continue fight for equal remuneration

**Teachers working in the early childhood sector are continuing their fight for equal remuneration with male professionals in other industries.**

The IEU lodged an application for Equal Remuneration Orders (EROs) for teachers in early childhood services in 2013. United Voice (UV) and the Australian Education Union (AEU) also lodged a separate application.

Over the last nine months, the case has focused on the submissions of UV and AEU, who sought to simplify the

consideration of the comparators for their members in the sector.

Yesterday, the Full Bench of the Fair Work Commission handed down its views of these submissions and asked all of the unions involved how they wished to proceed with this matter. In response to the latest developments, IEU Secretary, John Quessy said:

"There have been considerable delays in advancing our application for an ERO. The IEU's early childhood

members deserve wage justice – on that basis the Union will write to the Fair Work Commission next week seeking to have our application for an Equal Remuneration Order progressed to a full hearing.

"It's time to run our case."

**Michael Wright** Industrial Officer



# What does it mean to belong?

This year's IEU Support Staff Conference will explore the themes of **Community, Connection and Belonging**.

Keynote speaker Yassmin Abdel-Magied is no stranger to these themes, having founded Youth Without Borders at age 16, a group which empowers young people to work together towards positive change in their communities.

The first female mechanical engineer in Australia to work on offshore oil rigs at age 21, Yassmin said she's used to "always being different" and yet she believes in being 'authentic to yourself'.

"When I started on oil rigs I thought I had to act like one of the boys, but I soon realised you need to understand your intrinsic value as a person and always be yourself."

Youth Without Borders was a success because it provided individuals with a safe space where they were valued and given a voice, and everyone's ideas were considered.

The Union movement and the IEU in particular provides the same opportunity for support staff, a safe place where individuals can have their voices heard and gain strength from being part of a collective.

Although she has not been directly involved with the union movement, Yassmin's family in her native Sudan were founding members of the union movement in that country.

"I am fascinated by the union movement and the power it can give people," Yassmin said.

"I started Youth Without Borders just with blind faith that anything was possible, and that individuals could change the world if they got together.

"You can never underestimate the power of the group."

Queensland Young Australian of the Year in 2015, Yassmin said she has never set out to be a ground breaker, she just does the things she wants.

"Whatever I do, I am always the only one that looks like me, so I just do stuff."

A passionate petrol head, Yassmin has also broken into the world of Formula 1, producing a podcast on the topic, and has made numerous media appearance on shows such as Q&A, as well as presenting the ABC show *Australia Wide* for a short stint. She published her memoir *Who Do You Think I Am?* last year. This year's support staff conference will also feature the following workshops and seminar:

## Seminar session

**Table Talk – The Sydney Alliance**

## Workshop sessions

**Empowerment through Engagement**

Anita Tang, Advocacy Advisor and Campaign Coach

**Building Community - Finding your Tribe**

Karen Forbes, IEU Officer

**The Yarning Circle**

Lee Townsend

**Connections with the Wider World**

Ann-Maree McEwan, IEU Officer, and

**Your IEU**

John Quessy, IEU Secretary

The Conference is on Friday, 11 August at the Mercure Sydney. Details and bookings: <http://www.ieu.asn.au/event-list/event-detail?eid=2483>



## APPLICATIONS ARE NOW OPEN

Independent (AIS) schools under the Hybrid EA

**Teachers who are on Step 12 in 2017 are eligible to apply for the Experienced Teacher classification in 2018 under the newly adopted Hybrid model.**

Applications are now open: Closing date: Thursday 31 August 2017.

The IEU has been very successful assisting members to achieve Experienced Teacher.

### We are here to help you:

- Understand the process
- Prepare evidence and documentation, and
- School based and individual workshops are available.

### Evidence collection period

Wednesday 26 April 2017 to 4pm Friday 7 September 2018.

It is important to start this process as early as possible after the 26 April.

For assistance with Experienced Teacher accreditation contact Elizabeth Finlay: [elizabeth@ieu.asn.au](mailto:elizabeth@ieu.asn.au)

### Teachers on Step 13

Teachers on Step 13 in 2017 are still eligible to apply for Senior Teacher 1 classification this year.

A teacher classified as STEP 12 as at 31 December 2016 will be eligible to apply for classification as Senior Teacher 1 until the end of Term 4 2017.

This grants teachers the Experienced Teacher Salary Level.

**Contact the IEU on 8202 8900 for further information.**



## Gaining Ground

The enews for support and operational staff sent direct to your inbox four times a year for more information check out [www.ieu.asn.au](http://www.ieu.asn.au)



# Edmund Rice schools take position against homophobia



**Edmund Rice Education Australia (EREA) has posted some resources on its website aimed at guiding staff on dealing with students and colleagues who might identify as same sex attracted or gender diverse.**

EREA Executive Director Wayne Tinsey said the *Live Life to the Full: Safe and Inclusive Learning Communities* resources reflected the organisation's "charter and touchstones" that everyone was "made in the likeness of God" and every young person should be given the opportunity to experience the "fullness of life".

"We have a strong emphasis on inclusion in all our principles," Wayne said.

The resources includes *Live Life to the Full: EREA Safe and Inclusive Learning Communities Statement and Resources for Principals, School Leaders and Teachers*, which includes FAQs, and a research report by RMIT academic Peter Norden on how Catholic schools can address the needs of students who are same sex attracted.

One of the questions included in the FAQs is: "What do I say to staff who fear losing their jobs or not being appointed to positions of responsibility in EREA schools because they are same sex attracted?"

Answer: "EREA schools are inclusive communities which embrace students, staff and family members irrespective of their (or perceived) sexual orientation. A person's sexual orientation has no bearing

**"We thought it was time the church has a voice on how we might support young people from the perspective of some pretty core Christian teaching."**

on their appointment as a staff member or to a position of responsibility".

Wayne said: "The work pertains solely to our efforts to assist teachers with bullying and provide pastoral support. A number of issues around teachers came up as well.

"We thought it was time the church had a voice on how we might support young people from the perspective of some pretty core Christian teaching."

Wayne said there had been some opposition to the resources, including a letter writing campaign to bishops.

"We are not promoting a lifestyle or making any moral comments or pushing an agenda.

"We are purely making an attempt to improve the possibility of young people having a safe and appropriate space in which to learn, regardless of orientation. Other groups have the right to disagree with that."

EREA administers 12 schools in NSW. Wayne said research shows about 16% of secondary students reported being same sex attracted or attracted to both sexes and 61% of same sex attracted people or gender questioning people reported verbal abuse because of homophobia.

The IEU recently hosted some NESA registered seminars called Interrupting and Challenging Homophobia, which were presented by the Safe Schools Coalition.

<http://erea.edu.au/about-us/safe-and-inclusive-learning-communities>

# Australia's best preschool teacher advocates for more nature play

**Preschool teacher Almut Weiler Anderson, who works at KU Peter Pan Paddington Preschool, has been named the National Springfree Trampoline Early Childhood Educator of the Year at the 2017 Australian Family Early Education and Care Awards. Almut said she was surprised to be nominated by parents for the NSW award and humbled to be named the national winner.**

Almut will use the professional development grants she received as National Early Childhood Educator of the Year to learn more about nature play, risk taking and leadership.

She submitted an essay and video to be selected for the NSW prize, and completed a presentation and Q&A session before the judges to win the national prize, which consists of more than \$8000 to be spent on professional development and resources for her centre.

Almut emigrated from Germany in 2007 as a qualified primary school teacher, and began her career at International Grammar School in Sydney, where she worked as a preschool assistant and taught German.

Her qualifications were not recognised in Australia and she was unable to work as a preschool teacher, so she went on to do a Graduate Diploma in Early Childhood Education at Macquarie University, and then obtained a teaching position at South Coogee Preschool.

In 2012 Almut received some assistance from the IEU when the preschool changed to a long day care centre.

"I had a lot of questions, and I needed answers in regard to my entitlements, and the IEU was able to help me.

"I support the IEU's Teachers Are Teachers campaign and follow the IEU on Facebook, as well as read all the publications."

When asked 'what she was most proud of' during her presentation for the national prize, Almut highlighted working on improving her communication skills, particularly in regard to listening. She said she had read widely on the topic and acquired useful theoretical knowledge, for example from the teachings of Reggio Emilia, which she then put into practice.

She plans to use her grant money to continue her professional learning around nature pedagogy. She will attend a nature pedagogy conference in Brisbane this year as well as a six day course with Scottish outdoor play proponent Claire Warden next year.

"Nature play is very important to me for the children at my preschool as well as my own daughter.

"I want to learn more about the possibilities of learning in and with nature when the children are on excursions, as well as ways of bringing nature into the centre."

Almut also wants to take the new Early Childhood Australia online leadership course and is interested in a directorship when her daughter Hannah is older. She might also extend her involvement at Macquarie University where she has been supporting pract students as a tertiary supervisor.

She is also interested in working as an early childhood consultant and facilitating courses both for early childhood

professionals and for parents.

Almut has an interest in how risk taking and nature play intersect.

"I remember my childhood spent outdoors with my siblings in the garden or the orchard next door. We had a lot more unsupervised play in nature.

"In Germany children are still encouraged to do more things independently."



**"I remember my childhood spent outdoors with my siblings in the garden or the orchard next door. We had a lot more unsupervised play in nature."**

Almut's first picture book will be published in Germany next year.

It is a story about a little girl, Hannah, and her best friend, a teddy bear named Roseberry. When Hannah isn't feeling brave enough to do something by herself, such as buying a pastry at the bakery next door, she asks her teddy bear to step in for her. But one morning Roseberry disappears and Hannah goes looking for her in the local neighbourhood. During her search she faces a number of challenges that she previously thought she could not master by herself.

"It's all about empowerment, about encouraging agency and independence. In Germany it is more normal for children aged six to go to school by themselves or go to the bakery alone. In Australia this is not so common."

Almut said children playing outdoors have a chance to practice risk taking, by deciding whether to jump from a log or not, for instance.

"It is a very calming environment, and children can focus without being distracted. If they see a bug they can really observe it.

"Also getting out in the fresh air and in the dirt, not living in an overly sanitised environment all the time is something I support.

"Offering children opportunities for risk taking in controlled environment and engaging them nature play is something I am keen to do for my own daughter as well as the children in my care."

**Sue Osborne** Journalist





IEU Organiser  
Ann-Maree  
McEwan with  
Mark Goudkamp

# Teachers for Refugees

**The Teachers for Refugees pressure group presented its case to IEU Council in June, asking for more support from the non government school sector.**

Speaker Mark Goudkamp, who teaches at an intensive English centre in the public system, outlined the history of Teachers for Refugees, which developed at the same time as groups such as Doctors for Refugees and Mums for Refugees in 2015.

Some teachers who 'blew the whistle' on conditions in schools on Nauru had played an important role in the debate.

Mark said many of Teachers for Refugees' action have fallen foul of the Murdoch press and federal and state governments.

Last year Prime Minister Malcolm Turnbull labelled the group wearing their t-shirts in schools "totally inappropriate".

**"How dare teachers brainwash children with ideas about social justice and human rights."**

Mark said (ironically): "How dare teachers brainwash children with ideas about social justice and human rights?"

He said he had been hauled in front of his principal for disciplinary action due to his activism.

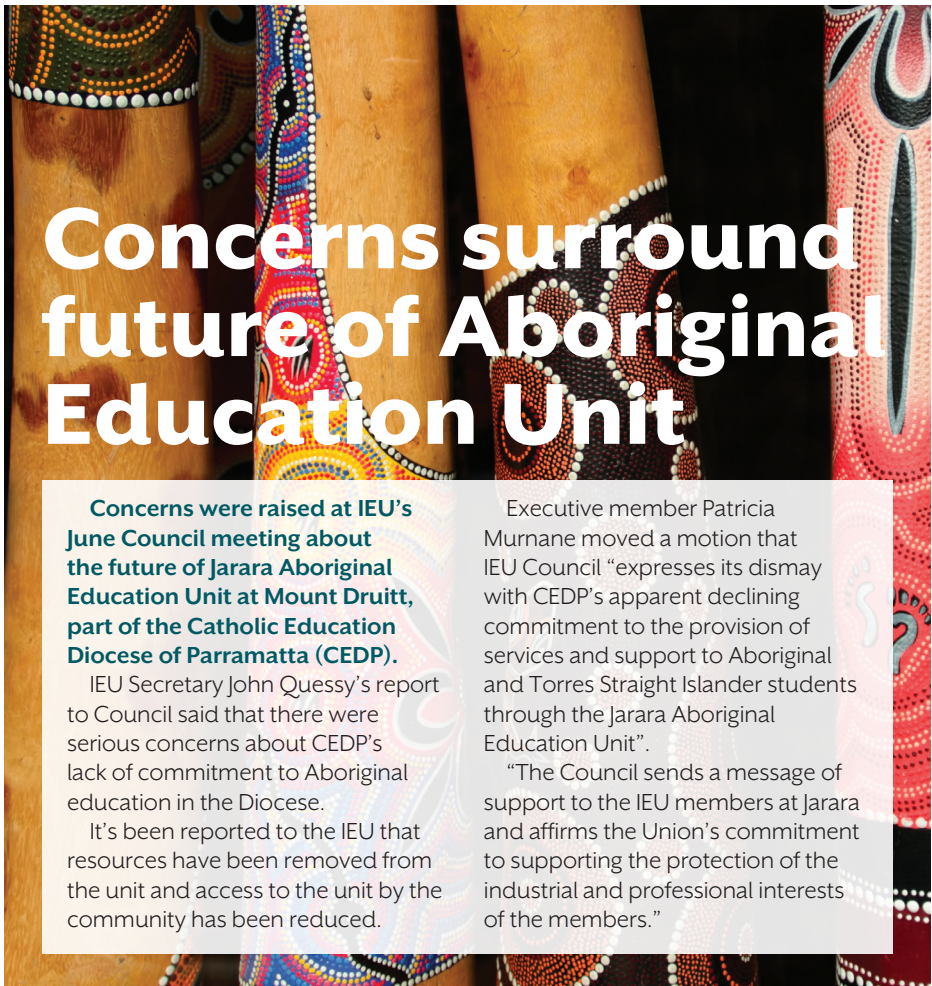
Indeed, one member of Council said he had been 'spoken to' after some of his students decide to mount a protect action

about refugees.

Mark said teaching about refugees was part of the Australian curriculum and

teachers had a duty to discuss such issues. If students decided to take action, that was out of the teachers' control. Mark said he was delighted to address council and encourage more teachers from diverse sectors to be involved with Teachers for Refugees.

To find out more about Teachers for Refugees see <https://www.facebook.com/t4refugees/>



## Concerns surround future of Aboriginal Education Unit

**Concerns were raised at IEU's June Council meeting about the future of Jarara Aboriginal Education Unit at Mount Druitt, part of the Catholic Education Diocese of Parramatta (CEDP).**

IEU Secretary John Quessy's report to Council said that there were serious concerns about CEDP's lack of commitment to Aboriginal education in the Diocese.

It's been reported to the IEU that resources have been removed from the unit and access to the unit by the community has been reduced.

Executive member Patricia Murnane moved a motion that IEU Council "expresses its dismay with CEDP's apparent declining commitment to the provision of services and support to Aboriginal and Torres Strait Islander students through the Jarara Aboriginal Education Unit".

"The Council sends a message of support to the IEU members at Jarara and affirms the Union's commitment to supporting the protection of the industrial and professional interests of the members."

## Standing up for support staff



**Judy Miller joined the IEU as soon as support staff became eligible for coverage.**

She's been a lab technician at PLC Armidale for 27 years, and said she felt ready to take on more of a voice for support staff in recent years.

Having attended IEU Council as an observer, she was encouraged to become chair of the school's IEU Chapter, and now regularly attends Council, adding a voice representing support staff.

"It's very important to have a member of the support staff in such a position," Judy said.

"It's not as scary as some might think. In fact it's very rewarding to be able to provide that representation and advocate for the support staff as a whole.

"I would encourage all members of the support staff at any school to consider becoming involved.

"It gives the IEU a cohesive voice when it is negotiating with employers. We need to support each other. Collegiality is the key."



# What do the school funding changes mean for you?

**Chris Watt**  
Federal Secretary



**Legislation has passed the Federal Parliament and received assent, amending the Education Act and therefore introducing new school funding arrangements. However, the funding debate is still far from settled.**

There was a significant amount of sloganeering during the lead up to the passage of the legislation and one could be excused for being unsure whether there was a funding increase or a funding cut.

The reality is that the new funding arrangements will see overall increases in school funding across all sectors and minimal indexation rates. But, the new funding outcome is less than that 'signed up' to previously by schools, some governments and employing authorities.

Further, the transition towards the schooling resource standard (SRS – a measure introduced in the current model, recommended by the Gonski review panel, to reflect the average cost of educating a student “effectively and efficiently”) is pushed back from 2019 by a further four years to 2023.

## Is it more or less?

Hence the debate about whether the new model is more or less. Essentially, it is simultaneously both. More actual dollars, but less than anticipated and promised.

The legislation does at least further entrench the new funding model in a consistent manner with the recommendations of the Gonski review panel.

But while the legislation 'settles' the funding envelope there are significant unresolved issues confronting schools. These issues have the potential to create serious concerns for IEU members, including workload, professional interference and even staffing challenges if enrolments are impacted.

## Students with disabilities

Perhaps the greatest failing of the new model is the 'selling out' of students with disability. The use of new information from the Nationally Consistent Collection of Data (NCCD) means that, based on the three learning adjustment levels, there is significantly more funding for those with 'extensive' needs. But the fact is that 90% of identified students will actually receive less funding than currently.

Extraordinarily the Federal Government's model is based on a policy position, allegedly supported by a report they will not release, that argues that most students with disability are currently overfunded.

Despite being a recommendation from the Gonski review panel and also an expectation in the legislation, the contentious issue of the socio-economic status (SES) index has not been reviewed and therefore is not resolved. This is major issue as the SES index determines the Federal Government's funding for each non government school.

## Unreliable index

There is widespread concern that the index is unreliable and a number of examples cited by employers suggest some serious inadequacies. An erroneous index potentially means schools could be getting less funding than might be their entitlement.

The IEUA has been calling for a review of this index for over a decade. As part of the horse trading to get the legislation passed, the Federal Government has now finally conceded to review the index in 2018. The outcome of this review could have critical ramifications for the non government sector, as there may be potential for different winners and losers emerging from 2019 onwards.

Related to the SES index issue is the decision of the Federal Government to unilaterally remove the system weighted average arrangements that some non government schools systems, like the Catholic systemic schools structure, have operated under. Put simply, until now Catholic systemic schools received a total funding bucket based on the average of their SES scores. The government's change has a negative impact on their total funding arrangements and while they will unequivocally have an increase in their funding (other than in the ACT), relative to other non government schools and state schools, they will not fare as well in coming years.

**“Perhaps the greatest failing of the new model is the ‘selling out’ of students with disability.”**

## No time to adjust

Perhaps the most disappointing element of this change was not just the failure to negotiate or consult, but the absurd timeframe for adjustment, namely just six months before the new arrangements commenced in 2018. Again, as part of the deals to get the legislation passed, the Federal Government has now provided transition dollars in 2018 so that the impact of this change does not commence until 2019. The SES index review will no doubt have a bearing on this issue.

This change for Catholic systemic schools, namely the funding of each school individually, and the 'expectation' of the funding model around a school community's 'capacity to contribute' (read – school fees) has the potential to significantly impact enrolments in the sector in future years and consequently impact on our members' jobs. There will be a high level of scrutiny of fees in the future to assess whether they better reflect the local 'capacity' as determined by the SES index, rather than the historic tendency to have relatively flat fee structures across all schools in a system.

## Pressure on fees

A further major change to the use of the SES index is the re-drawing of the 'capacity to contribute' graph which essentially increases the expectation on all primary school communities' capacity to contribute and therefore puts pressure on school fees. Correspondingly, it simultaneously reduces the percentage of federal government funding for most non government primary schools and consequently severely undermines gains from indexation.

While the Catholic system of schools is most unhappy with the new model, an unhappiness only exacerbated by an actual funding cut over the next 10 years to every one of their schools in the ACT, the independent school employer authorities have welcomed the new model.

Commentary by independent school employer representatives has argued that the new model, and in particular the immediately aforementioned change to system weighted average, means that from their perspective the model is fairer and creates a more level playing field. It will be interesting to see if that same rhetoric is evident in honest behaviour by these employers in ensuring a similar level playing field commitment with respect to staff salaries and conditions, so that they are never any less than comparable with those in Catholic systemic or state schools.

## More red tape

The legislation also 'ties' the funding to yet to be declared new requirements on schools. The Federal Government is establishing a panel to provide advice on reforms that will be a requirement of the funding. Given the Federal Government's policy statement ahead of the last election, the IEUA is concerned that these tied conditions will impact on the work of our members in schools, invariably leading to additional workload, further undermine the professional autonomy of teachers and create further distractions from the core business of schools as more red tape accountability measures are added. This panel is due to report by the end of 2017, so we will have the ridiculous situation of employers and states and territories 'signing up' to funding arrangements with no knowledge of the accountabilities that will be required.

The final point to be made about the new funding model is that the underpinning principle of funding according to a calculated need, albeit an arbitrary efficient effective school, has been abandoned and the SRS and indexation settings are arbitrary. While it may be a needs distribution model, with argument still to be resolved about accurate determination of SES, the model is not grounded in determining and funding of actual needs.

The IEUA will continue to contribute to the debate and argue for fair, transparent, adequate and certain funding so that our members are better positioned to undertake their important work in schools. The new legislation still has yawning gaps in all of these aspects.

# Gonski community forum

**The IEU was invited by Federal MP for Barton Linda Burney to join a panel to speak to the changes to Gonski funding introduced and passed by the Turnbull government.**

The community forum, held at Bexley Community Centre in June, was attended by Organisers David Towson and Lubna Haddad, along with other educational leaders and a representative from the NSW Teachers Federation. The forum was well attended with teachers from all sectors, along with concerned parents.

Linda Burney outlined how the new funding formula based on SES would cut \$14 million from Barton public, private and

independent schools. These significant cuts would adversely affect primary and secondary schools who cater for diverse groups of students, many of whom are benefiting from additional and targeted literacy and numeracy programs, the availability of specialist teachers and small grouped classes, as well as occupational and speech therapists.

Essential to the discussion among local educational leaders, community members and parents in attendance was how the original Gonski formula, which levelled schools' funding on the basis of student needs, has proven benefits across schools and for individual students. One

example given was a student in Year 7 who's reading age was that of a nine year old but improved to the appropriate 13 years old after only 12 months of targeted literacy skills.

IEU spoke of the Union's commitment to the original aim of the Gonski review, which was to provide a needs based, sector blind funding model for the education of Australian children. Concerns about the inadequacy of funding for those with the greatest needs, children with special needs, Aboriginal and Torres Strait Islanders, and newly arrived students, was noted. The impact on delivering positive educational

outcomes along with teacher workload concerns was also highlighted in this forum, resonating national sentiments which have been ignored by the Turnbull government and its supporters in the Senate.

We thank Linda Burney for the opportunity to discuss this issue, which will continue to be critical to our national purpose. IEU will continue to advocate for a fair and equitable funding system that supports both our members and the children they teach.



# Labour bites



## Stumped

The issues at stake in the contract dispute between Australian cricketers and their union, the Australia Cricketers Association, and Cricket Australia (CA) are complex. Essentially they involve a shift from the way cricketers were compensated over the past 20 years – from players receiving a set share of CA's revenue, to one where CA would pay players an amount unlinked from the revenue.

The players are in favour of the current model because it in effect treats them as partners with CA rather than mere workers for hire and the effectiveness of their operating as a collective is apparent. Were the players operating individually they would be stuffed.

CA sought to change a longstanding industrial relations model that would see it get a greater share of money and tried to divide players in order to achieve these aims.

Right now cricketers across the nation are unemployed. They are not on strike; they are just no longer employed by CA. With an Ashes series looming, there is little doubt that CA believed it held the whip handle – that players would back down for fear of missing out on the series. But the players are unified.

They know that the impact of one player not playing in an Ashes series is greatly different from the entire team (and those in the state cricket system) not playing.

The old adage used to be the captain of the Australian Men's Test team was the second most important position after the prime minister – and yet even Smith, holder of such a supposedly powerful position, also recognises the need to be a member of a union if he is to have any power in employment negotiations. (Source: *The Guardian*)



## Casual teacher exploitation

Commenting on the release of a government review into modern working practices, education unions in the United Kingdom have expressed great disappointment at its failure to address the ongoing exploitation of substitute teachers by many employment agencies.

According to the National Association of Schoolmasters Union

of Women Teachers (NASUWT), the Taylor Review, released on 11 July, fails to make key recommendations. Despite acknowledging that a lack of regulatory enforcement was enabling unscrupulous employers to get away with abuse, discrimination and unfair working practices, the review does not recommend government intervention towards many employment agencies, whose practices continue to deny supply teachers access to deserved employment rights and fair levels of pay.

"This report fails to address the misery, woeful treatment and exploitation experienced by thousands of supply teachers working for agencies," said NASUWT General Secretary Chris Keates. "This is a huge missed opportunity, only compounded by the suggestion that there is no need for government to act."

In a NASUWT survey of supply teachers last May, more than 40% reported that, although they were employed to perform duties as a qualified teacher, they were only offered unqualified rates of pay. This is on top of being denied access to rights such as sick pay, training and annual leave and, in many cases, being forced to pay a payroll fee and fund their employer's national insurance contributions as well as their own. (Source: *Education International*)



## Freezing Canada

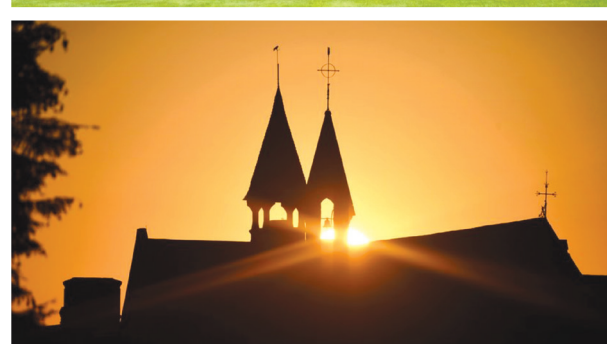
In the Canadian Province of Manitoba unions have filed an injunction to stop a recently passed law that would freeze public service employees' wages, saying it violates their constitutional right to freedom of association.

The unions are asking the courts to forbid the government from enacting Bill 28, the Public Services Sustainability Act. The law, which was passed last month, introduces a four year period of wage freezes or minimal increases. The law freezes wages in public service contracts for two years. Wages can increase by 0.75% in the next year, and by 1% in the final year. The law is implemented on a rolling basis. For unionised employees, the four years begin when their current contract expires. The four year period started for non unionised employees on March 20.

The Supreme Court of Canada has ruled collective bargaining is protected by the right to freedom of association, and that governments can't restrict what can be included in collective bargaining. However, this new law makes collective bargaining ineffective and that violates workers' right to freedom of association, said Kevin Rebeck, President of the Manitoba Federation of Labour. (Source: *rabble.ca*)

Compiled by

John Quessy  
Secretary



# Exchange postcard Highlight of career

**I have just completed an international teacher exchange to Cranleigh School, Surrey, UK. It has definitely been the highlight of my 10 year teaching career. My wife and I, with our two year old son, travelled from Sydney where I had been working at Newington College. I started at the UK school year in September 2016 and my exchange partner took over my classes in Sydney. My motivation to undertake the exchange was to gain new experiences in teaching, travel and spend time with family and friends who live in the UK. We were able to take various trips while using Cranleigh as a base including travelling to Austria, Spain, the Caribbean, France, Scotland and various trips around England during school holidays.**

Cranleigh School is a high fee paying independent school set on 300 acres located in the beautiful Surrey hills. The school has first class facilities including its own equestrian centre and golf course! It's located next to the village of Cranleigh and within one hour's drive from London.

The school has 620 pupils, where the majority of pupils are boarders. I was a tutor in one of the boarding houses and there was a requirement to do a 'duty night' once a week, be a mentor for the students and a participant in various house activities. All teaching staff live in school

provided housing accommodation around the village and this creates a really inclusive and welcoming teachers' common room. We enjoyed many different events, socials, dinner parties and made many friendships during our stay.

I taught Economics and Business Studies A level which is the HSC equivalent and I found there is definitely more academic rigour in the curriculum than the HSC. With Cranleigh School being a high fee paying school, there were high expectations placed on teachers including teaching lessons on Saturday morning (this would be hard to get used to in the long term!); this would then be followed by sporting fixtures in the afternoons. I coached rugby, football, and tennis which I thoroughly enjoyed. I was lucky enough to go to sporting fixtures with my teams to various schools such as Eton College, Charterhouse, and Wellington. On saying this many weekends didn't actually start until 6pm on Saturday after returning from an away sporting fixture. The trade off I found for this is longer school holidays being 19 weeks in total throughout the year.

Overall I couldn't speak more highly of my experience over the last 12 months at Cranleigh and I would encourage others to seek similar opportunities!

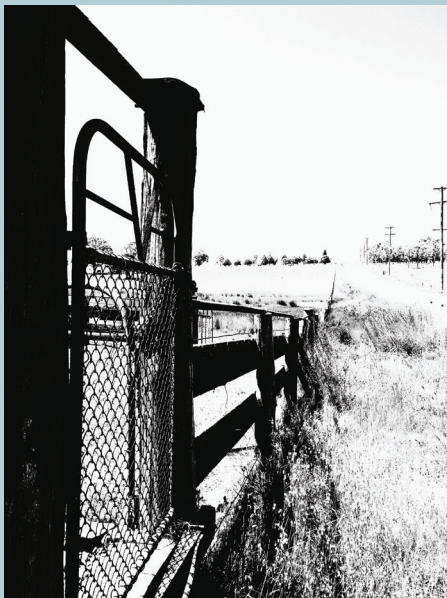
Tomas Pym

## IEU Environment Grants sponsored by TMB have now closed

Successful grant applications will be announced on [www.ieu.asn.au](http://www.ieu.asn.au) 18 August 2017. Look for profiles of members' winning applications in our next *Newsmonth*.







## From New York to Newcastle

**Visitors to the IEU's Wattle Street office can now enjoy two new art works courtesy of PDHPE teacher turned artist and gallery owner Maryanne Walmsley.**

The long term IEU member has been teaching PDHPE at St Francis Xavier College in Newcastle for more than 25 years.

A few years ago she took two years off work to pursue her passion for art. After taking a postgraduate course in museums and collections at the Australian National University, she took herself to New York for a year where she gained work experience with two galleries and in interior design.

On returning to Newcastle, Maryanne decided to make her passion a reality.

"I found an old warehouse and converted it into a home and a gallery," she said.

Studio 21 was born in December last year and the first exhibition showcased the work of St Francis Xavier College's HSC art students.

"It was very exciting for the students because they got to show their work in a professional gallery and even sell some pieces."

The gallery has continued to hold a number of successful exhibits, recently being part of the 'winter art crawl' with other local venues.

"The arts scene in Newcastle is very vibrant and supportive. It's said there are more artists per head in Newcastle than anywhere else in Australia."

IEU Assistant Secretary Mark Northam is a former colleague of Maryanne's and he acquired two artworks for the IEU after attending an exhibition at the gallery.

*Barn* was taken at Maryanne's daughter's wedding at Orara Valley near Coffs Harbour and *Gate* was taken in the Hunter Valley.

"I enjoy working with black and white photography and unusual angles," Maryanne said.

Details: [studio21artspace.com](http://studio21artspace.com)

# What is the legacy of Mabo?

**Gail Mabo, daughter of Eddie, spent three days of NAIDOC Week at St Francis Xavier College helping students understand the significance of the 25th anniversary of her father's landmark decision in the High Court, and explore his legacy with the students.**

Aboriginal support teacher at the Hamilton school Frank Hales started preparing for NAIDOC Week 12 months ago, tracking down Gail with the help of the Maitland-Newcastle Catholic Schools Office.

"She's an extremely busy woman, so we were very lucky to have her for three days," Frank said.

"We have a whole program at this school designed to provide Aboriginal students with connection to their culture, land and their mob, so it's not just about NAIDOC Week.

"I spoke with the students before Gail's visit about the 25 years since the Mabo decision and how it has impacted

on Aboriginal people. I talked with the Aboriginal Student Committee about what we wanted to discuss with Gail.

"Has the plight of Aboriginal people improved over the past 25 years, and if not, what sort of things do we need to do? What kind of legacy has Eddie Mabo given to us?"

Frank said Gail workshopped art, culture and dance with students, and was able to enhance their understanding of the Mabo decision.

"Our Aboriginal student committee spent extended periods of time in Gail's company. She also explored culture with Studies of Religion students.

"Everyone really appreciated how well Gail was able to relate to 17 and 18 year old students with her charisma and effective communication," Frank said.

## Independent Education Union of Australia - New South Wales / Australian Capital Territory Branch

### ELECTION NOTICE

Fair Work (Registered Organisations) Act 2009

Nominations are called for:

#### General Executive Member

Nominations, which must be in writing and comply with the registered rules of the Union, may be made at any time from 9 August 2017. They must reach me not later than 4:00 pm AEST on 30 August 2017. Nominations cannot be withdrawn after 4:00 pm AEST on 30 August 2017.

Any person wishing so to nominate shall apply either personally or in writing to the Returning Officer for a nomination form; such forms shall be signed by the candidate and by two financial members and forwarded by registered post to the Returning Officer or handed in personally (in a sealed envelope) at the Registered Office of the Independent Education Union of Australia, NSW / ACT Branch and a receipt thereupon obtained.

Nomination forms may be requested from the Returning Officer by emailing [nswelections@aec.gov.au](mailto:nswelections@aec.gov.au) or writing to the Returning Officer at PO Box 496, Haymarket, NSW 1240 or from the registered Office of the Union.

**Candidate Statements:** In accordance with Rule 10.10 of NSW/ACT Branch of the Union, *candidates may include with their nomination form a statement not exceeding 200 words containing only the candidate's personal history and/or policy statement and a passport-sized photograph of the candidate.* In addition to submitting a statement with the nomination form via one of the acceptable lodgement methods below, it would be appreciated if candidates can also email a copy of their statement as a word document (.doc) and photographs as a jpeg file to [nswelections@aec.gov.au](mailto:nswelections@aec.gov.au) by 4:00 pm AEST on 30 August 2017.

#### How to lodge nominations

**By Registered Post:** Attention to Ishtiaq Ahmed, Returning Officer, Australian Electoral Commission, PO Box 496, Haymarket NSW 1240.

**By Hand:** (in a sealed envelope) Attention Ishtiaq Ahmed, Returning Officer, C/O The Registered Office of the Independent Education Union of Australia, NSW / ACT Branch, 485-501 Wattle Street, Ultimo NSW 2007.

#### BALLOT

A postal ballot, if required, will open on Monday 25 September 2017 and will close at **12 noon AEDT on Tuesday 17 October 2017.**

Changed Address? Advise the Union now.

Note: A copy of the AEC's election report can be obtained from the Union or from me after the completion of the election.

Ishtiaq Ahmed  
Returning Officer  
Phone: 02 9375 6331  
10 August 2017





# Celebrating over 30 years of dedicated membership

To the rocking melody of Strawbs 'You can't get me I'm part of the Union' and tables decorated with IEU banners, flags and umbrellas, staff at St Paul's College Kempsey gathered at morning tea on Thursday 22 June to celebrate their respected colleague Mary Murtagh as she received her badge for 30 years (plus) of loyal IEU membership.

Multiple varieties of cakes, savouries and cookies fed the gathering, while a specially

decorated cake made by IEU member Danuta Puzas, was cut by Mary to the applause of her colleagues.

Mary has been an effective and committed IEU Rep at her school, and a long term delegate to IEU Council. Everyone who knows her says 'there's something about Mary' that's great!



## Mid North Coast Women's Forum a big hit

Over 40 IEU members packed in to the Nostalgia Café, Port Macquarie on 23 June to enjoy a Friday night IEU Women's Forum and dinner, with entertaining input on current and historical gender equity issues.

The night, which was registered with NESAs for maintenance of accreditation, was organised by local teacher librarian and IEU Executive member Suzanne Penson, with Christine Wilkinson, IEU President, welcoming members and guests.

Pam Smith, Convenor of the IEU Women and Equity Committee, gave an overview of the 2017 Union agenda and talked of challenges at federal, state and local levels.

IEU Organiser Sandra White along with fellow members of the Lismore Diocese Workplace Gender Equality Committee, Mary Murtagh, a teacher at St Paul's College Kempsey, and Suzanne, reported on work being undertaken by the committee such as developing recruitment and selection policy, and drafting job share support documents and a Parental Leave Toolkit.

The guest speaker for the evening was sports journalist Debbie Spillane. In 1984 Debbie was the first full time female broadcaster hired by ABC Sport and during various periods with the ABC she covered rugby league and cricket, as well as Olympic and Commonwealth Games.

Debbie spoke of her time as a regular on the TV series *Live and Sweaty* and of her work for various radio stations and print media, including the *Sun-Herald* and *Rugby League Week*. Debbie described some challenging experiences as one of Australia's first women sports journalists.

Congratulations to Sue for organising such a fabulous night out!

Other 2017 IEU women's forums will be held in Ballina on 10 August, in Tamworth on 31 August and at Westmead in western Sydney, on 19 October. The IEU Women and Equity Committee is holding a teleconference on 20 July.

**Sandra White** IEU Organiser



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.

**BOOK NOW**  
[www.ieu.asn.au](http://www.ieu.asn.au)



**When**

Friday 11 August  
9.15am - 4pm



**Where**

Mercure Sydney  
818-820 George St



**Guest speaker**

Yassmin Abdel-Magied



## Jobs well done

### Carolyn Collins

Vice President Support Staff



**Peter Turner, Director of the Wollongong Diocese, should be acknowledged for emailing all staff to express his recognition of the work performed by school support staff and in particular, the recognition of World School Support Staff Day on 14 June 2017. I know that school support staff were most grateful to receive this email.**

I did not wish to abbreviate this email, as I believe it is what all directors and employers should publically say about their school support staff. Therefore, I am sure Mr Turner will not mind me sharing it in its entirety with you:

“Along with our Bishop, I join with you in celebrating the significant contributions of school support staff each and every day in our school communities. Please take time to thank them personally for their commitment and dedication in making our diocesan Catholic schools great for every student, so that they can learn, grow and achieve in a safe and supportive environment. Their work is integral to the creation of vibrant school communities, whether it is in the school office providing administrative assistance, in the classroom supporting the work of teachers, keeping our schools clean and safe, or in so many other ways that add so much to the life of

the school. Without their work our schools simply couldn't operate.

“Our support staff are outstanding professionals who provide invaluable expertise and services that are absolutely essential in ensuring our students and families benefit from a Catholic education.

“The work of support staff does not go unnoticed and is deeply appreciated. 14 June is an opportunity to recognise, acknowledge and say thank you to all school support staff.”

Many schools celebrated with morning teas. At St Michael's we were shown appreciation by students, teachers and the leadership team by having a special morning tea along with gifts of chocolates and wine and release from recess duties to attend.

With all the demands of school life, it is wonderful to celebrate staff for the work done by all, be it principals, teachers, school support officers or the number of other contributors to our school communities. This is only the second year we have had World Support Staff Day, so let's make it even bigger and better in 2018.

The IEU Support Staff Community, Connection, Belonging Conference on 11 August is drawing closer, so I urge you to register. I wish to acknowledge and commend the work done by Carolyn Moore, Cassie Barnes and other IEU staff in organising this conference. A lot of the work done by the Lismore team took place during the stressful time of the Lismore floods.

## Retired members: are you really retired?

**In 2016 when the Union prepared the voter roll for the Executive elections for the Australian Electoral Commission (AEC) we were advised by the Fair Work Commission (FWC) that the roll could not include any member who had indicated that they were retired.**

The FWC ruled that once a person retired from the workforce they were ineligible to be a member of the Union, could not hold any office, vote or be represented by the Union.

The IEU can obviously continue to maintain a group of interested retired teachers and support staff as 'associates' for social purposes, it cannot treat them as members or offer

them full member services under the FWC directive.

We have always appreciated that so many long term members have elected to stay connected to their Union in retirement, however the position of the FWC will require us to establish more formally and precisely our 'retired' grouping and to ensure that it consists only of those who have permanently and completely ceased working in the industry.

In the first instance, I urge all those who are currently members in the retired category to review their circumstances and to adjust their membership to the 'casual' classification even if they work a day or two only occasionally.

## Looked at the Standards?

### Gabe Connell

Vice President ECS



**Last year all qualified early childhood teachers were accredited by NES. We were 'pushed over the line' without having to go through the rigorous accreditation process to be deemed Proficient that all teachers now have to go through.**

The process relates to demonstrating that you are meeting the standards through evidence and reports. For those of us who have been deemed Proficient, how many of us have even read the Standards or the Evidence Guide? How well do we know the Standards and what is required to be Proficient?

As we now embark on our maintenance of proficiency period (80 hours self directed and 20 hours NES accredited PD) how many of us are actively logging our hours and relating our professional reading, meetings and discussions to the Standards?

It is very important now we are recognised as professionals to prove we really are. We need to know the Standards and be able to articulate just how we are meeting them. We need to be thinking critically about what we do, how we do it, how we practise it and how we maintain it and improve.

Very soon there will be evidence guides for Highly Accomplished and Lead Teachers in early childhood. There will be many out there who could well apply for this but if we don't know the Standards already this will prove to be an impossible process.

Below is the link to Proficient Teacher Evidence Guide for Early Childhood Teachers. This will take you through the Standards and the evidence needed to become Proficient.

<http://educationstandards.nsw.edu.au/wps/wcm/connect/5b21b98c-116b-4f2e-a386-56e77c48f5a8/bostes-proficient-teacher-evidence-guide--early-childhood-teachers.pdf?MOD=AJPERES&CVID=>

Challenge yourselves and know them, think about how you would meet them. Talk about them at staff meetings and in wider early childhood groups. We need to know these and strive to implement them.

Many of us who were deemed Proficient may in the future become mentors or supervisors for new early childhood teachers who are working towards becoming Proficient. They will rely on us for support, advice, knowledge and leadership. We cannot begin to do this if we are ignorant of the Standards.

Being deemed professionals was a wonderful thing for our sector. We are at last recognised for the work we do, our knowledge and skill, the importance of early childhood and our professionalism. We cannot afford others to say we didn't deserve it because we haven't bothered to make ourselves aware of the Standards.

As we are still fighting for pay parity we need all our ducks lined up – and this is one big duck!

Take the time, read the Standards and ask yourselves if you are meeting them. As lifelong learners we should embrace these eagerly.

## Principals highlight key issues

### Pam Smith

Principals Organiser



**Recent IEU meetings with principal members in Sydney's Southern Region and in Newcastle have highlighted a range of key issues and concerns for school leaders.**

Sydney Southern Region principal members, meeting at Moorebank on 15 June, were keen to discuss the new Sydney Archdiocese principals' enterprise agreement (EA) and to receive an IEU update on the negotiations for the EA for teachers and general employees.

Other issues on the agenda for Southern Region principals included funding, staffing and resourcing for schools, support for students with special needs, and the vital importance of addressing workload and wellbeing concerns for principals.

The IEU looks forward to opportunities to meet with principals in Sydney Archdiocese's Eastern and Inner West Regions.

In Newcastle on 23 June, a well attended meeting of IEU principal members endorsed resolutions expressing their strong concerns about recent developments in the Maitland-Newcastle Diocese. Principals noted the very significant role of the Catholic Schools Office in the provision of support for Catholic schools in the Diocese and expressed their concern about the Bishop's proposal to integrate CSO services with those of other agencies under the auspices of the Chancery.

Issues were raised in relation to the possible impact on school finances, school fees, Education Act compliance and ongoing employment arrangements for principals, teachers and support staff in the Maitland-Newcastle Diocese.

Principals also expressed their support for their Maitland-Newcastle CSO colleagues who at that stage were being denied a vote on an Enterprise Agreement for their workplace. Fortunately, with strong Union collective support, the CSO EA has since been progressed.

In relation to other matters affecting principal members, the IEU notes with concern some current disputes which highlight the stresses facing principals in relation to difficult parent/school community issues. While most dioceses and some independent schools have 'codes of conduct' or similar documents for parents and carers, situations have arisen this year where principals and their staff have been subjected to verbal abuse and threats of physical abuse. This has unfortunately resulted in some unfortunate impacts on the health and wellbeing of principals and staff.

IEU will continue to liaise with employers and members to ensure fair, safe and inclusive working conditions based on dignity and respect.

Principals Sub Branch will hold its Term 3 meeting at the Union's Parramatta office on 5 August and the Term 4 meeting is scheduled for 4 November. IEU principals' meetings have also been arranged later in 2017 in the Wollongong and Armidale dioceses and other meeting opportunities are welcome.



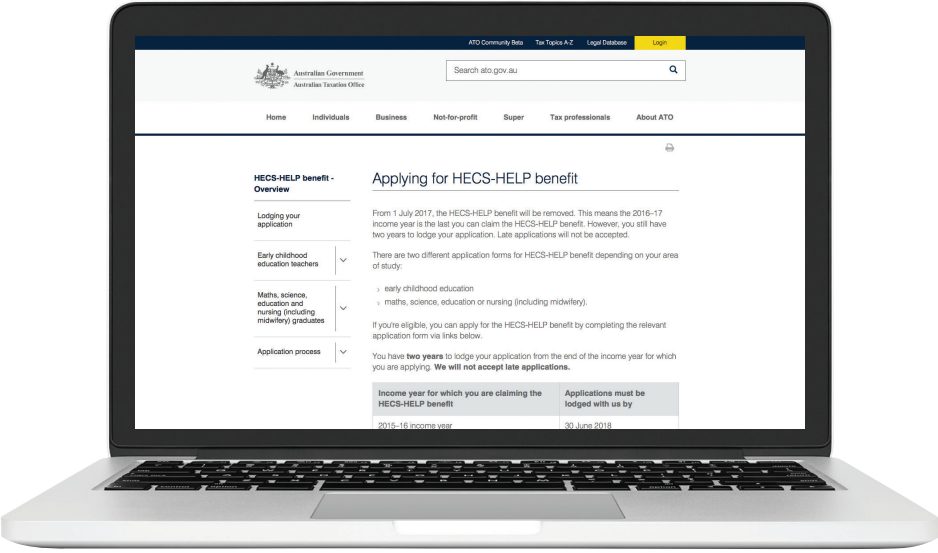


# Last chance to apply for HECS-HELP benefit

Did you know that if you have studied education, you may be eligible for a Federal Government HECS-HELP benefit? There are two different application forms for HECS-HELP benefit depending on your area of study:

- early childhood education
- maths, science, education or nursing (including midwifery).

If you're eligible, you can apply for the HECS-HELP benefit by completing the relevant application form via links below. The 2016/2017 financial year is the last year that this benefit will be running, so it's worth looking into. For more details see <https://www.ato.gov.au/forms/hecs-help-benefit---overview/> or speak to your taxation accountant.



## Campaign for paid domestic violence leave

IEU supports the ACTU's campaign to introduce paid domestic violence leave into the industrial landscape.

The Fair Work Commission recently rejected the ACTU's application for 10 days paid domestic violence leave to be covered under all modern awards.

The Commission did state that all employees should have access to unpaid domestic violence leave and that employees should be able to access personal/carer's leave for domestic violence issues.

The ACTU has pledged to continue its campaign, called We Won't Wait, for paid domestic violence leave, and is planning a day of action in August, with the date to be announced soon.

# Hitting the wall

One member contacted the IEU because they feel they are being pushed out of the job they love due to increasing work intensification. The IEU is currently negotiating with Catholic employers to try and put limits around things like meeting and release times and after hours emails.

**After 20 years of teaching, I have decided to take a break. I have simply 'hit the wall'. I am physically and mentally exhausted. I have come to the realisation that I have burnt myself out by trying to maintain a workload which I feel has become completely unmanageable.**

I used to be able to fit adequate sleep and regular exercise into my weekly routine. As a PDHPE teacher and sports coordinator I know full well the benefits that these provide to physical and mental health and wellbeing. I have only been able to fit in playing netball on a Saturday (in between marking assessments) and have rarely used my yoga membership.

My working day was starting at 4am as I was no longer able to sleep. I could go off to sleep alright as I was exhausted at the end of each day, but would wake up early with my mind racing with all the jobs that I had to do and deadlines that needed to be met. I couldn't switch off any more. I barely took breaks at work as there simply wasn't enough time. I would eat at my desk or on the run.

It started to affect my health (constant fatigue, dizziness, headaches, loss of appetite and pain/injury associated with prolonged sitting).

I feel that more and more demands have been placed on teachers without adequate release time and professional development. This has become worse in the last five years.

Teachers are expected to analyse NAPLAN data to plan and teach engaging


lessons that cater for the diverse range of learners, incorporate technology, manage challenging behaviours, affirm students, respond to endless emails from colleagues/parents/students, create lesson resources, update programs, devise assessments, mark assessments, give timely feedback, chase up work that has not been submitted, log data into Sentral,

call parents, attend meetings and the list goes on.

I lost track of when one day would end and the next would start. It was hard to 'clock off' especially with emails going to my phone. I could access them at any time of the day or night (and work related emails would be sent after hours with a prompt reply expected – gone are the days when a 48 hour reply to an email is considered acceptable!).

In regard to professional development, most of the time I had to organise my own which meant staying late at school, leaving lessons for the casual teacher, and then travelling to Sydney, adding to the time burden. There is not a lot of local professional development opportunities in my region.

I love teaching and am still very passionate about it. I have not lost the desire to teach. I am just completely exhausted and hoping that I can return to teaching once I can devise a strategy to make the workload manageable again. I need to find a work/life balance. I want to be able to spend quality time with my family and continue teaching for the next 20 years as I feel that I still have so much more to give.



Teacher Learning Network

2017 course list

NESA Registered courses for early childhood teachers

TLN is endorsed by NESA to provide professional development courses registered at the Proficient level.

For course by course statements of registration, please visit [www.tln.org.au](http://www.tln.org.au)


Course title	Live-steamed date	NESA Registered
L730 Including Children with Autism Spectrum Disorder in Preschool Routines	Tuesday, August 8th 4:45 PM - 5:45 PM	NESA Registered
L733 Putting the elements of the EYLF into practice	Tuesday, August 8th 6:15 PM - 7:15 PM	NESA Registered
L736 Shared sustained thinking with preschool children	Tuesday, August 8th 7:45 PM - 8:45 PM	NESA Registered
W708 Breaking the Chains of the Early Learning Frameworks - Discussion	Thursday, August 31st 4:00 PM - 6:00 PM	NESA Registered
L739 Self-assessment practices with preschool children	Tuesday, September 5th 4:45 PM - 5:45 PM	NESA Registered
L740 - Voice Care	Tuesday, September 5th 5:00 PM - 6:00 PM	NESA Registered
L742 Incorporating Aboriginal perspectives	Tuesday, September 5th 6:15 PM - 7:15 PM	NESA Registered
L745 Preschool composting 101	Tuesday, September 5th 7:45 PM - 8:45 PM	NESA Registered
L748 Symbolic Leadership in Early Childhood – creating a dynamic learning culture	Tuesday, October 17th 4:45 PM - 5:45 PM	NESA Registered
L751 Including literacy throughout the preschool	Tuesday, October 17th 6:15 PM - 7:15 PM	NESA Registered
L754 Building warm relationships with preschool families	Tuesday, October 17th 7:45 PM - 8:45 PM	NESA Registered
L756 Counselling students effectively	Tuesday, October 31st 4:00 PM - 5:00 PM	NESA Registered
L757 Storytelling in preschools	Tuesday, October 31st 4:45 PM - 5:45 PM	NESA Registered
L760 Practical recycling processes for preschool	Tuesday, October 31st 6:15 PM - 7:15 PM	NESA Registered
L762 Songlines	Tuesday, October 31st 7:00 PM - 8:00 PM	NESA Registered
L763 Human leadership in Early Childhood – building the skills of your people	Tuesday, October 31st 7:45 PM - 8:45 PM	NESA Registered

**Membership information**

IEU NSW/ACT early childhood teacher members can access all TLN live-streamed courses in 2017.

Regular costs:

- Early childhood centres—\$350 (all staff can access PD)
- Individual teacher membership—\$250



Industrial Employees Union of Australia



# Facebook feedback

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

## For teachers there are bigger problems in our classroom than Gonski

**Stephen:** Yes, its central micro management in Parramatta Diocese, awful centralisation destroying the freedom and autonomy of teachers. Trust is gone. They even take photos of a teacher's whiteboard. It's true. It's pathetic micro management. Teachers will leave in droves.

**Denise** Micro management is killing education. How about we just let teachers teach and focus on providing the resources to let them do it!

## World Support Staff Day

**Kathryn** It was a wonderful email from Peter Turner. It's the little things that mean something. I hope the day continues to get more publicity each year and hopefully more schools will get on board. Thanks to the IEU and the ongoing support from members, the support staff aren't the forgotten ones when it comes to pay and conditions.

**Mary** We had a lovely morning tea at our school. Thanks to the IEU for the reminder. People were really touched to be recognised and thanked for all their work, and for their contributions to our school community.

## How virtual reality technology is changing the way students learn

**Lubna** Technology for the wonderful examples above is spot on for many kids. As long as it's balanced and integrated with a range of other methods. Trust history teachers (me too) to pounce with creativity so quickly.

**Mellisa** How great would it be for history students to walk through the streets of Pompeii, walk into a pyramid or be a part of the Persian Wars!

**Manda** We've been using WWI for our writing this term. It would have been awesome for the kids to experience the terrain of the battlefield at Gallipoli to enhance their texts!

## Secret Teacher: Lets tell student teachers what they're really getting into.

**Sharlene:** Our government spends less than 5% of our GDP on education - that encompasses all levels from early childhood education and care through to, and including, tertiary and vocational education. Between 30% and 50% of graduate teachers leave the profession in the first five years - and are told not to expect a permanent job for at least five years after they graduate. Graduate teachers now also have two years (five if casual) to go through a new accreditation process that takes them from graduate to Proficient. As part of the process, teachers have to prove communication with parents, lesson planning for a diverse range of students, and connection to community - how are they meant to do that when casual teaching?

With high numbers of teachers due to retire in the next three years, a large number of very experienced teachers are great at their job but who don't have the knowledge and skills to advance students learning in technology, I have to wonder why we're not pushing for co-teaching, with a graduate teacher paired with an experienced teacher. There were over 17,000 requests in NSW for casual teachers last year. At the very least, why aren't we considering each school being given the funds to hire at least one graduate teacher on a two year contract (each year) with larger schools being given the funds for two graduate teachers? That way, we'd support new teachers, who could be mentored and learn from experienced teachers in the classroom while they complete their accreditation process; they could fill in for teachers RFF and planning time, and help out with students who need additional help with certain subjects (for example) with teachers booking their time. And they could fill in if teachers are away. Seems like a win-win-win to me.

Instead of piling more kids into classrooms, and building demountables that restrict room to run at

lunch, we could use existing empty state buildings, transforming them into vertical secondary schools. Then use existing secondary schools for upper primary (Years 3 to 6) and existing primary schools for early childhood education and care through to Year 2, bringing preschool and early childhood education back into the public system rather than private companies making millions. We could also hire student teachers to provide OOSH care at the schools; they could be there between 7am-9am then go to uni (etc) then back at school from 3pm-6pm. A nominal fee could be charged, but nowhere near the huge fees parents are paying now.

Also, there are MANY teachers who have to work a second job in order to survive, and travel ages to get to work because it's too expensive to live in the community where they teach. These are the professionals who are dedicated to building the minds of future generations, to ensuring the future prosperity of our country - yet we pay them peanuts, seem to have no sympathy for the long hours they work, the supplies they pay for out of their own pocket, and have no sympathy for the increased stress teachers are under due to their having to "teach to the test" despite all evidence that this isn't in the best interests of the students.

We, as a nation, just have to decide that education is far too important to be given the short straw, and say as much to our government representatives. Anyway, just my thoughts on it.

PS It also is awful that student teachers in their last year now can't work as casual teachers in the public school system (NSW at least).

## Many teachers can't afford to live near students

**Michael:** More time spent commuting means less time providing feedback to students on their work.

## 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)



## New fee structure

The Union is currently reviewing its membership and fee structures to more equitably reflect the various income levels of its members. The current division into teachers and support staff, full time and part time as well as other classifications creates an unnecessarily complex structure.

In addition, we have members earning vastly different incomes paying the same fee which is both an impediment to membership and inherently unfair.

We are at present modelling a fee structure based entirely on income bands which would (if adopted) provide a fairer and simpler system. All other branches of the IEUA have an income based fee system and we have been looking at how these operate in constructing the models we are considering.

Further details will be published in the next edition of *Newsmonth*.

“We have nearly 100% IEU membership among support staff at this school.”



## Membership success for new rep

**Nevine Tita has only been IEU rep at Green Valley Islamic College since January, but in that time she's encouraged 19 people to join the IEU.**

The kindergarten teacher took on the rep's role because she was friends with the previous incumbent, and because her colleagues had

encouraged her to take it on.

“I am a ‘take the bull by the horns’ person. If I don’t do it who else will?”

“There’s been a lot of changes and some issues at school. It was time for a new voice. I was thinking of the future for myself and all my colleagues.”

Nevine said gaining the trust of everyone at the school,

teachers and support staff, had enabled her to success as a rep.

“We have nearly 100% IEU membership among support staff at this school.

“They feel able to trust me and ask me anything.

“I think any rep needs to gain the trust of the staff and people need to know they can be taken at their word. Getting a good

rapport is important.”

Nevine was a first time attendee at IEU’s June Council, where she said hearing how reps from other schools dealt with their issues was “very interesting”.

## Giveaways



### Girl Online Going Solo

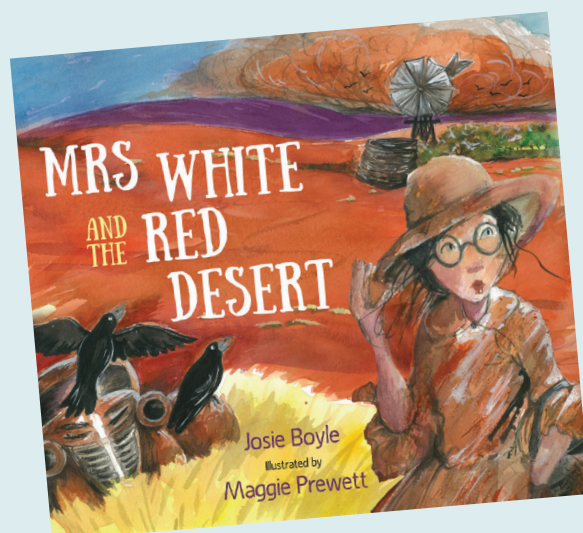
Author: Zoe Sugg

Publisher: Penguin Books

Three copies to give away

As Penny starts the school year she's ready to face the world – alone. Noah has gone off the radar after ending his world tour early and no one, including Penny, knows where he is. So when she accepts Megan's invitation to visit her performing arts school it seems like an opportunity to make some new friends.

Helping everyone else seems to be the right remedy. Elliot needs her friendship more than ever, and she meets Posey – struggling with stage fright and in need of support. But is charming Scottish boy Callum the right kind of distraction? And can Penny truly move on when Noah's shadow seems to haunt her round every corner?



### Mrs White and the Red Desert

Author: Josie Boyle

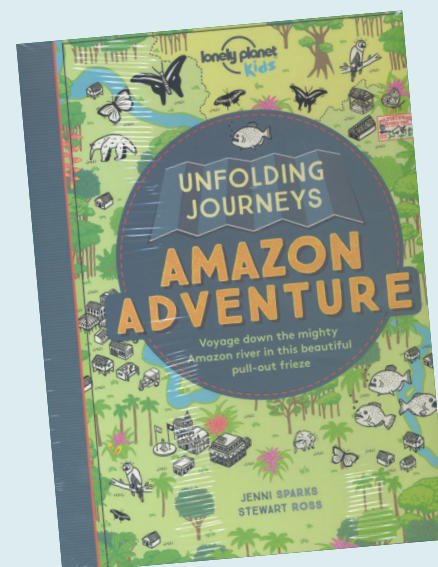
Illustrator: Maggie Prewett

Publisher: Magabala Books

Three copies to give away

When a group of desert children invite their school teacher, Mrs White, home for dinner to show her why their homework is always grubby, no one expects what is to come!

They are happily showing Mrs White their higgledy piggledy garden when suddenly a big red sand storm comes billowing over the hill. Sand and spinifex whips at their legs and flies at their heads. They can hardly see through the storm.



### Unfolding Journeys, Amazon Adventure

Author: Jenni Sparks and Stewart Ross

Publisher: Lonely Planet Kids

Three copies to give away

Jump in your trusty canoe and get ready for an unforgettable journey down the Amazon river. Sail past tribal villages and bustling jungle cities, and come face to face with incredible rainforest creatures in this beautifully illustrated wall frieze.

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 18 August 2017.



# Things fall apart; the centre cannot hold . . .



**Bernard O'Connor**  
NGS Super



**...but investment markets have held up well in the last financial year! In spite of Brexit, Trumpism and political conflict around the globe, world markets have performed strongly adding significantly to superannuation funds' annual returns.**

Thanks to the hard work and expertise of the NGS Super Investment Committee and in house Investment Management team, the NGS Super default option (Diversified (My Super)) returned 10.78% for the year. It should be noted that at the time of writing (early July) the returns are based on the 'soft close' prices and there could be some minor variations when the final, audited figures come in, but for all intents and purposes it has been a most excellent year in terms of investment returns. If you consider the investment objective of the Diversified (My Super) option, which is 3% above CPI over rolling 10 year periods, last year's result came in well above that target.

The top asset class for the year was International Shares coming in at 15.35% thanks to strong performances in the USA especially. The Australian Shares option was not far behind coming in at 12.87% for the year as the ASX 200 rose to close to 6000 by the end of June. The NGS Super blended shares option, Shares Plus, also returned strongly with an annual result of 14.10% thanks to the strong performance in both international shares and Australian shares. High Growth, Balanced and Indexed Growth returned 11.70%, 8.90% and 9.31% respectively. For those members invested in the NGS Super socially responsible investment option, Socially Responsible Diversified, the final return was 12.32%.

Investment managers, staff and certainly fund members love to see double digit returns, but not all options returned double digits last year. As could be expected with a Reserve Bank cash rate set at 1.5%, the

Cash and Term Deposits option came in at 2.04%, while Diversified Bonds returned 2.14%.

To round off the returns for the Accumulation accounts (super) for the year, Property returned 8.68% with a significant proportion of the NGS Super Property portfolio invested directly which means the fund actively manages and owns the property in the portfolio. Some listed property is also included in the portfolio. And for those conservative investors who were in the Defensive option, the return was 7.17%. It should be noted that the NGS Income Stream account returns were all higher than the Accumulation account returns due to the tax free environment for earnings on the income stream.

Of course it has become an axiom in the investment world to say that that past performance is not a reliable indicator of future performance. Key considerations when setting investment priorities should always be your risk tolerance, expected returns and of course your time horizon. Risks in the investment world include areas such as legislative risk, market risk, currency risk, inflation risk and of course the risk of inadequate savings to support your lifestyle in retirement. And volatility, which can be roughly defined as the degree to which investment returns move up and down over time, varies according to the investments selected in your portfolio. There is a general correlation between risk and return and that is the decision which has to be made by the individual investor.

So when setting your investment objectives for 2017-2018, a very good starting point is the NGS Super Investment Guide which explains all of the available investment options with their return objectives over time and their risks. It can be downloaded at [www.ngssuper.com.au](http://www.ngssuper.com.au) and it's good to consider professional advice before making any investment choices. NGS Super financial advisors are ready and able to assist you and can be contacted on: 1300 133 177.

**(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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## PD, Conferences and Meetings

**24 July** PIP How NSW Accreditation Works, Online

**25 July** PIP Maintenance of Accreditation, Online

**1 August** Writing a Winning Resume, Tradies Gynea

**1 August** PIP Work, Health and Safety, South Tweed Heads Sport Club

**9 August** PIP How NSW Accreditation Works, Online

**10 August** PIP Maintenance of Accreditation, Online

**10 August** PIP Work, Health and Safety, Armidale Ex Services Club

**6 Sept** Practical Classroom Management with Glen Pearsall, Coronation Club Burwood

### Rep training dates

**2 August** South Tweed Sports Club  
**11 August** City Bowling Club Armidale  
**25 August** IEU Office Ultimo

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

### Our locations

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