

Now celebrated throughout the world.

Let us know the way you celebrated Support Staff Day at your school – send photos and captions to [newsmonth@ieu.asn.au](mailto:newsmonth@ieu.asn.au)


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***“Our members are rightly proud of this result and of the resolve they displayed to achieve it.”***

Members will not forget also that the employers took to the courts to argue that you, as workers employed by them, had no right to take protected industrial action in protest at their position and their behaviour. Was this the position of all

Arbitration was once a universal right of workers in Australia. That we as a Union and you as members had to engage in a bitter struggle to maintain it, shows how the rules and the laws in this country are broken and need to change.

**John Quesy**  
Secretary



**Members in Catholic schools across 11 dioceses have overwhelmingly endorsed a Union supported Enterprise Agreement (EA) at a ballot held in May.**

A staggering 98.47% voted 'yes' to the proposed EA which was the product of almost 18 months of struggle and dispute involving stop work action on two occasions.

When the employers put their sub standard proposal to a vote in December last year it managed to attract less than 12% support, however this proposal, endorsed by the IEU because it addressed the demands of members gained almost universal approval.

Our members are rightly proud of this result and of the resolve they displayed to achieve it. The strength of the collective, in voice and action, is why we have today an EA which delivers increases in pay (2017, 2018 and 2019), a range of improved conditions and greater certainty with managing work through superior work practice arrangements.

# Contents

## Executive reports

1, 2, 3

## News

1, 3, 7, 9, 11

## Feature

4, 5, 8

## International

12, 13

## Reports

5, 14, 15

## Member stories

6, 10, 13, 16, 17, 18

## Member benefits

4, 8, 10, 11, 16, 18, 19

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# Agreement ahead for teachers in NSW Christian schools

Gloria Taylor  
Deputy Secretary



**In the March issue of *Newsm<sup>th</sup>*, the Union commended members in Christian schools for their support in passing motions to ensure new personal/carer's leave arrangements were comparable in Christian schools to the leave that applies in other NSW schools.**

The IEU can now report that we have settled with Christian Schools Australia (CSA) for a new NSW Christian Schools Teaching Staff Multi-Enterprise Agreement (MEA) that includes such leave.

The IEU will advocate a 'yes' vote for the agreement that should be put to members in the coming weeks.

### Personal/carer's leave

The turning point in negotiations came when the CSA, on behalf of Christian schools, agreed to new personal/carer's leave that contained many of the features of the new leave in government, Catholic and independent schools.

All NSW school sectors have moved away from a high annual entitlement with a cap to a lower annual entitlement with indefinite accrual. Despite the reduction in annual entitlement, there are considerable benefits to ongoing accrual. The uncapped scheme is also important to meet National Employment Standards (NES) requirements in the *Fair Work Act*.

### NSW Christian schools have now agreed to a new scheme that includes:

- 15 days per year entitlement (full time staff) accruing progressively over each year of service which accumulates indefinitely,

- retention of current accumulated leave balances for existing staff
- five bonus days leave (full time) staff on the commencement of the scheme to assist with the transition to the new accrual arrangements,
- the ability of staff in their first year of service to request personal leave in advance for absences due to illness or injury up to the entitlement of 15 days – such a request cannot be unreasonably denied, and
- expanded access provisions and lower evidence requirements.

The Union believes these arrangements provide better and more flexible leave entitlements to members than the existing scheme.

### Salary increases

Teachers will receive a 2.3% salary increase backdated to the first full pay period on or after 1 February 2018 (Bands 1 and 2) and 2.5% (Band 3), 2.5% from the first full pay period on or after 2019 and 2.5% from the first full pay period on or after 1 February 2020.

These increases are similar to percentage increases in the other education sectors. They are also significantly higher than the salary increases initially proposed by CSA on behalf of Christian schools.

The Union congratulates members on the significant benefits achieved by this agreement. The participation of members in the campaign for fair personal/carer's leave almost certainly helped shape the good outcome outlined above.

The Union will communicate further with you as the process unfolds. We also encourage you to hold meetings with your IEU organiser to gain further understanding about the proposed agreement.

## Programing in NSW schools: What are the expectations?

Mark Northam  
Assistant Secretary



**Schools and systems of schools have policy documents in relation to programing. It is critical however that the NESA source documents are utilised and provide clarity and certainty for teachers. Programing is an essential requirement and various types of 'inspections' call for such documents.**

Schools and systems which have a particular faith tradition will often have an additional programing dimension which ideally would have similar expectations.

Variations in approaches to programing are many and uneven expectations can generate teacher workload in excess of what is required. The following outline is derived from the NESA manuals.

*Registration Systems and Member Non-government Schools (NSW) Manual and the Registered and Accredited Individual Non-Government Schools (NSW) Manual* (both found on the NESA website under the Registration tab) outline the curriculum documentation requirements for individual and systemic schools.

### Evidence of compliance in relation to the educational program provided by the school essentially consists of:

- the scope and sequence of learning/units of work in relation to the outcomes of NESA syllabuses for each KLA for each year (documentation needs to be kept for each calendar year of the current registration period)
- teaching programs for each unit of work that correspond to those identified in the scope and sequence of learning/units of work (documentation needs to be kept for the current calendar year)
- resources used in the teaching of those units
- samples of student work that relate to the teaching program for that year, and
- an assessment plan indicating how students' performance in each KLA is assessed, monitored and recorded.

- Evidence relating to the standard of teaching includes: consistency between the various elements of the school's curriculum including NESA syllabus outcomes, scope and sequence, teaching programs assessment records and samples of student work.

**For schools offering Stage 6 the documentation required includes:**

- the scope and sequence of learning/units of work in relation to the outcomes of NESA syllabuses for each course for each year
- resources and equipment available for each course of study, and
- an assessment plan indicating how students' performance in each course is assessed, monitored and recorded.

### For schools offering Stage 6 the documentation required includes:

- the scope and sequence of learning/units of work in relation to the outcomes of NESA syllabuses for each course for each year
- resources and equipment available for each course of study, and
- an assessment plan indicating how students' performance in each course is assessed, monitored and recorded.

In summary what is required is: a scope and sequence that is a one page snap shot that you are compliant, ie

- the name of the unit
- how long the unit goes for
- the NESA outcomes addressed through the unit (may include Life Skills outcomes if relevant)
- any mandatory requirements, eg text types in English, site study in History, field trip in Geography, investigation in Science, and
- in Stage 6 – assessment tasks and weightings.

A unit of work (program) that is consistent with the Scope and Sequence:

- the unit name
- how long the unit goes for
- the NESA outcomes addressed through the unit (may include Life Skills outcomes if relevant)
- content from the relevant NESA syllabus
- teaching and learning strategies that indicate how the content was taught (should include doing words eg demonstrate, outline, discuss, model, brainstorm etc)
- any adjustments made (could be indicated on the program or as an attached student ILP)
- any mandatory requirements, eg text types in English, site study in History, field trip in Geography, investigation in Science
- resources used in teaching the content (texts, YouTube, interactives, websites etc)
- statement on how the unit was assessed (formative and summative). For Stage 6 the Assessment grid that identifies the timing, weighting of task and components, outcomes and other course specific requirements – refer to the sample assessment grids on the NESA website for each course), and
- teacher reflection/evaluation of the effectiveness of teaching and learning activities.

Ensuring your program has the key elements described above will mean compliance requirements are met.

It may be appropriate for your school to review its programing policy to ensure that compliance is not in excess of what is being sought. Systems of work left to simply evolve can become unnecessarily burdensome.



# Enforce your rights



**Carol Matthews**  
Assistant Secretary



**The Union advises many members each week about their entitlements under enterprise agreements and, in Catholic systemic schools, work practices agreements, that sit alongside the enterprise agreement.**

## Enterprise agreements

Enterprise agreements apply to all Catholic systemic schools and nearly all independent schools and contain legally enforceable provisions relating to:

- Wages
- Classifications
- Progression up the pay scale – for teachers and support staff – know where you are on your pay scale, whether you are entitled to progress and what you need to do in order to progress
- Letters of appointment – what must be specified?
- Temporary appointment – in what circumstances can a teacher be employed as temporary?
- Appointment processes – when must a position be advertised? In Catholic systemic schools all appointments for a term or longer must be advertised. Teacher appointments in most Catholic independent schools also need to be advertised.
- Promotions positions – how many promotion positions must be appointed in a school of a particular size and what are the requirements for advertising vacancies?
- Leave – personal and carer's leave, long service leave and paid parental leave and evidence requirements or notice to access the leave

- Right to request part time work because of carer's responsibilities and for other specified reasons
- Right to be consulted about major workplace changes.

A copy of your enterprise agreement should be available in your workplace but members can also access the enterprise agreement for your school from the IEU website. The new *NSW and ACT Catholic Systemic Schools Enterprise Agreement 2017* (yet to be approved by the Fair Work Commission) is also accessible.

If you have a query about an entitlement, do not hesitate to contact the Union. In some cases, delay can affect your ability to enforce your entitlement, so do not delay.

## New work practices agreements

Work practices agreements have been re-negotiated and improved in 2018 with each Catholic diocese, except Wilcannia-Forbes. Work practice agreements are enforceable separate agreements between each diocese and the Union but in two cases the provisions are contained in the relevant annexure of the Catholic Systemic Schools Enterprise Agreement. Work practices agreements contain provisions such as:

- maximum face to face teaching and supervisory requirements
- release from Face to Face Teaching (RFF) in primary schools and the rights of a teacher to take RFF
- release for teachers in promotions positions
- maximum class sizes and support for a class teacher if desirable class sizes are exceeded
- support (release) for early career teachers and their mentors

- meetings – limits on the number of hours for which teacher can be required to attend meetings
- email policies – ensuring schools and school communities do not expect or require teachers to answer emails outside normal working hours, and
- avoiding unnecessary data collection.

In most cases the work practices agreement for your school will have been circulated by your diocese. Encourage the members in your IEU chapter to meet to ensure you are all familiar with the new 2018 provisions. Don't forget to encourage teachers new to the school or who have not joined the Union to become a member, so they are also fully informed. Your IEU organiser will be happy to visit your school to explain the new arrangements or answer any queries.

## Independent schools without an enterprise agreement

There are a handful of independent schools in NSW and the ACT that do not have an up to date enterprise agreement applying to teachers or support staff. Where this occurs rates of pay and conditions can easily fall below industry standards.

In late 2017 support staff at Green Valley Islamic School were successful in encouraging their school to offer an enterprise agreement after many years without one, which delivered significant pay increases. If employees at your school are in this situation or you have friends at other schools without an enterprise agreement, urge them to join the Union and ask us for help.



## Schools celebrate Support Staff Day

**Did you celebrate Support Staff Day on 13 June? The day celebrates and acknowledges the tireless work of support and operational staff.**

Support and operational staff should celebrate each others' achievements.

The annual Support Staff 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 support and operational staff, 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, making sure the technology is running smoothly, sorting out those who forgot their lunch, and a myriad of other crucial things too numerous to list," Quessy said.

The Union for all support staff, the IEU, hopes you had a great day on 13 June. Don't forget, if you have any problems about your pay or conditions, contact your IEU organiser.

The best way for support staff to improve their positions is to have lots of members in the Union, so encourage your colleagues to find out about the IEU. We'd love to see what you did to celebrate. Send your photos to [newsmonth@ieu.asn.au](mailto:newsmonth@ieu.asn.au)

## Modern award pay rises

**The Fair Work Commission has awarded an increase of 3.5% to apply from the beginning of the first pay period after 1 July 2018. The increase will be applied to all modern awards.**

All enterprise agreement rates should be above the modern award rates and so employees on enterprise agreements will not benefit directly.

IEU members, particularly teachers in early childhood services, who are paid the modern award rate will be entitled to an increase to ensure their pay is above the new award rate.

Modern award rates are still well under prevailing industry enterprise agreement rates, so do not hesitate to ring the Union if you would like assistance in negotiating an enterprise agreement for your centre, school or post secondary college (ELICOS).

**Carol Matthews** Assistant Secretary



# Data walls and classroom learning: What are the questions that matter?

**In an era where education authorities internationally have an apparent fascination with big data, it is hardly surprising that data walls have become more prominent both within Australia and other countries, including New Zealand and the United States.**

This article is the first in a series of five that discusses the available evidence to show the potential benefits, limitations and risks of data walls. This first article poses some key questions to support readers interested in reviewing how data walls are working or who are preparing to make a decision about installing them.

Currently, data walls are sites of contestation. A brief search of the internet will reveal two distinct camps: advocates for data walls, and those against data walls with labels such as 'walls of shame'. The lure of data walls is clear: they appear to offer an easy way to demonstrate a form of accountability as data tracking. They also offer a means to engage teachers with the Professional Standard 5.4 (AITSL, 2011), offering a common set of material for rich conversations (Singh, Mårtin, & Glasswell, 2015). Yet data walls may present a partial and incomplete data set with limited potential to connect to broader learning goals (Koyama, 2013).

The term data walls usually refers to a public or semi-public physical artefact that visually represents student achievement and related information (eg demographic data, intervention details). A data wall may include (i) numeric or letter grade scores, (ii) visual representations of information (eg graphs, tables, student photos); and (iii) colour coded symbols to easily identify student demographic characteristics (eg gender, disability status, first language) or achievement grouping (eg red/orange/green as symbols of poor, acceptable, and high level progress or achievement). It can be anticipated that data walls will give way to digital dashboards, a move already underway in some schools.

In examining the literature, we have identified a series

of questions regarding the introduction of data walls into schools. The resultant decisions are highly consequential for teachers, school leaders and students.

## Links to pedagogy

- What curriculum, demographic or other details are represented on the data wall? What does this information reveal about student learning?
- How is the data used to inform pedagogy?
- What purposeful or evolving pedagogical practices are occurring in relation to data walls usage?
- Is the data displayed on the walls the subject of routine discussions with the whole staff, the whole class, with individual students or with parents?
- How are data walls used by teachers to support students to articulate their learning goals?
- How do data walls connect to the suite of other data types that teachers use in the context of the official curriculum and achievement standards?

## Civic rights and privacy

- Where is the wall located? Who has access to the data wall and what are the conditions of access for teachers, school leaders, students and parents?
- What are students' rights to privacy in terms of their data? How is data presented in a way that takes account of student's rights? What discussions have occurred in the school regarding student's rights to their data?
- If data walls are to be in a public space, is permission sought from teachers, parents and students?
- Monitoring psychological impact.
- What information is collected in schools regarding the impact of data walls for how they motivate or demotivate teachers and students?
- What practices does a school have in place to monitor this impact and address potential psychological risks?

These questions provide the opportunity to start the conversations about how data walls do not come with predetermined benefits or negative consequences. Their impact stems from the decisions and actions taken by school leaders, teachers, and policy personnel.

The next piece in this suite takes up the issue of research evidence and what is currently known about data walls; the actual impact of data walls on teaching, student learning and teacher-student relationships. The authors are keen to hear from readers interested in sharing their experiences of data walls.

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Claire Wyatt-Smith, Lenore Adie, Lois Harris Institute for Learning Sciences and Teacher Education, Australian Catholic University.



## Protect yourself in a storm

**Exclusive offer for IEU members**  
High quality Peros 'Hurricane' umbrellas reduced to \$10  
**Ask your organiser for details**





## Students buoyed by life on a floating classroom

**School is anything but boring at Newman Senior Technical College, Port Macquarie, where students get to set sail as part of their education.**

The college is the foremost provider of Marine Studies in the state, if not Australia. Marine Coordinator Warren Bridge, who founded the course at the school, said it was a unique situation, delivering classes from a 100 year old converted trawler.

The XLCR (pronounced excelsior – yes, they came up with that in 1915) was Port Macquarie's first offshore fishing charter vessel.

Father Leo Donnelly, the head of the St Agnes parish, had his first sea experience on the XLCR as a schoolboy in 1942.

The vessel became the region's first sea

rescue boat on 29 April 1943. She rose to national prominence when Skipper Claude Radley and his crew headed to sea after being alerted by a Catalina seaplane that the coastal steamer, the Wollongbar II, had been torpedoed off Crescent Head by a Japanese submarine, with 32 lives lost.

Despite knowing that the enemy submarine was still in the area, the XLCR went out to sea and rescued five survivors from a half-submerged lifeboat.

The vessel 'retired' from fishing in the 90s but was brought back to life by college

students. The refit took almost five years and included an engine rebuild, a new wheelhouse, a new deck and hull recaulking.

She was lifted back into the Hastings River on 24 August 2009.

"Newman College students receive hands on experience in boat handling, navigation, ship maintenance, water safety, marine biology, estuary studies, weather and trip planning, and can even qualify for their boat licence," Bridge said.

Students have gone on to careers in the navy, to study Coastal Science at Southern

***"Marine Studies is the most popular elective we have at the college. We have nine classes of it. It's glorious to be able to get out on the water."***

Cross University and one girl even got a position on a tourist boat in Darwin, where crocodiles are tempted to jump for chickens for the benefit of tourists.

Lismore Diocese primary schools also access the boat for excursions to study wildlife, transportation or geography.

"Marine Studies is the most popular elective we have at the college. We have nine classes of it. It's glorious to be able to get out on the water."

Life now is very different for Warren, who started out at Patrician Brothers Blacktown in 1980, when he joined the IEU. After 20 years at Blacktown he has loved the move to Port Macquarie, and the XLCR has been a big part of his life ever since.

## Present tense: Awards and updates

**Kendall Warren**  
Organiser



### Award increases coming

The Fair Work Commission is currently undertaking its annual national wage case, which will adjust the national minimum wage, and with it, all award rates, including those in the Educational Services (Post-Secondary Education) Award 2010.

The current minimum wage is around \$695 per week for a full time employee, or about \$36,000 per annum. Staff employed under the Post-Secondary award are paid at higher rates than this, but mostly still at or below the median average income in NSW (which is around \$60,000). Members reliant on award wages will know that award rates do not amount to much for workers trying to get by in Sydney.

The ACTU, in its submission, has called for a significant increase to the minimum wage of around \$50 per week, which equates to 7.2% per annum. ACTU Secretary Sally McManus notes that many employees reliant on the minimum wage work in the hospitality and retail sectors, where cuts to penalty rates will take place from 1 July.

McManus, and this column, has long argued that wage growth generally is far too low in Australia. The Wages Prices Index came in at 2.1% per annum in the most recent survey in early May – we are now well into our third year where wages growth has stalled around the 2%

mark – so there is no doubt there is truth to the ACTU's position.

Employer groups, by contrast, have made the same old tired arguments about increases, arguing that such rises would "kill jobs and investment", and that the ACTU is "out of touch". The Australian Industry Group (AIG) has proposed a 1.8% increase. Seems that there is never a good time to have wage increases for the AIG.

In fact, a recent study by the Reserve Bank (no raging Lefties there), suggests that increases in minimum pay rates has no effect of job numbers, or on hours of work. Indeed, it found that awards that had larger pay increases had more substantial increases in hours worked than was the case with awards with smaller pay increases.

### STOP PRESS

The FWC has approved a 3.5% increase to take effect from 1 July. Details will be provided in the next edition of *Newsmonth*.

### Agreement update

Your Union continues the work of bargaining for new agreements in the post-secondary college sector, and negotiations have recent commenced at both Navitas English, and also at EF International Colleges.

The negotiations at NE are

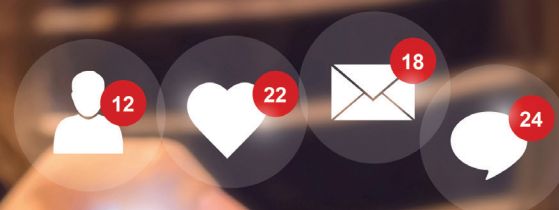
taking place in the shadow of significant redundancies in 2017 (following the loss to NE of a significant number of government contracts), but nevertheless, your Union is seeking improvements in areas such as salary, leave, hours of work, and job security. At EF, your Union is also seeking improvements in these areas.

Enterprise agreements typically provide for much better salaries and conditions than apply via the award. The *Fair Work Act* contains provisions which can make employers bargain for an agreement – to find out how this might work at your workplace, contact your Union, the IEU.





# Scrolling through IEU's social media channels



**IEU's Facebook page is an exciting hub of ideas and discussion, followed by over 4000 teachers and support staff. Here are some of the top stories they're talking about this month. Like us at <https://www.facebook.com/ieunswact/> and join in the conversation.**

## Celebrating support staff

*Equal Times* has reported on Education International's pledge to raise the global profile of support staff, or education support personnel (ESP). Education International – "a global federation of over 32 million teachers and support personnel in 173 countries" – has uncovered that ESPs around the world "often have low salaries and unfavourable working conditions."

Education International held a conference in May this year which brought together "union leaders, education support personnel, researchers and representatives of international organisations from around the world."

The privatisation of education is having a huge impact on support staff, leading to "precarious contracts, poor benefits and little job security".

IEU members were quick to agree, Julie said in the comments, "I do a lot of the same staff training as teachers but do not get any accreditation or recognition."

To follow developments use the hashtags: #ESPday #Notjust #Proudtobe

## Older teachers in the UK leaving in record numbers

Last month, *The Guardian* featured an article in their Secret Teachers series headlined "The exodus of older teachers is draining schools of expertise."

"The average age of teachers is falling. In 2013, the OECD

teaching and learning international survey found that the average age of teachers in secondary schools in England was 39 – almost four years younger than the global average."

Teaching is a profession which relies not only on formal training but often on the wisdom and expertise of more experienced colleagues.

Changes in the professions, decreased teacher autonomy, increased workloads, increased data entry, move towards rote learning curriculums, are responsible for this exodus.

The article struck a chord with IEU members.

Patricia commented: "Sadly, there's a culture of ageism in the system in which I teach. Experience, while appreciated and valued by the younger teachers, is not valued by the hierarchy. Most senior teachers I know, while they love teaching, are talking about getting out. The students are the ones that will miss out."

## Australia has highest level of temporary workers in OECD

"Sydney primary school teacher Rebecca Sheerin, 32, has been working on fixed term contracts for about 10 years and is preparing to teach in Singapore because she has been unable to find a permanent job," reported the *Sydney Morning Herald* in May.

Australia's percentage of temporary employees is at 24.9%, more than double the OECD average of 11.4%.

An ACTU report "lists 108 recommendations to support greater job security, including through use of government procurement."

Being on a temporary contract "means you can't ever say no to being given extra work and you always feel you have to show you are available to the school so they keep giving you contracts. So life work balance has gone out the door because you need that next year's work."

"Same for support staff," wrote Carolyn in the comments. "Far too many on temporary contracts."

## Andrew Laming says teachers should work more, have shorter holidays

The IEU Facebook page comment section was alive with reactions to Queensland MP Andrew Laming's comments on Twitter, earlier last month.

On his profile he wrote "are teachers back at work this week, or are they 'lesson planning' from home? Let me know exactly."

His sarcasm and derision were met with an appropriate response from IEU members.

"Just another lazy weekend," said Louise in the comments, "marking 70 assessments. I'd love to work a 38 hour week!"

Katherine commented, "pushing students out of the industrial model and pushing teachers back into it. Andrew Laming needs to consider flexible work spaces, innovative learning spaces for all those in education, not just students."

**Alex Menyhart** Online Journalist



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



[twitter.com/#!/IEUNSWACT](https://twitter.com/#!/IEUNSWACT)

# Growing a visible symbol of Aboriginal culture

**Creating a place on school grounds that visibly recognises Aboriginal culture is important, Bryan Rowe said.**

Aboriginal Education Teacher at San Clemente High School Mayfield, Rowe has created a Yarning Circle at the school which is a "physical manifestation of the commitment by the school to Aboriginal culture".

"It's made from large sandstone blocks, which I like because it's permanent and immovable," Rowe said.

"I was inspired by the work of many of our local Aboriginal community members – we work together to make all of the school's Aboriginal projects as authentic and culturally appropriate as we can."

Rowe shares his time between San Clemente and Our Lady of Lourdes Primary

School, where he has recently taken on the role of IEU rep.

Being IEU rep is all about information and communication, Rowe said, similar to many aspects of his role as Aboriginal Education Teacher.

Rowe's work can be pastoral, talking to students who are 'feeling out of sorts'. It's also cultural and academic, depending on what's required.

For instance, Rowe recently joined a Science Geology excursion to a local beach where he taught students from an Aboriginal perspective. This included traditional uses of the landscape as well as uses for the locally sourced rocks.

**"It's made from large sandstone blocks, which I like because it's permanent and immovable."**

The Yarning Circle he has created can be used for pastoral needs, providing a place in a more natural setting where students can

take time out of the everyday classroom setting. It is also used by a variety of subject areas across the school such as Science, Religion and PDHPE.

"It is a popular spot, but it still has a section of ground leading to a large metal fence that needs beautifying."

Rowe has been in contact with a restoration ecologist who is going to help revegetate the Yarning Circle with local native species.

"He usually works in the Upper Hunter, surveying vegetation, seed collecting,

and replanting and managing restoration projects on large scale mine sites.

"He's looking forward to working on this compact area. As well as native vegetation that will attract fauna he's suggested installing nesting boxes for bats and birds as a way to increase biodiversity in the area.

"This ongoing project will involve many of the KLAs. Science of course, Geography, but also Industrial Technology to build boxes and Art to sketch the area."

Rowe has the school's support for the project, and intends to apply for an IEU Environment Grant to buy materials.

Sponsored by the Teachers Mutual Bank, the IEU provides a number of \$3000 grants every year to schools and early childhood centres for environmental projects.

For details on the grants see page 10.



# Workers Compensation:

## No fiscal or moral justification for workers to suffer

**“When injuries occur, society has an obligation to provide workers with compensation they can count on, as a partial offset for the pain and loss they will bear – in many cases, for the rest of their lives.”**

**In 2012 the NSW Liberal Government undertook a “wrenching transformation” of the workers compensation system.**

A new report, *Restoring Security and Respect: Rebuilding NSW's Workers Compensation System*, by Dr Ian Watson and Dr Jim Stanford of the Centre for Future Work at Australia Institute, recommends a five year program to repair and restore benefits for injured workers.

In the report, the authors say the Liberal Government “imposed far reaching cutbacks in benefit payments to injured workers, and other changes. Adjusted for inflation, real benefit payments from the system have declined 25% in just five years – and the burden of benefit reductions has still not been fully implemented.

“Indeed, thousands of seriously injured workers have had their benefits cut off entirely in recent months, as the culmination of limits on benefit payouts first imposed in 2012 (under Section 39 of the revised *NSW Workers Compensation Act*).

“However, even as injured workers suffer the consequences of reduced benefits, the financial position of the workers compensation system has been radically transformed – from ‘famine to feast’.

“The supposedly dire accumulated deficit which justified the cutbacks disappeared entirely within a year; by June 2013 the fund was back in surplus. That surplus swelled to \$4 billion by 2015, driven by reduced benefit payouts and a recovery in financial markets after the global financial crisis (which was in fact the primary cause of the previous temporary deficits).

“Some partial restoration of benefits has been implemented since 2014. But the major beneficiary of the dramatic reversal of the system's financial fortunes has been private business: average effective premium rates for private employers have declined by 30% since 2011 (and by even more longer term). The financial position of the system will continue to improve further in coming years.

“There is no fiscal or moral justification for injured workers to continue to suffer from austerity in the form of reduced benefits, while the workers compensation system carries a multibillion dollar surplus – one that is poised to get even bigger in the years ahead.”

The report makes 10 core recommendations to restore and rebuild the system.

“Under this timetable, benefits for injured workers would be repaired in several stages over the next five years, with no increase in effective premium rates, and maintaining the full (100%) funding of the system. There is no fiscal excuse for treating injured workers with the callous disrespect they have endured since 2012. That legacy cannot be reversed overnight, but it can be reversed with a significant and responsible commitment to rebuild the integrity of the program over the coming years.

“On the strength of a growing economy, falling injury rates, and continuing normalisation of financial markets, providing injured workers with decent and secure benefits has never been more affordable.

“Our society should focus, first and foremost, on preventing workplace injuries and diseases, through effective pro-active education, inspection, and enforcement (including by empowering trade unions to perform their legitimate function in ensuring workplace safety standards are respected by employers).

“But when injuries occur, society has an obligation to provide workers with compensation they can count on, as a partial offset for the pain and loss they will bear – in many cases, for the rest of their lives. This report confirms that NSW is fully capable of meeting this responsibility. It is simply a matter of political and fiscal priority on the part of the state government, to ensure it happens.”

To read the report (recommendations and conclusions p73): <https://bit.ly/2LbMGfp>

# BOOK NOW

IEUA NSW/ACT Branch

## STEPPING UP FOR EQUAL PAY

2018 EARLY CHILDHOOD CONFERENCE

Saturday 8 September, book online at [https://ieuconference\\_ect2018.eventbrite.com.au](https://ieuconference_ect2018.eventbrite.com.au)





# Changing the rules for working women

*“We are all leaders – in one capacity or other. Leadership is not simply a position; it is action.”*



**This year's Women's Conference will feature keynote speakers Naomi Steer National Director, Australia for UNHCR and Ros McLennan General Secretary, Queensland Council of Unions.**

The title of this year's conference is Changing the Rules for Working Women and for Students in their Future Workplaces, and this theme will be approached from a number of angles.

Steer will talk about her life with the UNHCR, and how it helps women and girls. Steer has been dedicated to global human rights all her life. Her first job was with the Department of Foreign Affairs as a diplomat.

She then joined Actor's Equity in Australia as an industrial organiser and eventually took up a position with Unions NSW. With UNHCR Naomi has been to Afghanistan, Burma, Somalia, Sri Lanka, East Timor, Chad and the DRC [Congo].

McLennan has been a proud IEU member for the last 20 years. Her address will explore what it takes, personally, industrially and politically, to both champion women in leadership positions and to support working women more broadly.

She will challenge conference participants to reflect on the work they do, the difference they bring, and the real and positive impact of their work on the lives of students, families and communities.

“This significant work value deserves both respect, recognition and reward from school employing authorities,” she said.

“We need to change the rules to ensure the professional experience of colleagues includes secure work, fair pay, workforce rights that can be enforced and more power for working people rather than big business.”

McLennan will offer an application of the Change the Rules campaign narrative as it applies to the school context.

“Building the power of our own Union and the wider Australian union movement relies on both growth and strength.

“The profile of the modern union member is more female, white collar and private sector than ever before.

“Cause for pause, as we consider whether or not some of our strategies for growth, gender inclusion in leadership, union structures, how we do our organising and collective bargaining, how we do politics and influence public policy are fit for purpose for who we are today.”

IEUA Assistant Federal Secretary Christine Cooper will run a workshop on the IEUA's own Building Our Leadership Development (BOLD) program, developing women for leadership.

According to the latest ABS figures, 51% of union members are women, Cooper said.

“This represents a seismic shift in female union density from relatively low positions two decades ago. Yet there is still a lot more to be done for Australian women to be equal in the workplace,” she said.

“We are all leaders – in one capacity or other. Leadership is not simply a position; it is action. IEU women can be leaders in all aspects of our lives; in schools, in union structures and in communities.

“By standing together, IEU women can support each other to be BOLD leaders and make the necessary changes.”

Cooper's workshop will provide participants with the opportunity to develop some BOLD 'what if' ideas that women can do individually and collectively to lead for change.

Other presenters include AFL Giants captain and teacher Amanda Farrugia, who will talk about wellness and fitness, and there will be presentations by IEU officers on accreditation, teaching the millennial student and building connections in the community.

For details on the conference see page 9.

## Teachers Mutual Bank Tax tips for a seamless end of financial year

**As a teacher there are plenty of work-related expenses scattered throughout the year, from teaching aids to the costs of working from home. So with the end of financial year quickly approaching, you might be wondering what you can and cannot claim at tax time.**

The three golden rules when it comes to claiming deductions are; they should directly relate to the earning of your income; the money spent must have come out of your own pocket and not have been reimbursed by your employer; and you'll also need a record of the purchase.

We spoke to the Australian Taxation Office about expenses teachers may be able to claim a deduction for this tax time. Here are some key messages for those working in the education sector:

### What you can claim:

The costs of teaching aids and supplies. Whether it's aids such as handouts for students or ICT tools and resource subscriptions to help support your lesson plan, purchases that relate directly to teaching are generally tax deductible to the extent they are used for work.

### Home office

As we all know teachers spend a great amount of time working from home, marking and coming up with lesson plans. If you perform some of your work from your home, you may be able to claim a deduction for the costs you incur in running your home office - even if the area is not set aside solely for work-related purposes.

### Renewing your accreditation and registration

The costs of renewing your teacher accreditation and Working With Children Check clearance are tax deductible. However, you cannot claim initial accreditation and registration costs you pay to start new employment. Don't forget to claim your Union membership and other teacher association membership fees.

### Car expenses

While trips between your home and work are considered a private expense and are generally not tax deductible, there are some exemptions. For instance, car expenses may be considered a deduction if you have transported students to school excursions like a sporting venue or carried bulky equipment to be used at work that can't be stored securely on the work premises.

### Clothing and laundry

You may be able to claim a deduction on any occupation-specific clothing you're required to wear. However there is a clear line on what is deductible. For instance, while protective clothing would be considered deductible, plain uniforms and conventional clothing aren't.

When it comes to preparing your tax return, it pays to know what items are tax deductible and can also ease the stress of tax time. Have a chat with your tax agent or visit the ATO's website [ato.gov.au/teachers](http://ato.gov.au/teachers) if you need more clarity around what is deductible and keep a thorough record of your paperwork to help make submitting your tax return a seamless process.

(Important information: Information contained in this article is of a general nature only and should not be construed as providing tax, legal, financial or accounting advice on any of the topics discussed. Your needs and financial circumstances have not been taken into account. Please consult with your financial and/or tax advisor(s) before making any decisions. [www.tmbank.com.au](http://www.tmbank.com.au)



# What kind of workplaces do we want?



**In 2018 women make up 47% of Australia's workforce, and more than 70% of education employees, but there are still many challenges confronting women in the workplace.**

Catholic dioceses, other systemic employers, and independent schools with more than 100 staff, recently prepared their annual reports to the national Workplace Gender Equality Agency (WGEA). It is worth contemplating some of these current workplace equity concerns.

**The current reality includes:**

- average full time earnings are 15.3% lower for women than for men, with pay inequity being a major issue in the early childhood education sector
- this gender pay gap also results in a 42% superannuation gap for women on retirement
- women still undertake the majority of care for babies, children, elderly parents or family members with an illness or disability, and

- Australia still has unacceptably high levels of sex based harassment and discrimination and domestic and family violence.

In the annual reports to WGEA, which were due by the end of May, employers were required under the provisions of the 2012 *Workplace Gender Equality Act* to report on their efforts to promote and improve gender equality and to identify and remove barriers to women's full and equal workplace participation.

Areas which should have been addressed in the reports include policies and practice in relation to:

- pay equity
- family and carer responsibilities
- opportunities for professional development and career progression, and
- support for staff experiencing domestic or family violence.

Reports to WGEA also contain a range of statistical information in regard to male and female employees and their classification and remuneration levels, employment status (such as permanent, temporary, casual, and whether full or part time) and access to flexible work arrangements for care purposes.

These reports are placed on the WGEA website [www.wgea.gov.au](http://www.wgea.gov.au) and can be valuable resources for IEU reps and members.

Workplace gender inequality is a key priority area of the Change the Rules campaign and is the focus of this year's IEUA NSW/ACT Branch Women's Conference on 24 August.

Ultimately, for us as IEU members, it is a question of the type of workplaces we want for ourselves, our students, our own children and grandchildren hopefully workplaces based on values of justice, equity and inclusion.

**Pam Smith** Assistant Secretary

# Friday 24 AUG

2018 IEUA NSW/ACT  
WOMEN'S CONFERENCE

**CHANGING THE RULES  
FOR WORKING WOMEN**

AND FOR OUR STUDENTS IN  
THEIR FUTURE WORKPLACES





# Celebrating school counsellors

**Lyn Wooden was a school counsellor in the Parramatta Diocese for 23 years. She came into the role after 13 years of being a PE teacher. At that time, the position of school counsellor wasn't as ubiquitous as it is now.**

In the absence of a formal role, Lyn said, "many kids came to me with their problems." This experience, the completion of her Masters in Pastoral Guidance and her subsequent position as Pastoral Care Coordinator, prepared Lyn to undertake the role of school counsellor in 1995.

Over the years, Lyn attended regular professional development and training in therapeutic interventions, with a focus on school counselling. She also accessed regular outside supervision from experts. Lyn began studies in a Masters of Social Work in 2013.

Typically, only one school counsellor per 100 students was appointed in secondary schools. Primary school counsellors worked across a number of schools for Marist Education Centre.

"This made it difficult at times and isolating, so we organised ourselves into a network of school counsellors from different schools and we met on a regular basis."

A school counsellor's main role is to provide individual counselling to students based on the school's referral system and to provide consultation to school executives and teachers on student mental health issues.

However, an integral part of being a school counsellor is regular professional development and training.

There also needs to be regular supervision of therapeutic interventions as well as keeping up to date with the required policies and procedures.

A major part of the role has also involved liaising with child and adolescent health care professionals – both in private practice and the area health service sector.

This often involved case management of students and fulfilling mandatory legislation requirements when required.

School counsellors in the diocese were covered by the same enterprise agreement (EA) as teachers. School counsellor salaries were paid according to the teacher's salary scale.

But in 2012 the Catholic Education Office Parramatta began a 'realignment' process which drastically reduced their salaries and job security.

"The EA for teachers no longer covered us. We changed from being under NSW legislation, to being under Fair Work Australia, which was a national legislation."

Counsellors Lyn Wooden, Martin Graham, Paul Smith and Venessa Goode, and the Union, entered discussions with the CEO in 2013.

"In 2015 discussions stalled, but in 2016 the Union applied to Fair Work Australia and we voted for protected action."

Of counsellors on the roll, 76.67% voted in the ballot and 100% of those who voted supported the protected action.

This brought the CEO back to the bargaining table, and a proposed EA was accepted in October that year.

Lyn retired in 2018, but in the last five years of her tenure, together with Martin Graham and representatives from the IEU, she was instrumental in providing other school counsellors with genuine clarity and legal enforcement of their rights.

Since the re-alignment of 2012, the CEDP has taken over responsibility for school counsellors and provides support in their role, such as management, policies and procedures, individual and cluster supervision, professional development, and well being/behaviour management courses for schools.

"As a group, we have always been vocal and proactive in matters concerning our role and conditions of employment."

This communal and dynamic approach to the issues facing counsellors is part of their everyday role.

"Being a school counsellor means working individually with students, but also with their families and teachers."

"Many students have individual needs that can be challenging for teachers to address. As a school counsellor you are an advocate for the students. Sometimes the school, the family and the student need to work together to achieve the best outcome."

## Education leads to activism

***"I am passionate about education. It will be as strong part of my platform during the campaign. We're about schools not stadiums,"***



**Growing up in a family of teachers inspired Elizabeth Scully to become an activist from a young age.**

Working at the Parramatta Catholic Education Office as a part time communications officer, Elizabeth will stand for the ALP in Parramatta at next year's state election.

"Being the child of two primary school teachers gave me a strong appreciation of the role of education and social change," IEU member Elizabeth said.

"It's part of my story and it wasn't long before I joined my local (Labor) party."

Elizabeth's brother is also a teacher and IEU member in the independent system.

Elizabeth has three children, two of whom attend St Patrick's Primary School, just around the corner from the CEO.

"I am passionate about education. It will be a strong part of my platform during the campaign."

"We're about schools not stadiums," Elizabeth said.

Pam Smith, a long time Parramatta based IEU officer, former Parramatta councillor and local activist, is a mentor and friend.

"Being an IEU member, it is very reassuring to know there's someone at the end of the phone who I can get great advice from."

Elizabeth is also a big supporter of ACTU Secretary Sally McManus, another Parramatta local.

"Obviously, being a member of a union, I support fairness in our industrial system."

## 2018 IEU Environment Grants

# NOW OPEN

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

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

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

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

### Key dates

Applications open: Monday 21 May 2018

Applications close: Friday 22 June 2018

Winners announced: Monday 6 August 2018

Project implementation: Term 3 and Term 4 2018

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



Independent Education Union of Australia NSW/ACT Branch



**Teachers Mutual Bank**  
We put you first



# Significant changes cast cloud of uncertainty over early childhood sector



**There are a number of changes to the funding of early childhood education and care that will have a significant impact on the sector.**

The Jobs for Families Package comes into effect on 1 July. The introduction of an 'activity test' where children's access to subsidised early childhood education and care is halved for those born to families who are not working or studying, in other words those children who have the most to gain from enrolment in high quality early childhood education.

Indeed, figures released by the Federal Government state that 279,000 families will be worse off and SMH journalist Stephanie Peatling used figures provided to her under Freedom of Information legislation and came to the conclusion that: "The major losers under the Turnbull government's revamp of childcare payments will be low to middle income families".

Early Childhood Australia is concerned that 130,000 children may miss out on early childhood education altogether. The Federal Government perceives early childhood education and care as only valuable as a means to getting parents into the workforce, the actual benefits to the child's development are ignored.

These benefits include children being less likely to need to repeat a grade or require special education interventions.

Later in life higher scores on literacy and numeracy tests in primary and even high school, as well as higher rates of high

school graduation and lower levels of welfare dependency and involvement in the juvenile justice system eventuate.

In addition, subsidised education and care will be funded as a percentage of a theoretical maximum of a centre's fees of \$70 per day. In Sydney, with fees as high as \$160 per day, this appears to fall far short of the mark.

***"The Federal Government perceives early childhood education as only valuable as a means to getting parents into the workforce, the actual benefits to the child's development are ignored."***

The Federal Government has only committed to one further year of the National Partnership Agreement that funds the states/territories to enable access to preschool for all children in the year before school.

Since the introduction of the NPA enrolment of four year olds for at least 600 hours in preschool in the year before school has increased significantly in all states and territories.

The lack of commitment to ongoing funding has cast a cloud of uncertainty over those working in services, who are understandably concerned about whether the NSW

Government will continue to fund preschools at the current level by picking up the tab themselves.

Paradoxically, this comes at a time when experts are calling on the government to extend funding to three year olds as research demonstrates that children that have access to two years of high quality preschool have even more beneficial outcomes than those who have access to one year.

The Federal Government has only guaranteed to fund ACECQA (Australian Children's Education and Care Quality Authority) for a further two years. This will push the cost of regulating the National Quality Framework on to the states and territories, despite this being a national system.

Currently ACECQA assess early childhood qualifications to determine whether an employee can be recognised as an early childhood teacher, support teachers through resources, including guidance on how services can demonstrate they have reached 'Exceeding', as opposed to 'Meeting' the National Quality Standards, in addition to answering questions about the national regulations.

**Lisa James** IEU Early Childhood Organiser

## Stepping up for equal pay

**This year's keynote speaker at the Early Childhood Conference is Susan Pascoe, co-author with Deborah Brennan of the *Lifting Our Game* Report.**

The conference, Stepping Up for Equal Pay, will focus on the campaign for better pay and professional recognition for early childhood teachers.

Pascoe will present on the significance of this report at the conference.

"*Lifting Our Game*: is a significant review, triggered by discussions at the Council for Australian Governments (COAG) in June 2017, and completed at the same time as the Gonski 2.0 Review," Pascoe said.

"Our report was released in February 2018 and Gonski's finished a month later in March. Deborah Brennan and I met with Mr Gonski twice during the conduct of our review to brief him on our findings and recommendations.

"The Review to Achieve Educational Excellence in Australian Schools (also

known as Gonski 2.0) has a chapter on early childhood education which draws on our findings and related research. The reports complement one another very well.

"Arguably we are at an historic point in time when we could get synergy in policy and planning from birth to the end of schooling. For example, we argue in *Lifting Our Game*, that the bifurcated historic focus of the Commonwealth on funding workforce participation (via childcare subsidies) and the states and territories on childhood learning and development, need not be oppositional.

"In fact you could achieve a 'double dividend' if you aligned the two policy approaches and funding programs.

"One of our core recommendations is to build on the success of universal access to four year old programs and offer 15 hours of quality early childhood education to all three year olds.

"This would take some time to achieve with a significant focus needed on improving workforce planning and provision, and attention to infrastructure requirements.

"However, such a move would bring us in line with our OECD counterparts, and move Australia from bottom rankings in

relation to early childhood provision.

"The international literature is clear that the benefits to children, and the return on investment to governments warrant such a move."

IEU Industrial Officer Michael Wright will also address the conference on the progress of IEUA's landmark equal remuneration case, which comes before the Fair Work Commission in July.

The case will argue early childhood teachers are historically underpaid because they are mostly women.

Other workshops will look at professionalism, Reggio Emilia and sustainability.

For details on the conference see page 7.



# Labour bites



## Kiwis lead the way on education

New Zealand Education Minister Chris Hipkins has promised to scrap some official reporting requirements for teachers to reduce their workloads. He has set up a taskforce of education sector groups to report by September on how to “clear the clutter” of administrative reporting off teachers’ and principals’ desks.

“The purpose of this taskforce is to identify and assess compliance and administration tasks generated by external government agencies – including the Ministry of Education,” he says in a Cabinet paper released at an education summit in Christchurch.

“The taskforce will look for those tasks that are unnecessary, overly complex, or duplicative, with the aim of redesigning processes and reducing tasks, thereby reducing the burden of compliance and administration on principals and teachers.”

This is the first of many proposed pro-teacher reforms planned by the Minister. (Source: NZ Herald)

## RESERVE BANK



## Hey boss, practise what you preach

Australia has stopped printing bank notes for the first time in a century after workers employed by the Reserve Bank of Australia (RBA) took a lead from the bank’s governor and went on strike for a bigger wage rise.

With wage growth in Australia crawling around the slowest pace on record, RBA governor Philip Lowe recently called on workers to demand fatter pay hikes, saying that average annual wage increases need to be about 3.5% to achieve average inflation of 2.5%, the middle of the bank’s target.

Workers at Note Printing Australia (NPA), a wholly owned subsidiary of the RBA, stopped work on Friday, demanding a 3.5% pay rise, rather than the industry average rate of 2% the central bank is offering.

“If it is so important to lift wages across the economy then here is a rolled gold opportunity for the Reserve Bank to show some leadership,” Tony Piccolo, regional secretary of print division at the Australian Manufacturing Workers’ Union said. “Governor Lowe needs to practise what he preaches.” (Source SMH)



## Australia now OECD leader on insecure work

Australia is a global pacesetter in the creation of various forms of insecure

employment, leaving only 60% of the workforce in standard, secure work according to a new report from the ACTU, *Australia’s insecure work crisis: Fixing it for the future*.

Australia has the third-highest rate of non standard forms of work in the OECD. Around 40% of all workers have fallen into insecure work, are part time or on short term contracts, are employed through a labour hire firm, the new ‘gig economy’ or as supposedly ‘independent’ contractors.

These forms of work are often used by employers to avoid their legal obligations to their employees. A full time, standard employee can expect all the leave entitlements, superannuation contributions and workplace protections that the union movement has fought for over centuries.

A labour hire worker, or someone on a short term contract, has little bargaining power and takes enormous risk standing up for better rights as well as having less rights than other workers in the first place. (Source ACTU)



## Jobs for men only

As rich countries seek to rid workplaces of subtle gender bias, in many developing ones discrimination remains overt. According to the World Bank, women are barred from certain jobs in 104 countries.

Some countries publish lists of jobs deemed too dangerous for women (Russia’s 456 include driving a train or steering a ship). Others stop women from working in entire sectors, at night or in ‘morally inappropriate’ jobs (in Kazakhstan women cannot bleed or stun cattle, pigs or small ruminants). In four countries women cannot register a business. In 18 a husband can stop his wife working.

Some laws put women in the same category as children; they concern jobs seen as physically tough, such as mining, construction and manufacturing. Others relate to broader safety fears. In Mumbai, for example, female shopkeepers cannot work as late as male ones. Other laws are intended to protect capacity to bear children. “Such policies often have demographic motivations, especially in countries with low birth rates,” says the World Bank.

Spain did not lift restrictions on female workers in mining, electricity and some construction jobs until 1995 while others are of surprisingly recent origin: Vietnam’s ban on women driving tractors of 50 horsepower or more came into force in 2013. (Source: The Economist)

## Compiled by

John Quessy  
Secretary



# Exchange allows teachers to develop a unique personal pedagogy

**It is organisations such as the Canadian League for Educational Exchange (CLEE) that make being an Aussie on exchange in Canada so worthwhile.**

Being part of CLEE allows for connections and experiences that would otherwise be out of reach. The Burgess family – like other Australian exchange families, converged on the nation’s capital mid May for the annual CLEE Ottawa Spring Conference.

Friday morning saw us getting into local classrooms as we visited both Bridlewood Elementary School and Sir Guy Carleton Secondary School. Being afforded this unique opportunity to teach in and experience two educational systems on opposite sides of the planet, goes to the core of developing a rich and unique personal pedagogy.

Lunch at Malone’s Restaurant came next. With Dow’s Lake glistening under a spring sun on one side and the plethora of tulips carpeting the landscape on the other, we enjoyed great food and excellent company.

After a little time to freshen up and the chance to don some smarter apparel,

us Aussies headed to the Australian Embassy. There we were met by the High Commissioner herself, Natasha Smith. Her Excellency graciously hosted us for the afternoon as we ate, drank and networked in a truly wonderful environment.

The remainder of our Friday showcased why this exchange program has continued to flourish all these years. CLEE members Gord and Leanne Elliot invited us back to their home for a sublime dinner and evening together.

Saturday saw us tour Parliament Hill with its breathtaking neo-gothic architecture. Within easy view of the Parliament is Victoria Island. Here we learnt about the history of the first nations through folklore exhibits, an exemplary dance presentation and traditional lunch.

A leisurely bicycle ride along Ottawa’s canals saw out the afternoon. Dinner at Tuckers Market Place brought the invigorating CLEE Ottawa Spring Conference to a close.

**Philip Burgess of St Paul’s Rutherford, is on exchange in Montreal.**





# An amazing adventure into the unknown

*"You are only on exchange for a year, so you should make the most of every opportunity that presents itself."*



**To say that doing a teacher exchange is a magnificent experience is an understatement. Since my wife and I decided to explore this option several years ago it has been an amazing adventure into the unknown.**

While teaching is both familiar and different simultaneously, it is the opportunities to explore a new country or two that makes it just wonderful.

Although I was contracted to start teaching at Holy Trinity Catholic High School, Kanata, on 31 January 2018, we flew into Los Angeles on 31 December 2017. My wife and I had previously discussed doing a west coast USA/Canadian tour.

As such, we spent time exploring Los Angeles and San Francisco, including visiting Griffith Park Planetarium, Warner Bros Studios, Venus Beach, La Brea Tar Pits, Hearst Castle, Santa Monica Beach, Yosemite National Park and the Golden Gate Bridge.

On 8 January we flew to Calgary to start the Canadian leg of our holiday, which involved stays at Banff, Lake Louise, Jasper, Whistler, White Horse in the Yukon and Vancouver.

## Dogs, horses, snow shoes

We walked the Johnson Canyon, Banff, in -28 Celsius, took a dog sled ride in Jasper, a horse sleigh ride at Lake Louise, a night time snowcat ride in Whistler to the top of a mountain

for a fondue meal, snow shoeing and staying up to see the Aurora Borealis on Tagish Lake, Whitehorse, in -23 C temps at 2am (not to mention a perfectly clear view of the Milky Way), a foodie tour of Granville Island Markets, Vancouver, as well as many other little walks and trips around that allowed us to see as much as we could.

Since arriving in Ottawa, I have been busy adjusting my mindset to teaching in a Canadian high school, and especially teaching Grade 9 and 10 students. I've found this quite challenging, but also rewarding, as the kids here have been great and the support from the teaching, admin and management staff has been outstanding.

But that does not mean we haven't been able to include some other adventures, with trips to Montreal, New York City and Niagara Falls to name some of our recent highlights, as well as trips around the Ottawa area to take in the local sights, such as the Tulip Festival at Dow's Lake.

## High Commissioner

The Canadian League for Educator Exchange organisation conducted two days of professional development recently, that included a reception by the Australian High Commissioner Natasha Smith (pictured above), which was a highlight on the social side of things

for my wife and me. We were lucky to feature prominently in the three pictures on the High Commission's Facebook page, which we were rather chuffed about. The High Commissioner was a charming, eloquent, generous and engaging host, which really made the Australian exchange teachers and family feel at home and valued as 'unofficial ambassadors', in Canada. You are only on exchange for a year, so you should make the most of every opportunity that presents itself.

I have been inspired by some of the approaches taken by the English staff here and have already considered how I'll incorporate them when I return to Australia.

I would thoroughly recommend a teacher from either country seriously considering taking on an exchange. Yes, there is a lot of paper work and toing and froing involved in organising your exchange, but all that quickly fades into the background once you arrive and take on the many wonderful experiences working and living in a foreign country has to offer you.

As the Nike ad says: Just do it!

**Richard Murray is on exchange from St Mary's Senior Campus, Maitland, NSW, to Holy Trinity Catholic High School, Kanata, Ontario**

# Retired teacher hopes to walk from Blue Mountains to Cairns

**Greg Chidgey, 64, hopes to walk from his Springwood home to Cairns in 11 weeks, averaging 40km a day.**

Chidgey is planning to undertake the mammoth journey to raise money for Multiple Sclerosis research and support.

"I've been walking anyway to keep fit and a good friend of mine whose wife has MS suggested I turn my walking into a fundraiser. I decided on MS and the trip to Cairns," Chidgey said.

Leaving from the Orient Hotel Springwood on 1 April 2019, Greg intends to walk a maximum of 56km and a minimum of 21km a day, six days a week, covering 2654km.

"I've walked three 40km days in a week and I'll be walking a lot these holidays, so I feel I'll be ready," he said.

Chidgey is retired from full time teaching but doing casual placements at government and non government schools in the Blue Mountains and western Sydney.

He was a teacher for 40 years and taught long stints at Patrician Brothers Fairfield and St Dominic's College Kingswood.

He began his career teaching History and English but moved to IT 30 years ago and has also provided network support at schools he has worked at.

He's a long time IEU member and has received individual support from the IEU during his career.

Chidgey will be walking by himself but hopes to organise a support team that will drive a caravan to a pre-arranged venue at the end of each day, where he can eat and sleep.

Chidgey is looking for a corporate sponsor and support from local clubs, pubs and any schools if they are interested. He hopes to raise \$50,000.

You can email Chidgey directly at [thechidge35@gmail.com](mailto:thechidge35@gmail.com) or make a donation at the Do It for MS website by typing Greg Chidgey into the search bar: <https://www.doitforms.org.au/index.cfm?fuseaction=donorDrive.search&filter=participant&eventID=520&searchTerm=Greg+Chidgey>



*"I've been walking anyway to keep fit and a good friend of mine whose wife has MS suggested I turn my walking into a fundraiser."*



# How do we regain the balance in the classroom?

**Chris Wilkinson**

President



**Winter has been a long time coming, and half way through the term. I was very excited to receive my official teacher accreditation card in the mail recently.**

Pleased to know that I am now a Proficient teacher with a number. Just another one to remember and add to all the others: TFN, USI, passport number, credit card number, Medicare number, mobile phone number and the list goes on.

Also proof that I have paid my annual subscription and now must remember to register all the professional development that I participate in over the coming years.

Speaking to several colleagues in the staffroom during lunch this week it was interesting to hear the comment: "How well do you know the students in your classes"? Yes, we are half way through the year and I must admit that I do not know every student in my classes as well as I should.

When do we get time to spend a little time chatting and finding out about them? Do we know who is struggling, what is going on in their home life? Has there been a recent marriage break up, has someone close to them recently passed away or is suffering a serious illness? Why are they wearing the wrong uniform and what did they have for breakfast today?

All of these factors have serious impacts on their learning and performance in the classroom.

Teachers are so time poor that we just do not have that time in our daily schedule to find these things out.

Secondary teachers who are teaching several different classes of all levels are at a greater disadvantage as they are driven by the clock to get in, teach the class and then move on to another class.

This can happen six times a day, five days a week. Yes, teachers at all levels need more time – I am sure everyone would agree, but how do we regain the balance in the classroom?

We are driven by more and more administrative tasks, teaching to tests and assessments. We need to give ourselves a few minutes each lesson to get to know our students.

We need less pressure and the ability to encourage learning for enjoyment, simplifying processes and procedures, and making the classroom a more inviting environment by changing the furniture and learning space.

Over the next five weeks I am going to make it my goal to get to know my students a little better and to make every lesson an enjoyable one.

I hope that you too can find the time to do the same. Enjoy the rest of the term and the wonderful brisk mornings and cooler days.



## Thank you for staying strong

**Bernadette Baker**

Vice President Catholic Systemic Schools



**Relief at last with the successful ballot for the new Catholic Systemic Schools Enterprise Agreement and associated Workplace Practices Agreements. They have been a long time coming and are the result of hard work and determination on the part of you, the members, with assistance and encouragement by the very important chapter reps, with the support of the IEU organisers.**

This positive outcome is only because of the persistence and resolve of every member for several months. This long ongoing dispute has highlighted that we must be vigilant and observant at all times to ensure that we do not lose the hard earned gains of those members who came before us.

The insistence on a disputes clause was a central point of negotiations, however there

have been several other accomplishments, including the enforceability of clauses in the workplace agreements, clarification around class sizes, and recognition of overseas service. These are significant achievements.

Throughout this whole long, drawn out process, we are reminded that our employers must at all times be challenged to ensure that as employees we are not disadvantaged because we work in education. As a profession we are applauded on one hand for the importance of our work, but on the other hand 'controlled' by powers that lie outside the profession. The Union is also vocal on our behalf in the area of registration and education policy.

Thank you for your steadfastness, thank you for your industrial action, thank you for your determination to ensure that we as teachers and support staff are not disempowered or treated poorly. Stay strong, have a voice, be Union.



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for more information**





**Pam Smith**  
Principals Organiser

**At the IEUA NSW/ACT Branch Principals Sub Branch meeting on 5 May, participants welcomed news of the successful resolution of the Catholic systemic Enterprise Agreement (EA) campaign and looked forward to a strong 'yes' vote in the ballot.**

Noting that the issue of access to arbitration has now been successfully concluded, Catholic systemic principals hope that their EAs will now be interpreted to provide appropriate dispute resolution if the need arises.

Other issues discussed at the sub branch meeting included:

- the recent Gonski report and the response from the IEU and from other education sector stakeholders

- the debate around the future of NAPLAN
- funding and resourcing issues, especially in regard to students with special needs, and
- the impact on principals and school staff of issues such as suicides in the school community and other mental health and wellbeing issues.

The IEU thanks Maitland-Newcastle Diocese principal members, and especially their rep Sidonie Coffey, for the breakfast meeting held on 18 May. Students from Saint Francis Xavier's College Hamilton catered for this event (pictured above). Principal members look forward to meeting with Broken Bay Diocese principals at Mona Vale on 31 May. Other opportunities to meet with principals at diocesan or regional levels are most welcome.

Further 2018 Principals Sub Branch meetings are scheduled for 4 August and 3 November.

## Penrith Blue Mountains Sub Branch meetings offer a chance to workshop issues and challenges

**Ann-Maree McEwan**  
Sub Branch Convenor

**The sub branch has met twice so far this year. Sub branch meetings of workplace chapter representatives and IEUA NSW/ACT Council members enable chapter reps to network and discuss a range of issues they may be grappling with, with other chapter representatives and IEU officials. IEU officers present can update reps on Union business at the meetings.**

The first meeting in February was the AGM. The following office holders were elected:

**President** Michael Loudoun St Mary's Flexible Learning Centre, St Mary's  
**Vice President** Regina Bryan St Monica's, Richmond  
**Secretary** Margaret O'Donnell Xavier College, Llandilo (Kirinari)  
**Committee Member** Geoff Anderson St Paul's Grammar, Cranebrook.

Dates were set for the 2018-2019 meetings. Upcoming meeting dates are as follows, with all meetings at 4.30pm at the Nepean Rowing Club, Penrith:

- 1 August
- 21 November
- 13 February 2019 (AGM).

# Taking back control

**Gabe Connell**  
Vice President ECS



**Recently I was privileged to attend the IEUA National Conference in Melbourne. It was wonderful to be able to listen to knowledgeable keynote and guest speakers who posed interesting questions and certainly made us think about the future of our profession.**

One of the themes of the conference was about taking back control – being able to make educational decisions and control our own teaching based on our knowledge and skill, the relationships we develop with the children and families and our professionalism, rather than teaching for data collection, ticking boxes and chasing ratings.

How has our work changed over the years? We certainly have less influence over our work as we are now required to keep lengthy and time consuming documentation at the expense of time spent in building relationships, teaching, reflection, planning and professional development.

Is the quality of our teaching suffering because we are under the pump to send out to the family's regular learning stories about what the child has done during the day? Have we sacrificed valuable learning opportunities in order to document? Is this documentation as thoughtful as it could be? Does it document learning properly and are ongoing plans relevant to the child or are we now forced to send out less than satisfactory observations and generic plans so that someone can tick a box and chase a rating because they are scared of the consequences of getting a low rating all at the expense of the child and quality teaching? Is it time to say – enough!

I know what I am doing, I'm a teacher first and foremost, not a data keeper; I'm a knowledgeable professional and I want to spend time with my children getting to know their learning styles, their interests, scaffolding their learning, planning

exciting and engaging programs with this knowledge and building relationships with families so we have proper family engagement. A comment at the end of a digital notification such as 'love the photo' is not family engagement, no matter how hard we try to say it is.

We are falling into the trap of data informed practice – how many did we send out this week, how many responses did we get? I'm really sad to see that teachers are placed in a position where they are head down writing observations and taking photos and missing countless opportunities to engage with children and scaffold learning. If an amazing interaction takes place between a teacher and child which leads to the child's increased learning and skill development, if it awakens a thirst for knowledge, if it develops a new skill, does it matter that we haven't photographed it and documented it if we really know the child and what the next step is and we can engage the family by talking about it in two way conversation? Is that not more dynamic and valuable family engagement? And what of all those opportunities missed

***"And what of all those opportunities missed while we are writing, writing, writing or looking at the day through a lens?"***

while we are writing, writing, writing or looking at the day through a lens? I seem to be looking at my day through a camera lens and I don't like it. I'm not happy with

the quality of documentation I keep now.

I have children who tell me to stop writing and come and play with them. Who is the documentation really for? Were we worse teachers before? I don't think so. We were better, we had control, we used professional judgements and we had time to develop proper relationships with children, families and colleagues. One of the keynote speakers stated that research has shown that the loss of relationships is the most damaging outcome of data informed practise.

We need to push back those frontiers of control. Take back the power. Trust our own judgements.

Let's claim back what we really do. Let's be teachers once again.

## What's in a name?

**Carolyn Collins**  
Vice President Support Staff



**You meet someone. You are introduced or they introduce themselves to you. Often their name is the first thing you learn about them. First impressions begin to form and their name identifies them to you. This is the beginning of any or all future interactions. A name is immensely important both personally, professionally and within society.**

We identify strongly to names and school support and operational staff is the name we are identified with. Previously, education institutions have given us other names such as, education assistants, school officers, teacher's aides, aides, ancillary staff, school service officers, non teaching staff and the list goes on. Does our current name sum us up? Does it reflect the jobs we do? Does it grab attention to our para professional status?

Recently, when I heard the name education support personnel I was stopped

in my tracks. I felt that this sums us up! To quote Shakespeare, "A rose by any other name would smell as sweet". Surely, we can smell sweeter!

Should we change our name? Is it within our power to do so if we want to? I don't know the answers to these questions, but I know it may be a conversation we need to have and to have a say in. Worth considering! If you have any thoughts please let me know via [newsmonth@ieu.asn.au](mailto:newsmonth@ieu.asn.au).





Anne Leet receives her 30 year membership badge at Mother Teresa Primary School, Canberra.



Andrew Frawley, IEU Rep at St Marys Primary Bellingen, IEU Rep Anne-Maree Frawley at St Augustine's Primary School Coffs Harbour and Suzanne Penson IEU Rep, Mid North Coast Branch President and IEU Executive member, receive their 30 year badges from IEU Assistant Secretary Mark Northam.

## 30 year badge presentations



## Flashback in time



Pictured from left to right are: John Wheatley, Gay Tyrpenou, Ian Johnston and Organiser David Towson (Photo credit: Holy Spirit IEU Rep Mark Smith)

**Holy Spirit College, Bellambi has 132 members. Four of these members recently received 30 year badges joining seven of their colleagues who had already received them in recent years.**

The Holy Spirit Chapter is a proud and active chapter and demonstrated their staunch support in impressive numbers for our campaign to ensure our right to arbitration at the two stop work rallies held in Wollongong in 2017.

The presentation of 30 year badges gives us pause to consider what things were like when these members joined their Union. Here is a brief snap shot of where things were in 1988.

Independent Teachers Association (now IEU) had just over 12,000 members. Today membership stands in excess of 30,000 members.

The annual salary for a four and five year trained teacher at the top of the scale was \$31,975; for a two and three year trained teacher at the top of the scale - \$28,280; for a one year trained (yes, one year trained) teacher at the top of the scale \$20,386. The starting salary for a two and three year trained teacher was \$18,698; four and five year trained - \$22,368.

The top tax bracket (49%) kicked in for people earning more than \$35,000. ITA and AIS won payment of 3% superannuation from 1 July 1988. 'The Joint Fund' become NGSSF - Non-Government Schools Superannuation Fund, known today as NGS Super.

In Australia's Bicentennial year, ITA established an Aboriginal Education Committee.

ITA identified 111 classes in Sydney with 35 or more students, including four with 39 - 40 students.

The Unsworth government in NSW was defeated. Nick Greiner became the new Premier. The new Education Minister, Terry Metherill, embarked on his program of education 'reform' and ITA called for rallies on 27 July (including at Petersham Town Hall, Western Suburbs Leagues Club Newcastle, Parramatta Town Hall, Federated Iron Workers Wollongong) to oppose Metherill's education changes and funding cuts.

ITA also donated \$2,500 to the South African Congress of Trade Unions to assist them in galvanising South African Teacher Unions in the fight against apartheid.

ITA opened an office in Western Sydney in the Queensland Arcade, Church Street Mall, Parramatta.

**Dave Towson** Organiser

## Baby boom at Broulee



**Four babies, including a set of twins, have been born to teachers at Carroll College Broulee within four months of each other.**

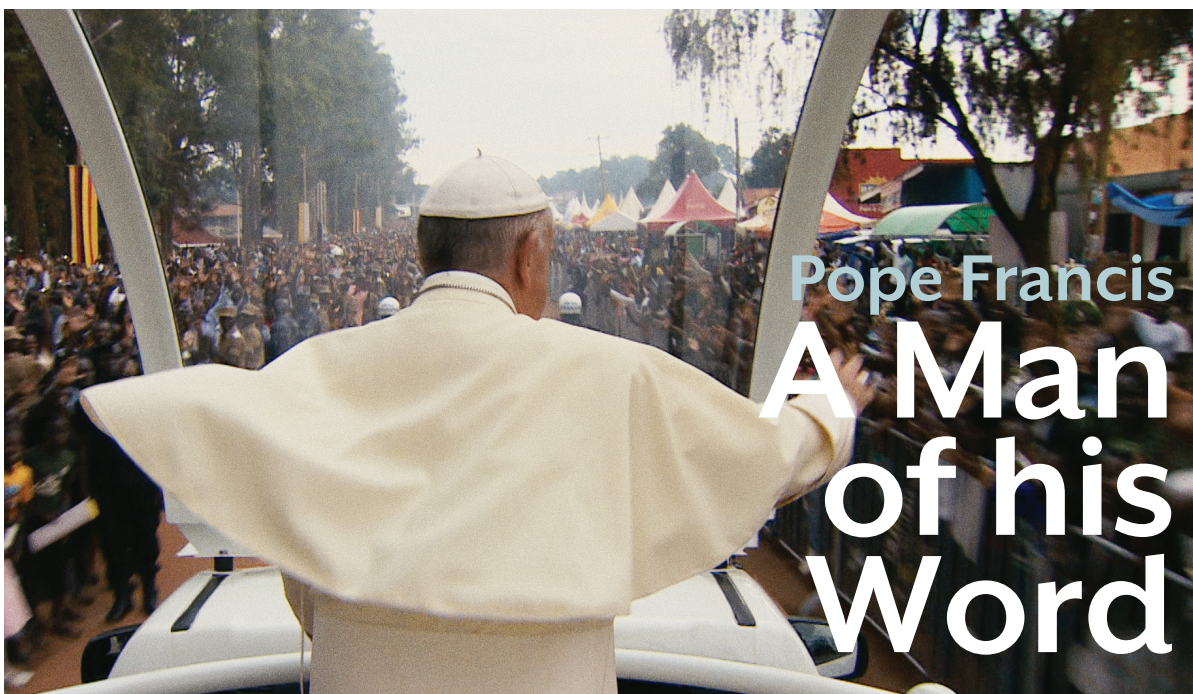
The new mums and bubs gathered at the school recently for a morning tea. Mum Belle Barling and baby Liv from the Humanities Department joined TAS teachers Emma Mullins with her twins Dulcie and Eadie and Emma Kenna with Alexa.

Belle said the school has a lot of parents with young children on staff and runs a family friendly policy.

"On staff development days, the school employs a relief teacher to mind the school age children of staff, as childcare can be a problem when we have to work on the pupil free days," Barling said.

"The school is very flexible in terms of allowing people to come back into job share positions which fit in with their childcare requirements.

"The school has also been understanding about the need for carer's leave."



**Sydney Film Festival will screen a new documentary by Wim Wenders about Pope Francis.**

Pope Francis - A Man of his Word is a personal journey with Pope Francis, rather than a traditional biography. It has been selected for the 2018 Cannes Film Festival.

The Pope's ideas and message are central to this documentary (a rare Vatican co-production), which sets out to present his work of reform and his answers to today's global questions.

Pope Francis tackles everything from social justice, immigration, ecology, inequality and materialism to the role of the family.

Wenders' direct to camera visuals bring us face to face with the Pope, creating a dialogue between him and the world.

Pope Francis answers questions from farmers and workers, refugees, children, the elderly and prison inmates. Wenders references cinematic traditions as he interweaves the story of St Francis of Assisi with the philosophies of the first Pope from the southern hemisphere.

The film will screen Sunday 10 June at 1.30pm at the State Theatre and Saturday 16 June at 4pm at the Hayden Orpheum Cremorne.

Details: <https://www.sff.org.au/program/browse/pope-francis-a-man-of-his-word>





IEU Organiser Pat Devery at May Day march



Left to right: Joanna Hingston, Sharron Hall, Heather Francis, IEU Rep William Forrester, Matthew Burns

## Members @ work

The Union is its members, and we want to see more of us! Take photos of your colleagues and send them in to alex@ieu.asn.au for a chance to be published in the next edition of *Newsmonth*. Make sure you include who's in the photo, your school and the roles of your colleagues (teachers, support staff etc). We would love high resolution images, but lower res images are also fine (photos taken on a phone). This is a great opportunity to promote your school and the work of your colleagues.

## Dedicated rep works for those that go above and beyond every day

**Maintaining standards in the teaching profession includes making sure teachers and support staff are treated fairly every day, IEU Rep Christine Korompay said.**

Korompay has nearly 30 years' experience as a teacher, with the last 14 spent at Northholm Grammar School, Galston, initially as a middle school teacher, but more recently as a secondary Maths teacher and Head of Pattenes House, a pastoral role.

In her pastoral role Korompay has introduced a number of antibullying and welfare programs to the school, and she sees a lot of synergy with her role as IEU rep.

"As someone who has been in teaching a while, people naturally come to me for advice, and becoming an IEU rep just seemed like a natural progression of that," Korompay said.

"Maintaining high standards in the way teachers and support staff are treated keeps high standards in education overall.

"It's a human profession and I believe the welfare of students is important, but so is the welfare of staff."

She said understanding the human element in everything helps with communication with both students and her colleagues.

"I just keep listening and learning," she said.

Korompay approaches any new member of staff to have a discussion about joining the Union: "I just tell them the Union is a wonderful team to have on your side".

"There may be an occasion that you need some help and there's a strong team of people who are very knowledgeable about your MEA and can help even with queries about things like maternity leave and long service leave."

She said over the years she has seen the pressures on teachers increasing, with more time spent counselling students.

"Teachers teach the whole child as well as facilitate students' learning, which is a constantly shifting challenge for all of us."

"That's become more difficult over time and the Union's role in maintaining the status of teachers and making sure they are rewarded accordingly, because they put in above and beyond on a daily basis, is crucial."



## IEU gives teachers and support staff access to...

- ✓ better pay and conditions
- ✓ a professional voice: through representation, social media and advocacy
- ✓ industrial advice and support
- ✓ support and payment recovery: in the last five years IEU recovered nearly \$20 million for members
- ✓ PD on wide range of topics: teachers, keep your accreditation up to date
- ✓ a strong network: industrially and socially aware teachers and support staff in your workplace, region, state, Australia and globally
- ✓ representation in industrial tribunals and courts on work related matters
- ✓ publications: professional journals plus newspapers
- ✓ teacher exchange: spend a year working overseas
- ✓ member benefits: Teachers Health Fund, NGS Super, ME Bank and Teachers Mutual Bank services, discounts through Union Shopper.

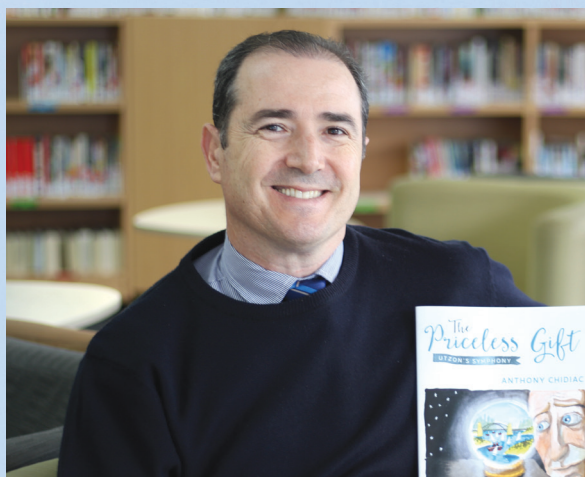
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# Teacher unearths story behind Sydney's priceless gift



**Sydney Opera House is one of the most iconic buildings on earth, yet the story of the man behind it, and the challenges he faced, is much lesser known.**

Patrician Brothers' College Fairfield teacher and long term IEU member Anthony Chidiac has tried to address that with a new book, *The Priceless Gift*, which is a biography of ground breaking Danish architect Jørn Utzon, who came up with the amazing design despite opposition from local politicians and powerbrokers.

Chidiac's self published book has reached the top 10 best selling spot on Amazon Australia and the number one spot for art books and biographies aimed at teenagers.

The paperback contains artwork by Michael Arvithis that brings to life the symbolic building.

***"It's such an inspirational story about following your dream against the odds."***

With experience teaching HSIE topics, counselling adolescents and teaching students with diverse needs, Chidiac has a broad understanding of the curriculum, and feels the book covers a lot of ground. He also consulted with colleagues at Patrician Brothers as he was writing it.

"It's a many layered story, there's maths in there because Utzon had to use spherical geometry to make this design work," Chidiac said.

"There's literacy in the word choice, and art in the illustrations.

"There's religion as it talks about creating and using your gifts. There's history as the site was used as a dumping ground for oyster shells by Aboriginal women. Convict women later turned those shells into cement

used to build Government House, and then the shell like form of the Opera House sprang from the site like a phoenix."

The book has been a labour of love, with Anthony starting it in 2008, and then not revisiting it until 2017.

At one stage it seemed the book was lost from his hard drive, but an old USB saved the day.

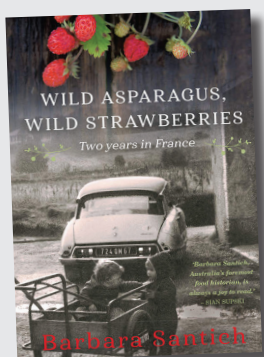
Chidiac has sent the book to Utzon's son Jan and to Princess Mary of Denmark. He said his Principal Peter Wade offered to make sure all the school's feeder primaries have a copy for the library, and his colleagues have bought about 70 copies.

"It's such an inspirational story about following your dream against the odds, great for students who at times lose hope. Many young people don't know Utzon's story and it's my ambition that there's one copy of the book in every library."

**The IEU is able to offer members a special giveaway of this book. 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 9 July 2018. The book can be purchased at <http://www.thepricelessgift.com.au/>**



## Giveaways

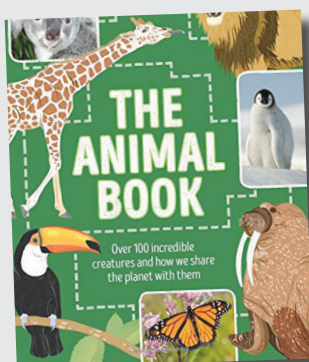


### Wild Asparagus, Wild Strawberries: Two Years in France

Author: Barbara Santich  
Published by: Wakefield Press  
Three copies to give away

"I drank Normandy farmhouse cider, ate strawberries dipped in red wine then sugar, and tasted truffles and soft goat cheeses for the first time. I returned to Australia inspired to become a food writer."

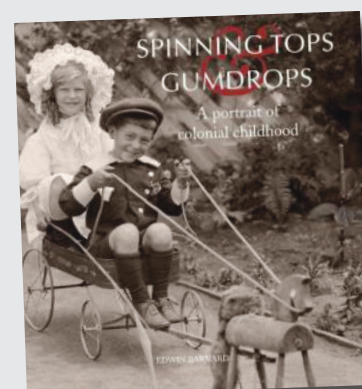
France bewitched Barbara Santich as a student in the early 1970s. She vowed to return, and soon enough she did – with husband and infant twins in tow.



### The Animal Book

Author: Ruth Martin  
Illustrator: Dawn Cooper  
Published by: Lonely Planet Kids  
Three copies to give away

Kids can discover the animal kingdom like never before in this beautiful encyclopedia, featuring over 100 incredible creatures, from the grey wolf and green anaconda, to the bald eagle and emperor penguin. Packed with facts and illustrations, it also explores our relationship with these animals and how we're affecting their lives and habitats, like elephants hunted for their tusks in Africa and reindeer helping Arctic communities deliver food and supplies. Animals are all around us, but sometimes we forget just how remarkable they are.



### Spinning Tops & Gumdrops: A Portrait of Colonial Childhood

Author: Edwin Barnard  
Publisher: NLA Publishing  
One copy to give away

*Spinning Tops & Gumdrops* captures a time when imagination, skill, and daring was the source of children's play. Quoits and jacks, hide and seek, cricket with a kerosene tin for a wicket, dress ups and charades, can all be seen in these appealing images. Children climb trees, run races, and build rafts to sail on the local waterhole, happily absorbed in the play of their own making.



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 9 July 2018.





# Budget changes flagged for super



**Bernard O'Connor**  
NGS Super

The treasurer has announced proposed changes to superannuation which mainly relate to the provision of insurance. While the changes cannot be categorised as ‘core’ changes, they are significant and could impact on all members who have Death, Income Protection or Total and Permanent Disability (TPD) insurance within super.

If legislated, the most significant changes would be that default Death, Income Protection and TPD insurance would be offered on an ‘opt in’ basis rather than an ‘opt out’ basis which is currently the case for:

- members with balances of less than \$6000
- members under 25, and
- members with inactive accounts that haven’t received a contribution for 13 months.

Clearly the government is attempting to protect fund members with low account balances in order to grow balances faster, however, there is a possibility of unintended consequences if the measures receive legislative support and are passed.

Certainly members with multiple inactive accounts will benefit as there is no point in paying for insurance that cannot be used. For example, Income Protection insurance held in multiple accounts will not be paid as a member cannot insure a salary greater than their current salary. Total and Permanent Disability and Death cover, however, can be paid from each account if the insurance is up to date.

It is a fact that default insurance cover provides Death cover for millions of Australians who would otherwise have no cover. This initiative (default cover) has gone a long way to filling in the under-insurance gap in Australia. The removal of automatic default cover for large numbers of members will add to the underinsurance

gap and place added pressure on the social security and health systems.

Default insurance provided in superannuation for eligible members has sometimes been criticised by politicians and the media and has on occasion been the subject of member complaints. What is often misunderstood is the legal structure of super funds. Industry funds operate under a trust structure with the trustee responsible for providing the best retirement outcomes for members.

In its capacity as a fiduciary, the trustee can make decisions which benefit the majority of members without being required to ask individual members if they don’t want all or part of the cover. The ‘opt out’ provision is provided for these members. Automatic insurance for Death, TPD and Income Protection (up to a five year payment period to age 65) has assisted hundreds of thousands of Australian families in times of distress due to illness, accident or the death of a family member. Perhaps funds have not been pro-active enough in telling their ‘good news’ stories about the families who have benefited from having default insurance in place through their super fund.

The removal of a significant number of insured members from the pool could impact young members with families, mothers on leave or returning to work and certainly new employees who will not have the required \$6000 in their account for insurance to kick in. And due to a potentially smaller number of insured members in the pool, it is likely that insurance premiums will increase.

Under MySuper funds must provide default Death and TPD insurance so it is clear that on some levels the government recognises the universal benefit of insurance for the social security and health systems. However, the constant media criticisms and government interventions make insurance rules opaque and difficult for members to understand that insurance through super is a true member benefit after all.

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



## IEUA NSW/ACT Branch Executive

|  |  |
|--|--|
| John Quessy<br><b>Secretary</b>                        | Marie MacTavish<br><b>Financial Officer</b>                |
| Gloria Taylor<br><b>Deputy Secretary</b>               | St Joseph’s Primary School<br>East Maitland                |
| Carol Matthews<br><b>Assistant Secretary</b>           | <b>General Executive Members</b>                           |
| Mark Northam<br><b>Assistant Secretary</b>             | John O’Neill<br>Carroll College Broulee                    |
| Chris Wilkinson<br><b>President</b>                    | Jeff Pratt<br>Mount St Patrick’s College Murwillumbah      |
| St Joseph’s Catholic College<br>East Gosford           | Suzanne Penson<br>Mackillop College Port Macquarie         |
| Louise Glase<br><b>Vice President Non Systemic</b>     | Ross Conlon<br>O’Connor Catholic High School Armidale      |
| St Patrick’s College Campbelltown                      | Helen Templeton<br>Presbyterian Ladies College Armidale    |
| Bernadette Baker<br><b>Vice President Systemic</b>     | Denise McHugh<br>NESA Consultant                           |
| St Mary’s Cathedral College Sydney                     | Patricia Murnane<br>McCarthy Catholic College Emu Plains   |
| Carolyn Collins<br><b>Vice President Support Staff</b> | Caroline McCaffrie<br>Canberra Girls Grammar School Deakin |
| St Michael’s Primary School Nowra                      | Tina Ruello<br>Catherine McAuley College Westmead          |
| Gabrielle Connell<br><b>Vice President ECS</b>         | Simon Goss<br>Holy Spirit Primary School Lavington         |
| Albury Preschool Kindergarten                          |  |
| Leah Godfrey<br><b>Vice President ACT</b>              |  |
| St Thomas The Apostle Primary School<br>Kambah         |  |
| Peter Moore<br><b>Financial Officer</b>                |  |
| De La Salle College Cronulla                           |  |



| Professional Development |  |                    |   |
|--------------------------|--|--------------------|---|
| <b>16 June</b>           | Documentary screening: Most Likely to Succeed - Auburn | <b>22 August</b>   | PIP Behaviour Management Making It Right – Online     |
| <b>26 June</b>           | PIP Maintenance of Accreditation – Lismore             | <b>30 August</b>   | PIP Behaviour Management Upholding the Right – Online |
| <b>4 July</b>            | PIP Maintenance of Accreditation – Penrith             | <b>9 October</b>   | Accreditation at Proficient Teacher workshop – Ultimo |
| <b>11 July</b>           | Accreditation at Proficient workshop – Ultimo          | <b>17 October</b>  | PIP Behaviour Manager Getting it Right – Online       |
| <b>23 July</b>           | PIP Maintenance of Accreditation – Albury              | <b>22 October</b>  | Beginning to Proficient Teacher – Online              |
| <b>24 July</b>           | PIP Maintenance of Accreditation – Wagga Wagga         | <b>25 October</b>  | PIP Behaviour Management Keeping It Right – Online    |
| <b>30 July</b>           | PIP Maintenance of Accreditation – Ultimo              | <b>7 November</b>  | PIP Behaviour Management Making It right – Online     |
| <b>31 July</b>           | PIP Maintenance of Accreditation – Online              | <b>13 November</b> | PIP Behaviour Management Upholding the Right – Online |
| <b>7 August</b>          | PIP Maintenance of Accreditation - Katoomba            | <b>20 November</b> | PIP Maintenance of Accreditation – Online             |
| <b>14 August</b>         | PIP Behaviour Management Keeping it Right – Online     | <b>26 November</b> | PIP Maintenance of Accreditation – Online             |
| <b>21 August</b>         | Beginning to Proficient Teacher – Online               |                    |   |

| Reps Training  |  |  |
|--|--|--|
| <b>22 June</b>   | Gosford 9.30am – 3.30pm<br>Gosford RSL Club, 22 Racecourse Road, Gosford. Contact Helen Ritter helenr@ieu.asn.au | particularly encouraged to attend. Morning tea and lunch will be provided, please let us know of any dietary restrictions. Casual release will be paid for by the Union. |
| Training is open to all reps and committee members, with those new to the role being |  |  |

### Our locations

Sydney 485-501 Wattle Street, Ultimo NSW 2007 (02) 8202 8900  
Parramatta Level 2, 18-20 Ross Street, Parramatta NSW 2150 (02) 8202 8900  
Newcastle 8-14 Telford Street, Newcastle East NSW 2302 (02) 4926 9400  
Lismore 4 Carrington Street, Lismore NSW 2480 (02) 6623 4700  
ACT Unit 8, 40 Brisbane Avenue, Barton ACT 2600 (02) 6120 1500



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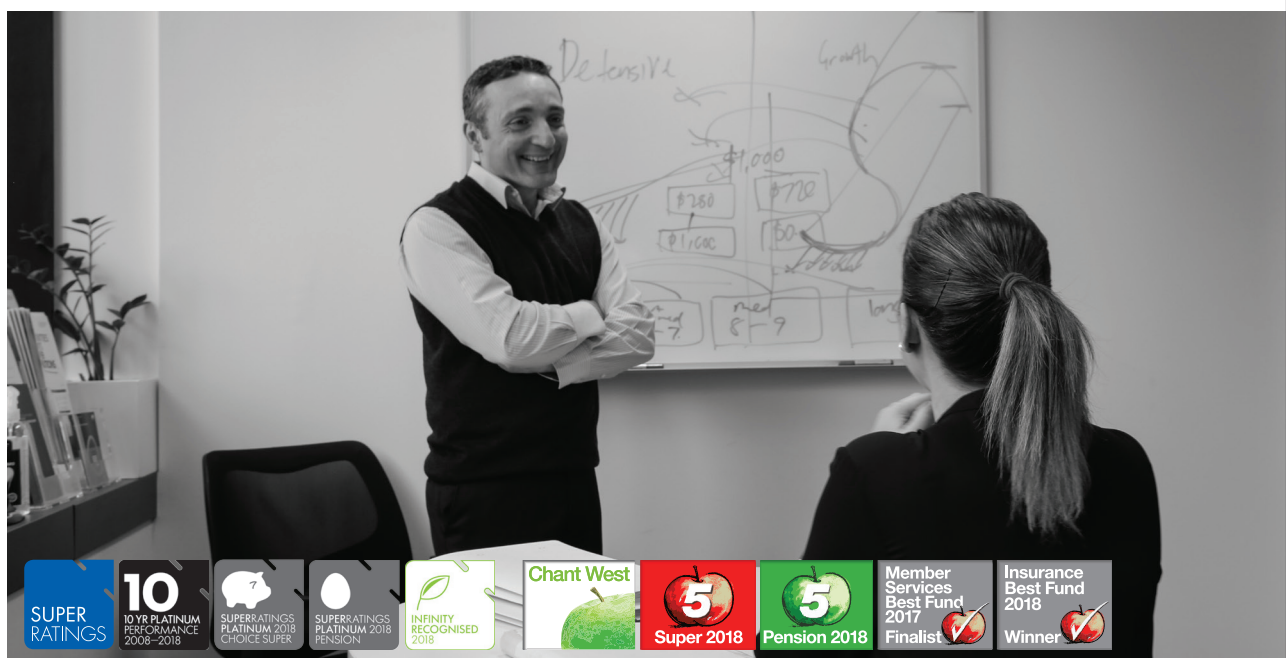
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