

New recruitment poster inside

# SO WHAT HAS THE UNION DONE FOR ME?

## THANKS TO UNIONS YOU HAVE...

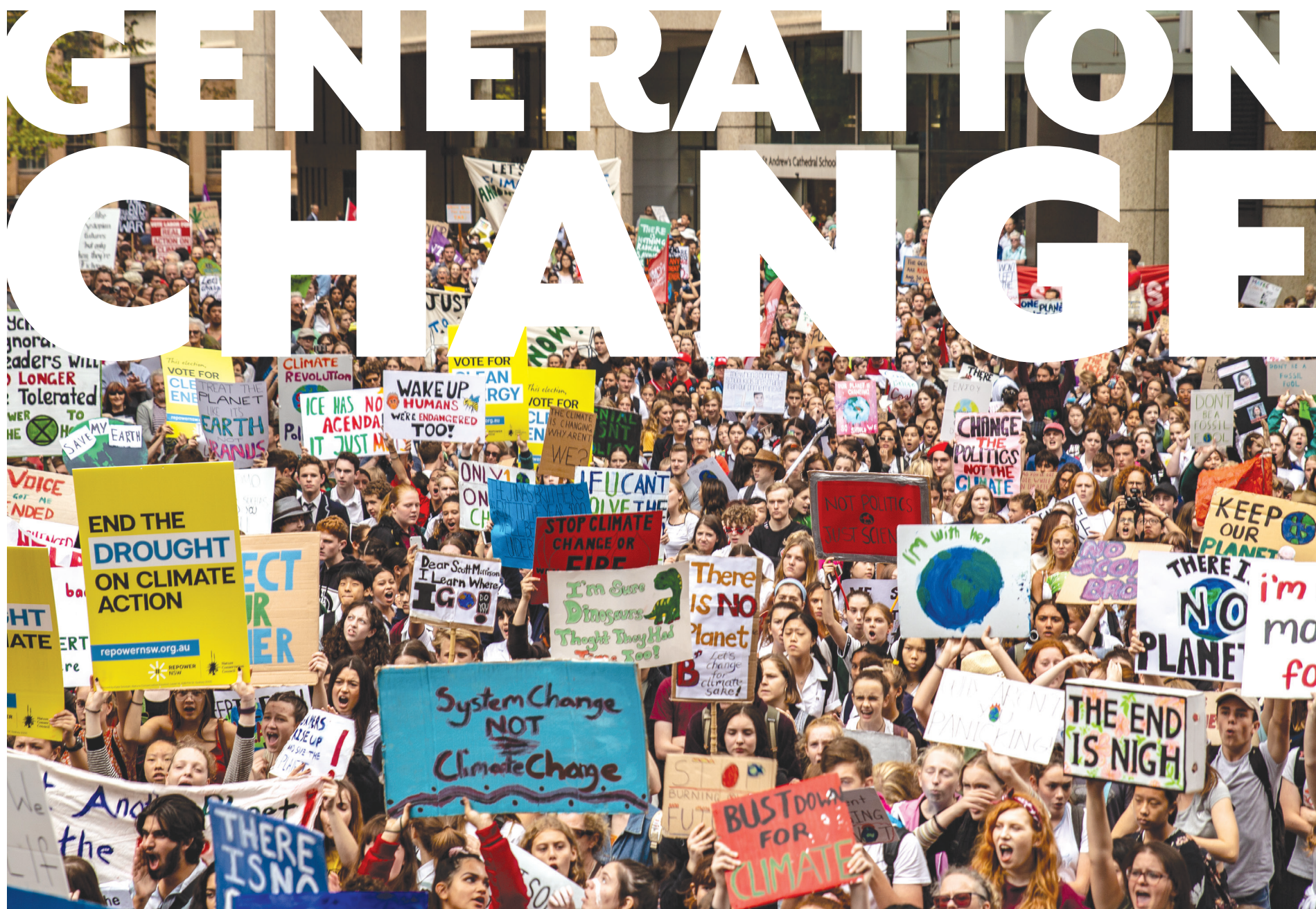


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Independent Education Union  
of Australia NSW/ACT Branch  
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### Nationwide 150,000 stand up and speak out

Across Australia the IEUA stood in solidarity with students striking for climate justice on 15 March.

The IEUA commends students for their courage and determination in calling for real action to combat climate change. Students face a future which will be affected by climate change, and they know that the extent and severity of the impact on them and their children depends on decisions made by governments and business leaders today.

We share their deep concerns about the health of the

planet that future generations will inherit, and we share their anger at the inaction of policy makers around the world. In the face of clear scientific consensus and strong public concern, governments are failing to take the urgent actions required to minimise and mitigate climate change. Australia's current federal government deserves particular censure for failing to take meaningful action to address the climate emergency.

Through their participation in this movement, students around the world have shown the courage to reject apathy

and embrace hope and solidarity, and by doing so have reinvigorated the campaign for a sustainable future. We support their actions and their democratic right to protest, and we encourage school leaders to respect the decision of students who wish to participate in the global school strike on 15 March.

Finally, and most importantly, we call on politicians and business leaders both in Australia and around the world to heed the vitally important message delivered by these students, and to recognise the clear moral responsibility to leave a sustainable world for future generations.

## IEU welcomes Labor's commitment to early childhood education

The IEU has welcomed Labor's commitment to making the largest investment in NSW history in early childhood education.

Labor's promised \$500 million dollar package to prioritise early education and preschool in NSW is long awaited. "The measures will increase access

for children, arrest the drift away from early childhood education by University Qualified Teachers and give every child the best start possible", said IEUA NSW/ACT Branch Secretary, John Quessy.

"NSW Labor leader Michael Daley and shadow Early Childhood Educator spokeswomen Kate Washington have

demonstrated a keen eye and understanding of the needs in early childhood" said Quessy.

"Noteworthy is the inclusion of \$18 million for 'specialist early intervention'," Quessy said "as well as recognition of the need for infrastructure to address crucial and critical service gaps."

Industrial Officer Verena Heron said "The

Union is particularly gratified to see Labor's commitment to the provision of wages and the creation of a long awaited Ministerial Advisory Panel. The IEUA NSW/ACT will be pleased to participate and be part of this panel as the Union that represents teachers in centres and preschools throughout NSW and the ACT. "



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**Gloria Taylor**  
Deputy Secretary

**International Women's Day (IWD) is celebrated on 8 March and it was a privilege and inspiration to join my colleagues and many other activists at IWD events including Sydney's march on 9 March 2019.**

In celebrating our capacity to be more powerful together, the 2019 themes in Australia focused on prevention of violence against women, the need to achieve gender equity and the importance of fair and effective workplace laws.

In celebrating IWD Australian women and supporters joined with extraordinary worldwide action across the globe. Equal pay and rights for women sparked a protest in Spain where it was reported that an estimated six million took part in a two hour walkout demanding equal rights at work.

Domestic violence and sexual attacks were IWD themes in many countries. Flags were flown at half mast on government buildings in Portugal where a day of mourning was observed for women killed by domestic violence.

Across Latin America the movement to stop gender violence brought many to the streets. Video coverage shows hundreds of thousands of protestors on the streets in Chile, Argentina and Uruguay. India's capital, New Delhi, and the Indonesian capital, Jakarta were also cities reported to have marches demanding an end to domestic violence, sexual attacks and job discrimination.

In the United States a strong women's movement is fighting for a new look Congress that will reflect and support the rights of

America's diverse population. Women are active in demanding and working for genuine equality and an end to the social divide.

Here in Australia the union movement is engaged with the Change the Rules campaign including 'change the rules for working women'. The Australian Human Rights Commission held a National Inquiry into Workplace Sexual Harassment during 2018. The IEU supported the inquiry and will continue to support national action to ensure workplaces are free from sexual harassment.

Change the Rules seeks a number of legal reforms to ensure equity and fairness in the workplace including prevention of wage theft, restoration of penalty rates and access to reasonable pay increases. The union movement also seeks fairer superannuation outcomes for women post retirement.

The IEU's Equal Remuneration and Work Values case will be heard in the Fair Work Commission between 10 June and 4 July this year. This has been a long struggle and we are hopeful we can achieve fairer wages for our teachers working in the early childhood sector.

The original celebration of the women's rights movement which was held in New York on 28 February 1909 engendered a movement for equal rights and women's suffrage in countries across the world including Denmark, Austria, Germany and Russia.

The United Nations held International Women's Year in 1975 and established 8 March as the day that evolved into International Women's Day. The date is widely celebrated and is now an official holiday in countries such as Afghanistan, China and Vietnam.

While there have been significant achievements over the past century, there is still much to fight for at the international, national and state levels and within our own Union campaigns.

## Maitland-Newcastle Diocese members grapple with pay chaos

**Mark Northam**  
Assistant Secretary

**The experience of some Maitland-Newcastle Diocese members are best captured in the following excerpts from emails:**

"We have 17 people with incorrect pay, seven received no pay at all."

"Our school has forwarded the commencement notices, but we are being blamed for not providing them."

"My only income is from casual teaching and I have no pay."

"We repeatedly phoned, to no avail."

"My bank is pressing me for payment."

"\$50 may not sound like much but it is for me."

"I can't mark the rolls or get emails as I have not been assigned to the correct school."

"The amount of time this is taking up in our school is most frustrating."

The Shared Services model developed to manage some 3500 school employees and approximately 400 employees in other Catholic services in the Maitland-Newcastle Diocese has struggled to provide what is reasonably expected – being paid correctly as per the industrial agreement.

No pay system is glitch free but the number (the Union was authorised to advance close to 100 pay concerns) of members who were underpaid, overpaid, paid incorrectly or not paid at all is not acceptable.

The NSW and ACT Catholic Systemic Schools Enterprise Agreement 2017 provides clarity in subclause 18.2. In the event of overpayments and underpayments, the employer is to notify the employee in writing of the basis of each such error.

Importantly, in the case of overpayments, the employer and employee are required to reach agreement on repayment arrangements. This process does not appear to have been followed to date and consequently members remain uncertain if their pays are indeed accurate.

**What has the Union sought?**

That the Union be provided with a clear written account of the steps taken to correct the pay errors that have been raised with the CSO on behalf of the members in the attached summary, setting out:

- the amounts initially paid
- the amounts of any adjustments
- the dates on which such adjustments were paid to the employee, and
- a reconciliation of these adjustment calculations with the employee's

entitlements under the EA

- that the Union be given a clear undertaking as to the date by which these matters will be resolved and members can expect the integrity of the payroll function to be fully restored
- that the CSO move to immediately ensure compliance with subclause 18.2 of the EA in relation to underpayments and overpayments, and to immediately cease withholding monies from employees unless there exists informed consent, and
- that the CSO establish a mechanism by which members can request a review of their fortnightly pays, and receive clear and competent advice as to how their entitlements under the EA have been met.

The Union is anticipating a formal meeting with the diocese to reach satisfactory understandings. Correspondence from the Maitland-Newcastle Diocese has indicated that "employees should receive accurate and prompt payment". Should pay processes continue to be awry, the Union will seek the assistance of the Fair Work Commission. Members still experiencing ongoing unresolved pay issues should contact the IEU's Newcastle office 4926 9400.



# ACT law puts trust at risk

**John Quessy**  
Secretary



**New legislation in the ACT is of serious concern to the Union and is already causing apprehension and disquiet among teachers throughout the Territory.**

Controversial amendments to the Teacher Quality Institute (TQI) Act strengthen the required mandatory reporting (to TQI) by employers of various 'events'; including disciplinary matters and investigations. The requirement to report any physical or mental health issues which prevent a teacher from performing any inherent part of their job as a teacher regrettably remain. The Union believes this capture continues to be ill defined and largely unnecessary.

This existing aspect of the legislation should ring alarm bells not only in the ACT but in every other state and territory. Reporting mental health issues emerged early in the National Review of Teacher Registration considerations but did not form part of the final recommendations as it was considered unnecessary and a 'bridges too far' by more sensible voices.

Notwithstanding this, other jurisdiction will be tempted to follow and add such matters to required reporting. The Union had anticipated that in the revision of legislation this aspect of the Act some clearly identifiable threshold for reportable matters would be established. The amendments as they stand represent a missed opportunity.

In summary the relevant section of the Act says that the "the employer of an approved teacher must tell TQI, in writing, if the employer has reasonable grounds for believing the teacher has become mentally or physically incapacitated and the incapacity prevents the person from performing an inherent requirement of their job as a teacher."

I wonder why TQI might reasonably need this information, what they do with it and whether it has been used to suspend or cancel a teacher's registration. I wonder also how an employer is expected to interpret

these words. Are they expected to write to TQI every time a teacher is absent through illness? Are they expected to interpret medical certificates and make judgements about capacity and medical diagnosis?

Almost every medical certificate speaks to an employee's incapacity to perform their duties, generally for a short or closed period. Fortunately, most do not provide details of a diagnosis although there are occasions particularly with chronic illnesses or conditions when disclosure by doctors with the consent of the patient is considered beneficial for the employer to assist in managing a person's work or work environment. These disclosures rely on trust in confidentiality.

What of medical conditions which are considered disabilities? Epilepsy, diabetes or even cancer are all disabilities (in Australia) which will likely restrict the capacity of a teacher to perform some aspects of a teaching role. Have these been reportable? Has action be taken detrimental to such a teacher? What protections are offered by the *Disability Discrimination Act*?

In this country over recent years we have made significant advances towards reducing the stigma attached to mental and psychological illness. One would have expected mandatory reporting of these conditions which serve to increase that stigma to have been removed or to be limited to those extreme and defined situations where it was no longer possible for a person to continue as a teacher.

About 2% of Australians are bipolar, a similar number suffer from Obsessive Compulsive Disorder (OCD), 6% have a form of medically diagnosed depression, 9% some form of eating disorder considered a mental illness, 12% will experience post traumatic stress disorder and 14% one of the many anxiety disorders. These individuals are almost always able to function as regular workers although they may require some adjustments to work arrangements, especially while modifications and adjustments to treatments are underway. Demands for reporting these issues have

raised serious concerns and questions in NSW as well. There is a real danger that trusting relationships, carefully nurtured between employees and their employers put at risk a reporting regime for which no case has been made, which is ill defined, and which potentially threatens the license to teach.

This aspect of the existing legislation went unreported with concentration on issues which purportedly implement changes recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse.

Chief among these is what appears a blanket requirement to report all and any investigation involving teachers. While employers are not required to report that allegations have been made, they must report when a 'formal' investigation begins. It is hard to imagine any allegation which would not be subject of inquiry or investigation.

Common enquiries by employers into teachers relate to matters which broadly fall into three categories; child protection, teaching competence or conduct. In each there are scales of seriousness and accuracy. All will now form part of the official personal record of a teacher maintained by the registration authority and if 'as expected' a national teacher database is established, be passed on to that body.

Without a common understanding of boundary and interpretation, reporting and recording in some instances could capture low level conversations relating to disquiets about teaching practice, alongside others where a prescribed improvement program was in place.

Likewise, an allegation of negligence in relation to a minor playground incident, which understandably requires investigation is now evidently an event to be reported to TQI if a preliminary check of facts determines that an incident occurred. Teachers are rightly fearful of their reputations.

At present there is no guidance notes for employers or teachers publicly available there are no indication of thresholds or levels of gravity and these must be forthcoming.



## To New Zealand – message of respect

**"It is with incredible sadness that I write to express the condolences of your Union colleagues here in Australia following the terrorist attack on your people on Friday.**

Like good people everywhere, IEU members were horrified and appalled at the hate filled actions of the terrorist gunman in Christchurch.

It is unimaginable, even as close as we are, the amount of suffering and hurt being felt right across your community.

We are acutely aware of the extraordinary task that your members will face as students return to their schools, colleges and universities in coming days. They are in our thoughts.

The IEU stands ready to continue to work with you, to stand together with you, as our Unions work with our colleagues and our students to build a more tolerant, inclusive and peaceful world, both in our local communities and globally."

Chris Watt IEUA Federal Secretary

*IEUA NSW/ACT Council of 16 March observed a minute's silence out of respect for the slain in Christchurch, New Zealand.*

## Hunter Valley IEU Sub Branch supports members employed in CSO

**Carol Matthews**  
Assistant Secretary



**IEU members at the Hunter Valley Sub Branch meeting on 18 February passed motions in support of their colleagues at the Maitland Newcastle Catholic Schools Office (CSO).**

"The Hunter Valley Sub Branch of the IEU notes the failure of the Catholic Schools Office to pay the 2.5% salary increase to those employed under the CSO Enterprise Agreement. This Sub Branch notes that historically pay increases have been paid in the same amount and at the same time as schools in order to maintain relativities.

"The Sub Branch calls on the CSO to prioritise the commencement of bargaining for a new enterprise agreement for this group of members. Further, the Sub Branch seeks an assurance that the 2.5% will be paid retrospectively with a commencement date of the first full pay period after 1 January 2019."

Members working in the Maitland-Newcastle CSO Office and in the Shared Services office of the Maitland-Newcastle Diocese have not received a 2.5% pay rise for 2019, notwithstanding the usual arrangement that CSO staff pay

risers reflect those paid to employees in schools.

The CSO Enterprise Agreement expired at the end of 2018.

Following correspondence from the Union, the CSO agreed on 11 March 2019 to commence negotiations for a new agreement and has agreed in principle to the backdating of a pay rise to the same date as pay rises for employees in schools, once the agreement is reached. No dates have yet been set for the start of negotiations. The Union is aware that the CSO budget makes allowance for the 2.5% pay rise from January.

However, the Union expects that a proposed new CSO enterprise agreement would not cover Shared Services staff. In January the Fair Work Commission handed down a decision concerning the dispute between the Union and the diocese about the terms and conditions of the 35 staff who were transferred in 2018 from the CSO to Shared Services.

Unfortunately, the commission held that the CSO EA did not continue to apply to staff who transferred to Shared Services. This decision was based on technical legal argument, not the fairness or otherwise of whether or not the EA should continue to apply.

We will be consulting with members in Shared Services as to future enterprise agreement coverage and pay rises.



# Teacher gains permanency with help from Union

**A female teacher in a regional Catholic college recently gained a permanent position despite objections from the parish priest, thanks to support from her IEU Rep and the Union.**

The member had been employed in a full time temporary position for 2018. She applied for the same position when it was advertised as 'full time permanent' for 2019 and gained an interview for the position.

However, during her interview, the principal advised her that the position was to be full time temporary position because none of the applicants had met the selection criteria.

When she questioned the principal stating she applied for and was being interviewed for the advertised full time permanent position, his response was a shock.

The principal informed her that the parish priest held a view that she did not fulfil the criteria for the permanent position as she did not attend the school parish for weekend mass on a regular basis.

Throughout her time at the school, the teacher had been actively involved in the school's religious program. But as she lives

outside the school parish, she attends Sunday mass in her own local parish. With great support from the head of faculty, the school's IEU rep and chapter members, the issue was raised and then pursued by the Union.

The organiser contacted the diocesan office to raise concerns and advise that the appointment process was in breach of the terms of engagement for temporary teachers under the Catholic Enterprise Agreement.

The initial response from the diocesan office was that the member had applied for a temporary position as advertised and there was no breach. They were unable to support this with the any documentation or even a notice of the temporary nature of the position, yet refused to challenge the parish priest's decision.

The Union advised the employer that a dispute notification was being prepared and the Union was ready to take the matter to the Fair Work

Commission if there was not a change in the employment status of our member.

The member has now been granted the full time permanent position that she applied for and is most thankful that she is a member of the Union.

**"The principal informed her that the parish priest held a view that she did not fulfil the criteria for the permanent position."**

**WE  
CAN HELP**

**Change  
THE RULES**

Present Tense

# #ChangeTheRules

**Kendall Warren**  
Organiser



**The IEU is a big supporter of the ACTU's campaign to Change the Rules. IEU members across various sectors have seen how the shortcomings of the Fair Work Act have been used to deny reasonable claims for improvements, and more broadly, how the long running wages drought that has gripped the Australian workforce for much of the last decade is directly attributable to restrictions put on unions and workers trying to get a better deal.**

Clearly things need to change, and a big part of this is reforming the framework of industrial relations in Australia. The ACTU's #ChangeTheRules campaign has sought to identify problems with the existing system, and then seek commitments from various political parties to commit to fixing them. The current government has steadfastly refused to countenance any changes (and indeed, we suspect that they would strip back existing entitlements if they thought they could get away with it), and so to change the rules, we need to change the government.

Of course, changing the government in itself won't be enough, and the campaign intends to keep the pressure on the now likely Shorten Labor government to make the necessary changes, and also on the Senate crossbenchers, who will probably maintain the balance of power.

On 10 April, the ACTU is holding a number of rallies across the nation, in order to keep attention on this issue in the run-up to the federal election, expected in May, and IEU members are encouraged to attend. If you would like to know more about the general campaign, go to <https://changetherules.org.au/>.

## Agreements update

Your Union is currently negotiating with several colleges for new enterprise agreements. Last month, the IEU reached an in principle agreement with Navitas English, and voting is taking place as at press deadline. The new agreement will provide for salary increases equivalent to the Wages Price Index (WPI), which is normally slightly above the inflation rate. The initial increase (backdated to October) will be 2.1%. There are also some small improvements to the classification table for support staff, which will hopefully make it easier for those staff to progress up the pay scale. These improvements have been secured without losing any existing benefits, despite Navitas' attempts to wind back some of these. Your Union is endorsing a 'yes' vote.

Your Union is also bargaining at Insearch, UoW College, UNSW Global, Embassy English, Taylors College, and Sydney College of English. Most of these are still in the early stages, though Insearch has reached the 'pointy end', with most things agreed, but the outstanding matter of additional annual leave still has to be resolved.

The *Fair Work Act* includes provisions for 'good faith bargaining', under which an employer can be compelled

to bargain if a majority of employers (or section of employees, such as teachers) can demonstrate that they want them to. To find out how this might work at your college, contact your Union, the IEU.

## Legal changes

In recent months, the Morrison Government has sought to make some small changes to workplace laws. First of all, late last year, domestic violence leave was enshrined in the National Employment Standards. While this is a welcome development, this change is at the lesser end of what is required, and only allows for up to five days of unpaid leave for those suffering family and domestic violence. This is far short of the Union's preference for 10 days paid leave.

More recently, the government has introduced legislation to amend the Act to allow for casual employees to convert their employment to ongoing part time or full time roles, in line with the Fair Work Commission's ruling last year that all awards should have a casual conversion clause included.

However, unions have criticised the proposed amendments, as it appears to allow employers a fair degree of latitude in determining who is and who is not a 'casual'. Unions would prefer that the amendments instead rely on the common law objective test of casual work.

Should there be a change of government in Canberra later this year, we can expect a raft of other legislative changes, and members can be assured that the IEU will explain these in full.

**C H A N G E**



# Union supports youngest staff

## Trainees and Apprentices

Working in non government schools?  
Where should you turn for industrial advice,  
guidance and professional support?

### Industrial advice

IEUA NSW/ACT bargains on your behalf to get you the best possible pay and conditions. IEUA NSW/ACT also provides individual members with advice relating to child protection, unfair dismissal, workplace health and safety and much more.

### Advice and guidance

If you have concerns about your hours, your pay, or the provisions of your traineeship agreement IEUA NSW/ACT can provide guidance about all of these matters, including what is a reasonable workload.

### Professional support

IEUA NSW/ACT also provides support and advice for general staff dealing with complaints and allegations made against them. This can include advice about workplace health and safety.

### IEU gives trainees access to...

- ✓ 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
- ✓ workshops and conferences on a range of topics
- ✓ 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.

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Over the last few years there has been a marked increase in the number of trainees undertaking formal training while working in support roles in non government schools.

Traineeships are structured training and assessment programs to attain formal qualifications while at work.

The trainees in schools are usually recent graduates from the school where they are now undertaking the traineeship or from another school close by.

The traineeship can be in a wide range of roles including school support services, technology, entertainment, business or sports administration. The traineeships are a maximum of two years – but usually only go for one year.

The trainees will sometimes be students who have already undertaken school based traineeships and are looking to upgrade their qualification level, or they may just be looking for a gap year before undertaking more formal study

At the end of the program the trainees will have attained a formal qualification of Certificate II or III.

The employment conditions are as per the National Training Wage arrangements. In the Catholic systemic schools, trainees are covered by the Catholic Systemic Schools Enterprise Agreement with rates of pay set out in Annexure O of that agreement.

If a trainee is engaged in a school and their school's enterprise agreement doesn't specifically include trainees, they are covered by the *Educational Services (Schools) General Staff Modern Award*.

The current traineeship wage rate for a Year 12 graduate who completed school last year is \$409.60 per week or \$13.48 an hour. This is 60% of the General Employee 1.1 cleaner rate and 50% of 3.1 unskilled clerical employees in the Catholic systemic schools.

Some of the traineeships are school specific, for example education learning support, school administration, information technology, library services – many of these trainees are likely to continue in their careers at schools.

This is a group of young, sometimes vulnerable, workers who are being employed in increasing numbers in non government schools. They are eligible to join the IEU but are on such low rates of pay they are unlikely to do so.

In response, the IEUA NSW/ACT Branch of the has established a membership category specifically for trainees, apprentices and Junior Youth Ministry positions.

This new membership classification acknowledges trainees' lower rates of pay, while introducing them to the benefits of being in a union early in their working lives.

Membership of the IEUA also enables the trainees to be better educated and aware of their rights as workers, in terms of their contract of employment, the enterprise agreement or award, Work Health and Safety, discrimination and child protection.

It also allows them to feel part of the school community on another level.

Trainees, apprentices and Junior Youth Ministry positions staff can join as trainee members online. <https://www.ieu.asn.au/join-page>

They should talk to their IEU rep or organiser for more details.

## NSW Premier's Teacher Scholarships

Applications for the NSW Premier's Teacher Scholarships are open until Sunday 28 April 2019.

The NSW Premier's Teacher Scholarships provide \$10,000 or \$15,000 for a five-week study tour within Australia or overseas.

The scholarships, funded by corporate supporters and private foundations, are open to teachers in non government schools and early childhood centres.

Scholarships are awarded in the year prior to the study tour.

The majority of scholarships are for school based teachers to explore best practice in their chosen subject area. The program aims to deliver significant outcomes for

scholarship recipients, students, teacher colleagues and school communities.

The Premier's Early Childhood Education Scholarship is available for early childhood teachers currently teaching in a NSW preschool, primary school or a TAFE NSW Campus. The scholarship supports the study of issues related to early childhood education.

The NSW Premier's Teacher Scholarships program is an initiative of the NSW Department of Premier and Cabinet and administered by the NSW Department of Education.

Further information:

<https://education.nsw.gov.au/about-us/jobs-and-opportunities/scholarships/premiers-teacher-scholarships>

Don't delay – apply now!

Premier's Teacher Scholarships





# Meet your future union activists



**IEUA NSW/ACT Branch recently welcomed two interns learning more about the union movement through the Union Summer program. Union Summer is an annual program run by Unions NSW, which aims to bring young activists into the union movement.**

It's designed specifically to introduce young people to unionism and give them first hand experience of what unions do. It's also an opportunity for young people to contribute to building the union movement in NSW, and to develop their campaigning and activist skills.

About 30 young people are undertaking the program this year. As well as receiving some training from Unions NSW, they spend two weeks embedded with a specific union.

Mia Dabelstein and Phoebe Yang joined the IEU in early February and spent time with legal, industrial and communications staff to learn how different aspects of the Union operate.

Phoebe is studying Commerce/Law with a major in Finance at Sydney University.

She said unionism was not always well understood by students in her faculty, and the internship was opening her eyes to the wide variety of opportunities a law degree could offer.

"Many people leave high school wanting to go into Law to do good, but by the time they finish university it's all about the 'big six' and the corporate world," Phoebe said.

"This internship is showing me there are so many different ways you can use a law degree."

Phoebe said coming from a migrant community that was not always well represented in Australian society, she

appreciated the role unions play in giving a voice to the underdog.

"I think it would be a great advantage to my community to get more involved in the union movement."

Mia is studying Communications with a major in Social and Political Science at UTS and as the Women's

Officer runs the Women's Collective.

As part of her course she undertook a project on the Media, Entertainment and Arts Alliance (MEAA) and during this project she

became enthused by the union movement.

"Unions are a perfect intersection of social justice – they provide a platform to protect people from all types of discrimination in the workplace, while making sure employers respect workers' rights and protect pay and conditions," Mia said.

"Historically unions have been instrumental in so much social change."

Mia was inspired by the history of green bans and the work of activists such as Juanita Nielsen, who fought against development in the Kings Cross area, then disappeared in 1975 under mysterious circumstances; also by Jack Munday, who led the Builders' Labourers Federation in the green bans to prevent development in The Rocks area of Sydney.

Mia said she definitely wants to work for the union movement upon graduation but is still working out in what capacity.

**"Unions are a perfect intersection of social justice – they provide a platform to protect people from all types of discrimination in the workplace, while making sure employers respect workers' rights and protect pay and conditions."**



## Passing union tradition from mother to daughter

**Long term IEU Council delegate from the North West Branch Denise McHugh is making sure the younger generation keeps burning the union torch.**

Denise brought her daughter Libby Lockwood, 25, to IEU's 16 March Council meeting as an observer, to show her the ropes.

Libby is an early career teacher at St Joseph's Primary School West Tamworth. "Since she started teaching Libby has

recognised the importance of being a Union member," Denise, a NESAC consultant, said.

"She recognises the benefits it brings her as a young teacher navigating the system but also the protection that being a union member brings to everyone.

"She's getting to see where it fits into the broader perspective."

Libby said she would consider becoming an IEU Rep in the future and enjoyed being part a group with common goals.



# New life breathed into agreement

Thanks to their active participation with the IEU, educators at Life Education have achieved a new improved enterprise agreement (EA). Life Education is an Australian non profit organisation whose primary objective is raising funds to help Australian children in making healthy lifestyle choices. It was founded by the Reverend Ted Noffs in 1979 above the Wayside Chapel. Their mascot is a giraffe named Healthy Harold who teaches children to be healthy.

The high level of IEU membership at Life Education was a significant factor in progressing the EA negotiations, as was the vital contribution of three IEU members on the bargaining team.

Bargaining reps Angela Egan, Libby Rowe and Michelle Crowther deserve praise for their contribution to the EA negotiation process.

Life Education's leadership also conducted negotiations in a positive and respectful way which acknowledged the experience, skills and professionalism of the educators.

The EA was put to the vote in February and received overwhelming endorsement from educators. The agreement now awaits approval from the Fair Work Commission.

Important gains in the new EA include:

- annual pay increases of 2.25% (1 January 2019), 2.50% (1 January 2020) and 2.50% (1 January 2021)
- greater clarity around salary step increases – received 1650 paid work hours or three years from the date of the last step change, whichever comes first, with all paid hours as a trainee educator counting towards reaching the step increase:
- trainee educator rate increased to \$25 per hour (was previously \$18 per hour)
- Living Away From Home Allowance increased from \$45.55 per day to

\$55.00 per day from 1 January 2019 with 2.5% increase on 1 January 2020 and 1 January 2021

- three days private leave has been maintained and is now referenced in the agreement as special leave
- five days paid and five days unpaid domestic/family violence leave has been added
- parental leave – Life Education will assess options for providing paid parental leave over the term of the agreement, and
- flexible work arrangements clause as per the new Fair Work Commission model clause.

During the negotiations, IEU members also identified some areas of concern/clarification and it is hoped that these matters can be addressed during the term of the agreement.

These issues include the level of the trainers' allowance; phone use arrangements for educators and the proposed app, support for educators who are teachers to maintain their NESA accreditation and the need for ongoing consultation about the practical implementation of the EA, especially with reference to educators' workloads

With regard to Life Education policies and procedures, the IEU hopes that there can be greater opportunities for information and engagement to ensure that these policies, procedures and practices are consistent with the EA and serve to protect and enhance the industrial, professional and wellbeing interests of educators.

Overall, the IEU believes that the EA deserved endorsement to ensure regular pay rises and greater clarity around working conditions. As with all EAs, there will be a need to monitor the implementation of the agreement and to continue to pursue other issues which affect the quality of members' working lives.



## Committed young IEU Rep Anna Luedi was elected to the Union's executive on 16 March.

Anna, 29, has been IEU Rep at St Mary's Catholic Primary North Sydney for only one year, but had no hesitation nominating for the role on Executive, where she is keen to represent young women teachers, as well as members working in city schools.

"There are a few vacancies at Union sub branches representing Sydney schools, so I wanted to make sure there was that representation.

"I also wanted to encourage young members to get involved. Young staff can be sluggish at joining the union sometimes.

"Being on the Union's Executive is a great opportunity to become actively engaged and networking with other activist.

"I want to advocate for women's rights and discuss ways of achieving improvements in things like super."

Anna attributes her Union activism to her father, "a very politically minded person".

"My father was a Professor of Art Direction in Munich and fought strongly on intellectual property and copyright issues.

"It takes strength and courage to stand up for your rights. I try and instil in members the confidence to insist on their rights. That it's ok to say, 'I'm allowed this'."

Anna sees information as the key to being a strong and confident Union member.

"I'm learning how important unions are to the big picture politically when it comes to making a change."

# Thousands in backpay and a pay rise for member after Union intervention

It appeared to be just another phone call to the Union.

Helen\*, a part time support staff member working in an independent school, rang the Union with an enquiry about her role.

Helen was concerned about Work Health and Safety (WHS) with regards to the supervision of multi-aged children after school hours in the library, and possible child protection concerns about being alone with so many students.

As the conversation flowed between Helen and her Union organiser, a range of questions about what appeared to be a simple enquiry revealed that the matter was more complicated.

While her concerns were all significant, the heart of the issue was whether or not Helen should supervise children in the first place.

The enquiry transformed from WHS to one including the role of support staff, classification as per the relevant enterprise agreement and appropriateness of the rate of pay or the roles Helen was expected to perform.

The organiser looked into Helen's payslip, role description and represented her to resolve the issue with the school.

As it turned out, Helen's classification revealed that she should not be supervising children. Therefore, her employment

classification and rate of pay were incorrect, and she had been underpaid since 2015.

The Union communicated its concerns on Helen's behalf and pursued a reclassification to better suit her work, an update of her role description and backpay.

The results for Helen?

- reclassification to a higher level support staff role
- pay rise on the new level
- backpay of just under \$3000
- additional supervision assistance for after school hours
- review of the process for after school supervision, and
- update of her role description.

In this case and many others, it took just one phone call to the Union for Helen's membership to literally pay off and remedy significant workplace issues.

It is important to seek Union advice before signing any contract and accepting role descriptions. Quite often, the matter can be resolved at the start of employment, to ensure you're getting the right pay conditions straight away.

\*Name changed







# Revolving door of agreement negotiations

**Verena Heron**  
Industrial Officer



**The IEU's early childhood team are constantly working on enterprise agreements, mostly for small community based organisations with only one or two teachers.**

We are currently negotiating with Big Fat Smile, which runs a number of not for profit services in the Illawarra and western Sydney. They have offered a 2.5% increase from their last agreement and maintenance of current conditions of employment.

All Uniting Care early childhood services are now under the direct management of Uniting Care. In the transition process a number of errors were made calculating teachers' and directors' entitlements, including the calculation of annual leave, incremental progression and the application of the formula for determining the amount of non term time to be paid at the end of the year. We have met with Uniting Care and

they have agreed to rectify all of the issues identified. Uniting Care members experiencing difficulties with the transfer of their entitlements should contact Lisa James [lisa.james@ieu.asn.au](mailto:lisa.james@ieu.asn.au)

## **KU agreement**

We are still waiting for the final draft of the new KU agreement. The initial salary increase of 2.5% has been paid to teachers, however the other improvements to conditions, such as programing time, have yet to be implemented.

## **ECS conference**

IEU's annual early childhood services conference will be held on the 7 September. It is themed More than Meets the Eye and it explores the changing nature of the early childhood profession and the impact on teachers. The conference will also look at the changing role of the director and how to best manage an evolving leadership role.

## **South Coast Women's Forum**

This year's South Coast Women's Forum was held at

Jamberoo Community Preschool, Kiama. The IEU would like to thank 31 year IEU member Maria Witcher for allowing us to hold the forum at her centre.

## **Early Childhood Educator Wellbeing Project**

We have been asked to participate in a stakeholders' forum for this research project. The research will look at educators' psychological wellbeing and the organisational context in which they work. <https://www.facebook.com/EarlyChildhoodEducatorWellbeingProjectECEWP/>

## **NESA accreditation**

Teachers working in services which are considered 'out of scope' of the Education and Care National Regulations, like mobile and early intervention services, are experiencing difficulties in maintaining their proficient status with NESA. We have approached NESA and NSW Education Minister Rob Stokes to change the *Teacher Accreditation Act* to ensure they can be accredited in the same manner as other early childhood teachers.

# New recruits have your back

**The IEU has welcomed two passionate new staff members to its team. Yuvashri Harish (Yuva) and Arthur Dowdle (Artie) are young lawyers who will represent IEU members at Fair Work Commission hearings.**

Yuva is fresh from university and doing her legal exams to be a solicitor while she works. Volunteering at Marrickville Legal Centre while studying at UTS, Yuva noticed how often people were affected by problems with work and the importance of getting the right advice to deal with employment issues.

She sees the union movement as a good platform in which to exercise her interest in social justice.

"I didn't realise until I started at the IEU there was such a big network of union activities out there," Yuva said.

Lodging her first unfair dismissal proceedings has been "intense" but Yuva said she had enjoyed meeting members face to face and negotiating on their behalf.

"A little discrepancy can end up costing the member a lot and we can address that sort of thing. Members can't be expected to

know the law, that's where we step in.

"It's great to have someone passionate about your cause behind you."

Artie has experience as a Fair Work Commissioner's associate and has worked at the advice line for the Fair Work Ombudsman, so is familiar with the work of unions.

During his time at the Commission he noticed that people represented by a union had better outcomes than those representing themselves.

"The IEU was popular with Commission staff as its cases were well prepared.

"Teaching as a profession has a long history of unionism behind it and I wanted to be a part of that.

"You can see the benefits of industrial action through all the agreements, such as the Catholic systemic one, which is pretty big."

Artie is looking forward to modernising awards and getting involved in the Equal Remuneration Orders case for early childhood teachers when it reappears before the Commission in June.

**"A little discrepancy can end up costing the member a lot and we can address that sort of thing. Members can't be expected to know the law, that's where we step in."**





# Physical threats to school leaders on the rise: survey

“A parent charged at me, picked up a whiteboard in the foyer and threw it at me.”

“I have been pinched, punched, spat at, headbutted and threatened to be stabbed with scissors.”

“Kicked and punched by students, verbally abused by parents, physically intimidated. I’ve spent months at a time dreading the walk out to my car at night.”

“I have been verbally abused at a whole school sports day because a child was not awarded a first place ribbon when they came third.”

“I have PTSD from having a gun pointed at me by a student.”

“I had a violent student standing in front of myself and the assistant principal with two sharp kitchen knives in his hands, threatening to ‘cut us’.”

“From parents I’ve been stalked by car, tailgated, phone calls with threats to harm, tyre burnouts in school car park after conversations at the car door.”

“I have been attacked on numerous occasions — attacked by young people to the extent of almost becoming unconscious.”

**These are all comments reported by school leaders in the 2018 Australian Principals Occupational Health, Safety and Wellbeing Survey, which has been conducted by the Australian Catholic University each year since 2011, and recently expanded to include New Zealand and Ireland.**

The survey of government and non-government schools found one in three Australian school leaders was physically attacked and one in two experienced threats of violence at work.

Almost half of school principals (45%) were threatened with violence in 2018, compared with 38% in 2011. The survey also found that increasing threats and violence, aggravated by excessive working hours, are leading to serious levels of distress, burnout and depression among school leaders.

Australia’s principals are overwhelmed by the volume of work; being threatened with violence; being physically attacked; having great difficulty sleeping; and experiencing high rates of depressive symptoms.

Associate Professor Philip Riley, from Australian Catholic University’s Institute of Positive Psychology and Education and the survey’s chief investigator, said: “Clearly, our nation builders are under attack. Consequently, fewer people are willing to step into the role. At a time when 70% of school leaders will reach retirement age within 2-3 years, we are ignoring a looming national crisis.”

IEUA NSW/ACT Secretary John Quessy said: “These comments describe an unacceptable and intolerable situation which must stop.

“There is no reason to assume that classroom teachers and other school staff do not face similar abuse.”

## Causes of stress

The survey found the sheer quantity of work and the lack of time to focus on teaching and learning were the greatest sources of principals’ stress. Teacher shortages were also a frequent issue.

An increasing source of stress is managing the mental health issues of staff and of students. The survey found 53% of principals worked more than 56 hours per week during term. Approximately 24% of principals, or one in four, worked more than 61-65 hours per week. During school holidays, approximately 40% of principals worked more than 25 hours per week.

## Violence

One in three principals was physically attacked in 2018. Violence jumped from 27% in 2011 to 37% in 2018.

“Australia’s school leaders experience a far higher rate of offensive behaviour at work than the general population,” Riley said.

Female school leaders are most at risk of physical violence with 40% experiencing violence compared to 32% of male school leaders. The rates of physical violence show a concerning upwards trend in almost every part of the country.

## Health

One in three school leaders was identified as so distressed that their physical and mental health were seriously at risk.

When compared to the general population, principals report 1.5 times higher job demands, 1.6 times higher levels of burnout, 1.7 times higher stress symptoms, 2.2 times more difficulty sleeping, 1.3 times negative physical symptoms and 1.3 times more depressive symptoms.

IEU Principals Organiser Pam Smith said “the IEU has a strong commitment to supporting these annual surveys in which our school leader members participate in significant numbers. We look forward to continuing to work with our members and with employers to address issues in relation to workplace safety, professional respect, and workload and wellbeing.”

Recommendations from the survey include:

- employers should reduce job demands or increase resources or do both
- the community needs to immediately stop offensive and violent behaviour towards educators
- Australia also needs to have adult conversations about the root causes of this violent behaviour, which is occurring in all frontline professions and in the high rates of domestic violence, and
- school leaders should not allow their passion for their school to dominate their life.

<https://www.healthandwellbeing.org/en-AU/principal-reports>

# Survey shows more support needed

**Pam Smith**  
Principals Organiser



**As principals will be aware from the recent report from the Australian Principals’ Health and Wellbeing Survey, the data from this longitudinal study of Australian school leaders finds that many are experiencing major work intensification, high levels of stress, and unsatisfactory levels of intimidation or actual violence.**

Many of these concerns are also being experienced by teachers and support staff in schools. The IEU welcomes

the initiatives in some dioceses to support principals’ wellbeing and looks forward to working with principals and their employers in relation to issues of workload and workplace safety.

The IEU Principals’ Sub Branch AGM was held on 9 February and congratulations to those who have accepted leadership roles. A warm welcome goes to Peter Meers from James Sheahan Catholic High School in Orange who attended Principals’ Sub Branch for the first time.

In particular, congratulations are extended to Sidonie Coffey on being re-elected as Sub Branch president, Kathy Neely as deputy president, and Jude Ryan

and Des Fox as joint secretaries. Noeleen O’Neill, Geoff McManus, Therese Seymour and Julie Terry were elected as Sub Branch committee members.

Future Sub Branch meeting dates have been set for 4 May, 3 August, 2 November this year and 15 February next year.

Opportunities for diocesan and/or regional IEU meetings are always appreciated and a gathering has been arranged in Wagga Wagga on 20 March and a principals’ breakfast meeting in Newcastle on 17 May. Discussions are underway for other IEU diocesan events within the context of future enterprise agreement negotiations.

At a professional level, principals will be aware that the IEU recently circulated a survey to its members to help inform the Union’s national submission on the future of NAPLAN testing. The IEU values the engagement of principals with its professional agenda, including in regard to funding and resourcing issues, student assessment, teacher accreditation and school registration.

Principals are always welcome to contact the IEU for advice and support in regard to any matters affecting their working lives.





# Could you be a union rep?



The IEU rep plays an important role in any school, and anyone can fulfil the position, be they new to education or an experienced staffer, a teacher or member of support staff.

The rep is the go between between the Union and the rest of the staff, but they are not expected to carry a heavy burden of responsibilities.

For larger chapters there is usually a team running chapter meetings, with a secretary to take the minutes and a chair to run the meeting. The rep's job is to communicate union news from the organiser to the rest of the staff and take back any messages from the staff to the Union.

The rep may be asked to communicate problems with the principal, but any difficult issues will be dealt with by the IEU organiser assigned to the school.

All IEU organisers appreciate the work done by reps and are there to back them up. They provide support and advice and the Union provides online advice, training days and kits for reps. Reps are never left to 'go it alone' with problems.

Many reps report improved confidence and better communication skills from the experience. So called 'soft

skills' like talking, listening, negotiation and self-confidence can be improved by being a rep.

Reps need to be able to approach principals in a professional, objective manner when dealing with any issues. Their organiser will intervene if trouble arises.

It's a role you can make you're own – do the basics of disseminating information or become involved with the Union and get to meet other reps from other sectors and participate in activism and advocacy.

"It's not necessarily a fired up militant who makes the best rep. It could be a calm, quiet person who's a good listener that suits the role," one organiser said.

Reps get to feel they're part of a bigger picture and ultimately their work is benefiting all their colleagues, not just at their own school but across the non government education sector.

By keeping a watchful eye and doing their bit to uphold working rights and conditions for school staff, they are ensuring a better workplace for all and better outcomes for students.

For more information see <https://www.ieu.asn.au/resources/rep-resources> or talk to your organiser.



**Visit [www.ieu.asn.au](https://www.ieu.asn.au) for Union and Rep Resources:**

IEU branded merchandise

Membership forms

Meeting forms and templates

Factsheets

Hints and tips for organising  
in your workplace

## Rep's letter to school

Here is a sample letter of how one good rep contacts colleagues:

**It is half way through Term 1 and by now you have had the opportunity to settle into life at Kinross Wolaroi (KWS) school.**

I wanted to take this opportunity to both introduce myself and highlight the benefits of IEU membership. I am the Chapter Rep at KWS, I am also the President of the Central West Sub Branch and a Councillor at the NSW Branch which is the decision making body of the Union's NSW operations.

I am passionate about highlighting and protecting the work of teachers in independent schools. I have been in the position of chapter Rep for some 18 years and have always undertaken to support both the work of the Union and the industrial welfare of the KWS staff.

I have given the school an undertaking that there will always be a positive, respectful working relationship between the Union and the school coupled with a smooth flow of essential information.

The Union's work is threefold:

- the industrial aspects of work in schools – including conditions, leave and salaries

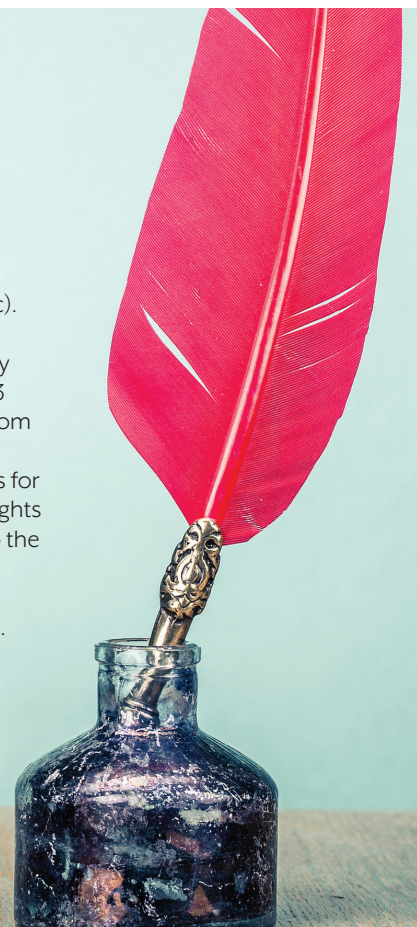
- training and PD support (TPL, NESAs, accreditation etc), and
- legal advice and support (child protection, dismissal, leave etc).

I strongly recommend IEU membership to you. We have a very strong membership base at our school. Simply call 1800 467 943 and ask for membership - membership fees can be deducted from your salary (you won't even notice) and are tax deductible.

The IEU has been supporting teachers in independent schools for many years. Your membership and support ensures that your rights are protected and that the Union's important work continues to the next generation.

Thank you. Please contact me should you have any questions.

Bruce C Paine  
History/RE Faculty  
Kinross Wolaroi School





# SO WHAT HAS THE UNION DONE FOR ME?

## THANKS TO UNIONS YOU HAVE...

### YOUR ENTITLEMENTS

- sick leave
- carers leave
- paid parental leave
- long service leave
- domestic violence leave
- superannuation payments

### YOUR WORKING CONDITIONS

- relief from face to face teaching
- right to be consulted
- safe workplace
- limits on school meeting times

### YOUR PROFESSIONAL OPPORTUNITIES

- Professional Development (PD) free to members
- accreditation advice and support
- union training
- international exchange programs

### YOUR PAY

- improvements to wages and conditions
- payment recovery assistance

### UNION SOLIDARITY

- representation in industrial tribunals and work related court matters
- network of professional colleagues locally and globally
- stronger professional voice through representation, advocacy, social media

ABS data shows Union members earn more  
[www.abs.gov.au/ausstats/abs@.nsf/6333.0](http://www.abs.gov.au/ausstats/abs@.nsf/6333.0)

**JOIN THE IEUA NSW/ACT**  
**GO TO [WWW.IEU.ASN.AU](http://WWW.IEU.ASN.AU)**





# What is happening with the accreditation and rating process?

**Lately I am hearing a lot of horror stories in regard to the assessment and rating process –these stories range from the sublime to the ridiculous.**

How can we have faith in a system where an authorised officer is sent from a metropolitan office to the country to do the assessment and rating on a rural service and unfortunately she finds (shock horror) a cobweb, and becomes so concerned about this cobweb that she concludes that the educator doing the safety check on the day is not doing her job properly, and so the service receives a rating of 'Working Towards' in Children's Health and Safety because of the cobweb.

When did a cobweb become 'Working Towards' instead of a wonderful exploration into the natural world of spiders and their place in the cycle of life? A chance to talk about protecting insects and wildlife? Caring for our environment?

As well, the number of authorised officers carrying out the assessment and rating does not seem to have anything to do with the licensed numbers of the service or the number of staff. It seems random, and in many cases the authorised officer does not seem to have knowledge of the area they are going to or the demographics of the area. I heard of two authorised officers arriving for two days, one authorised officer for one day, one authorised officer for two days, two authorised officers for one day.

I hear that reports seem to be cut and pasted with often little relevance to the service and in some cases it was obvious that the report referred to another service altogether. I have also been told that some reports also seem to be quite generic.

One director told me that the authorised officer refused to identify herself other than her first name and showed no identification – she wore no lanyard. Are we within our rights to refuse the authorised officer entry in this case? Everyone else has to identify themselves when entering a service.

I also hear that incorrect rating information about services has been put on the ACECQA website. In one case, the service contacted the Assessment and Rating team within the Education Department. They said it would take up to seven days to correct. It took six days for them to respond and another two to get it off the ACECQA website. These things impact on enrolment and choices families make when selecting a service.

Also, the process of giving feedback or seeking review is so onerous that many services don't bother, even when they don't believe the rating is fair or correct. So the proportion of services in NSW that disagree with their rating is probably much higher than the data indicates. Is it fair that we have only 10 working days for review/right of reply/feedback and submission of extra documentation when they have 60 days to assess this extra information?

**“But the most concerning thing is the effect that these visits are having on the mental health and welfare of the dedicated teachers and educators in early childhood services.”**

Also there's the fact that almost all of the applications for second tier review have been from NSW – what can be interpreted from that data? [http://snapshots.acecqa.gov.au/OA/OA\\_secondtier.html](http://snapshots.acecqa.gov.au/OA/OA_secondtier.html)

But the most concerning thing is the effect that these visits are having on the mental health and welfare of the dedicated teachers and educators in early childhood services. They tell me they don't sleep, they are constantly worried, stressed, under pressure to perform and conform to ridiculous expectations, the goal posts are continuously moving and there is no consistency in the assessment process.

More alarmingly they tell me they are not going to do this again. We are losing valuable and experienced people through this process. Nobody is looking at the wonderful things happening in the services or the work of the passionate teachers and educators who are seriously underpaid – it is all about compliance! It is a negative process!

I want to know who is assessing the authorised officers? What are their qualifications and more importantly their experience in an early childhood setting? Where is the consistency? What happens if we make a complaint about these things?

One service tells me they don't believe the assessor had the experience in the sector to be able to identify quality practice (or practice in the Exceeding areas).

In saying this we need to maintain standards and staffing requirements – we must fight against the dumbing down of the NQF – but we need to have some consistency and a fair and unbiased process where we have a voice.

The early childhood services team of the IEU would like to gather information on the process in order to present it to ACECQA. If you have had an experience that you would like to share please email Lisa at [lisa@ieu.asn.au](mailto:lisa@ieu.asn.au) or any of the team at IEU. Your stories will remain anonymous unless you agree to have them presented.

**Gabe Connell** Early Childhood Services Vice President



# 'STRONGER TOGETHER'

## International Women's Day celebrations

### IEU members turned out for International Women's Day (IWD) at a number of events around the state.

In Bathurst, the IEU joined with the Bathurst Diocese to host an IWD dinner, with guest speaker primary school teacher Emilie Miller, a world champion Para-cyclist. Emilie was set to be a star swimmer until she became a quadriplegic after a diving accident at age 12. She quickly moved to para-cycling.

Emilie gave an inspiring speech to members, who also enjoyed a dinner at Rydges Mount Panorama. IEU organiser Jackie Groom attended with other IEU members; school students were strong supporters at this 'Balance for Better' IWD celebration.

In Parramatta, members gathered for an afternoon tea at the IEU's office on 7 March, where the theme was 'More Powerful Together' which complemented the ACTU's Change the Rules campaign. Julie Owens Federal Member for Parramatta attended. The focus was on 'women in conversation about gender issues' and Julie joined IEU officer Liz Finlay, IEU member Liz Scully, and Nicole Mason from the NSW Nurses and Midwives Association, in sharing insights on achievements and challenges.

In Wollongong, there was an IWD morning tea at the Catholic Education Office. Pam Smith and Valerie Jones were joined by guest speaker Monica McCann from Caritas Australia. Monica's talk focused on the women and girls at risk in developing countries alongside Indigenous women and girls in Australia and the assistance Caritas Australia provides in improving living and health standards.

IEU members and officers participated in the march through Sydney on 9 March, which was well supported by union women. This year's IWD occurred within the context of the pending NSW and federal elections and NSW Deputy ALP Leader Penny Sharpe was a participant in the march with other Labor colleagues.

Unions NSW contributed further to IWD celebrations by hosting a panel as part of its usual Thursday night meeting, focusing on campaigns being run by the union movement to end violence against women, including workplace harassment.

The IEU Canberra office advised of a range of union IWD events in the ACT and in Wollongong the CEO and Caritas hosted an IWD morning tea on 8 March in conjunction with a meeting of the Wollongong Diocese Workplace Gender Equality Committee.

### Australian Human Rights Commission Inquiry into Sexual Harassment in Workplaces

Last year, the AHRC launched an independent national inquiry into sexual harassment in the workplace. This 12 month investigation led by Sex Discrimination Commissioner Kate Jenkins aimed to focus a much needed light on a system which is failing Australian workers, particularly women, and provide individuals and organisations from all over Australia the opportunity to speak about their experiences.

IEU has actively supported the ACTU submission to the AHRC inquiry and will continue to support national action to highlight the incidences of sexual harassment in the workforce. IEU members join with other unions, state and territory Labour Councils, and organisations across Australia to call on all levels of government to take urgent and coordinated action to implement the following solutions:

- Dedicated prevention efforts to address the underlying gendered drivers of sexual harassment, which should be part of a holistic strategy to prevent violence against women and promote gender equality.
- Stronger and clearer legal duties on employers to take proactive steps to prevent sexual harassment at work, and strong and effective regulators with the regulatory tools and resources necessary to effectively tackle sexual

harassment, including as a cultural, a systemic and a WHS issue.

- Access to fair, effective and efficient complaints processes, including a new right of action under the *Fair Work Act*, extended time limits, increased transparency of conciliation outcomes where appropriate, and other amendments and resources necessary for effective action.
- Appropriate advocacy and support for workers who experience sexual harassment, including access to information, counselling and legal services that are appropriately resourced and coordinated.
- Accessible reporting tools, including piloting an online reporting tool to assist in reporting and addressing concerns and seeking support, and which can also identify trends to aid prevention and enforcement efforts.

### IEU Women and Equity events in 2019

As 2019 is a non Women's Conference year, a range of regional events and other activities are being planned. There has already been a Women and Leadership TeachMeet (online) on 18 March, and a South Coast women's forum at Kiama Pre School on 21 March.

Other events include:

- 21 May Newcastle Women's Forum/dinner
- 31 May Mid North Coast Forum/dinner at Coffs Harbour
- 25 July WEC Teleconference
- TBC North West Women's Forum in Armidale (date to be confirmed)
- 16 October WEC teleconference
- 23 October Western Sydney Women's Forum at Holy Family Primary School at Emerton.

In the ACT, Women and Equity activities are convened by the IEU's Canberra Office and 2019 events will be developed in conjunction with members. See [www.ieu.asn.au](http://www.ieu.asn.au) for further information.





# Labour bites



## Sex workers unionise

Scotland's sex workers will be able to join an official union for the adult entertainment industry for the first time. Strippers, burlesque dancers and porn actors, as well as those working in prostitution, will all be able to unionise shortly through a branch of the GMB union in Glasgow, which is being established.

Running a brothel is illegal in Britain, forcing most sex workers to deal with customers alone, leaving them vulnerable to violence. Prostitution has long been considered one of the most high risk occupations in the world and the United Nations, the World Health Organisation and Amnesty International have called on governments to decriminalise it entirely.

Sex worker Megara Furie, 35, set up the adult entertainment industry branch of the GMB union in Scotland. She argued that sex workers need a union to give them the same protection as someone in a 'normal' job.

"Our main aims are to secure workers' safety and workers' rights," she said.

The GMB Union commented "From the trade union perspective, it's an unusual venture, not because of the work they do but because they are self-employed and that's not how we typically work." (Source: *The Evening Times*)



## Amazon increases wages but cuts hours

In response to public pressure over the pay of its warehouse workers, Amazon enacted a \$15 minimum wage for all its employees on 1 November, including workers at grocery chain Whole Foods, which it purchased in 2017.

But since the wage increase, Whole Food employees say they have experienced widespread cuts that have reduced schedule shifts across many stores, often negating wage gains for employees.

"My hours went from 30 to 20 a week," said one Whole Foods employee. The Illinois based worker explained that once the \$15 minimum wage was enacted, part time employee hours at their store were cut from an average of 30 to 21 hours a week, and full time employees saw average hours reduced from 37.5 hours to 34.5 hours.

"We just have to work faster to meet the same goals in less time," the worker said. (Source: *The Guardian*)



## Oakland teachers win big

In Oakland California teachers are returning to their classrooms after seven days on strike and bringing \$38 million in pay raises with them.

While the city's 2000 plus teachers didn't get everything they demanded during the strike, they got a lot more than the district wanted to give them. Most notably, teachers snagged an 11% pay raise over four years and a 3% bonus — nearly double the pay raise district officials had offered before teachers walked off the job.

The school district agreed to hire more school counsellors, psychologists, and special education teachers to shrink the large workloads those staff members have taken on. The district also agreed to give school nurses generous bonuses and raises, as part of an effort to keep and attract school nurses in an area with a high cost of living.

Teachers were less thrilled by other parts of the deal, though — namely, the modest decrease in class sizes and the district also refused to cancel its plans to close about two dozen schools to pave the way for new charter schools or combine low enrolment schools.

School officials did however agree to hold off on some closures and push for a statewide moratorium on charter school expansion.

The Oakland strike gives new energy to a national trend playing out in states across the country. More than 100,000 public school teachers in six states have walked out of class in the past year, rebelling from years of stagnant wages, crumbling infrastructure, and deep budget cuts to education. (Source: *Vox*)



## Women cannot rise at the expense of men

Australian Prime Minister Scott Morrison says he wants to see women rise, but not if it leaves men worse off. In an International Women's Day address in Perth, Mr Morrison told the Chamber of Minerals and Energy "we're not about setting Australians against each other, trying to push some down to lift others up."

"That's not in our values. That is an absolutely Liberal value, that you don't push some people down to lift some people up. And that is true about gender equality too."

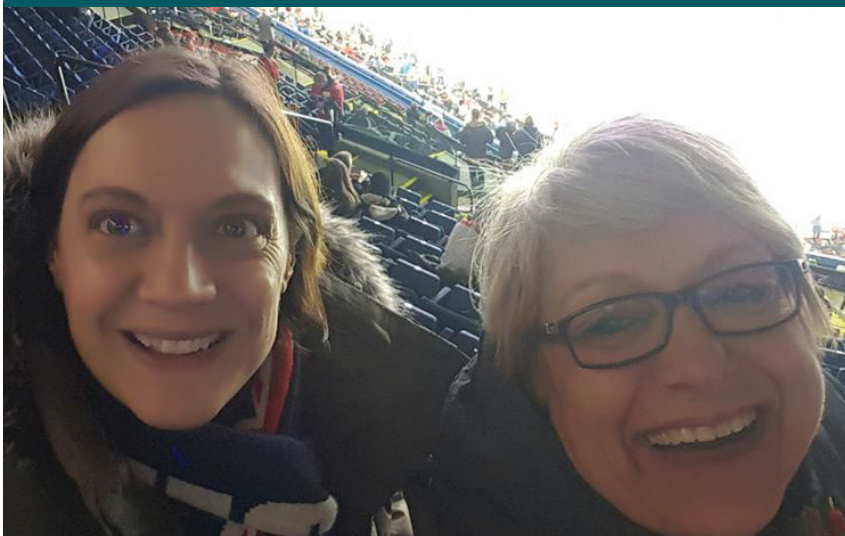
"We want to see women rise. But we don't want to see women rise only on the basis of others doing worse." (Source: *SBS*)

Compiled by

John Quessy  
Secretary



Go on you know you want to ...



Bernadette Baker with Vicki Boyton  
St Michael's Nowra, at a Calgary Flames game

## I'm on my second exchange, this time living in Lethbridge, Alberta and working in Taber. I am having a fantastic time.

The weather has been challenging as it has been the coldest February in 83 years, but I must admit to still being in the novelty stage and enjoying the change of climate.

The extreme cold weather warnings have meant inside recess for a couple of weeks (down to -42 with wind chill is challenging).

There is a strong contingent of Aussies in Alberta from South Australia, Queensland and NSW.

We have had several opportunities to get together and share our school and living experiences.

I am working in a K-5 school in a rural area which is very different from my inner city Year 3-12 boys' school.

Teaching Grade 2 is a professional change and the different curriculum

takes you out of your comfort zone, which is a good thing.

Alberta is introducing a new curriculum — all K-LAs simultaneously and I am desperately trying to get my head around it all ready for the new school year in September. That is if the next elections don't bring in a new government.

Many exchange teachers have brought their families and have gone through the process of settling into new schools and very different routines.

Overall the stories are positive and often funny, especially when you face plant into the snow while snow shoeing.

I have discovered a local delicacy taco in a bag, a single serve pack of corn chips, scoop of mince add tomato, shredded lettuce, cheese, sour cream. Not bad, try it for yourself.

Bernadette Baker, IEUA NSW/ACT  
Vice President, Systemic Schools, on  
exchange in Alberta Canada



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# Welcome to Australia



**In February the IEUA NSW/ACT Branch welcomed 18 Canadian teachers to Australia on exchange. The IEU administers the exchange program for teachers in non government schools. This was the first time the welcome reception has been held in Parramatta as the Education Department Bridge Street building has now been sold.**

While the visiting exchange teachers enjoyed networking with other exchange teachers placed in government schools, overseas spouses and children were given a 'cultural' exchange experience themselves, ie a historical walking tour of Parramatta.

IEU Officer Dave Towson and Exchange Coordinator Helen Gregory briefed those teachers who are teaching in non government schools and spoke of the differences between the government and the non government sector as many exchange teachers teaching in Catholic schools in NSW/ACT are from public schools back home in Canada. They are placed in these exchange schools as that is where the match is.

**Adrian Bowers of Toronto will be teaching PE at Marist College in Canberra.**

Adrian had been to Australia before on holiday and fell in love with the place and was keen to return on the exchange program.

"I love learning from new teaching experiences, and I wanted to give my three children a taste of world travel to show them how much you can get out of new adventures," Adrian said.

"I've already gained good insight into Australian PE practices (ie assessment, teaching different sports) and I'm a big fan of our pastoral care set up at Marist.

"It's given me a chance to learn new mentoring techniques and to put into practice techniques I've learned along the way."

## Unique playground

**Andrew Foxcroft is from Ontario and teaching Year 4 at St Joseph's Catholic Primary School in Charlestown (Newcastle).**

"It is a wonderful school with a unique playground and wonderful staff," Andrew said.

He and his wife are hoping to provide a rich experience for their two daughters, and to challenge themselves to try something new.

"I hope to gain experience in a different educational system, and to learn about how other school systems support and develop students' abilities. I hope to take back many new insights into learning and teaching.

"I am really outside of my comfort zone. I am pushing myself to be more adventurous and have experiences that will contribute to becoming more aware of everything around me."

**"Being placed in a school that is unfamiliar helps me develop new ideas of teaching. A new curriculum, a new staff experience and a new student experience is important as I learn and grow from new ideas."**

**Kathy Bellcourt of Ontario is teaching at Marist College, Canberra.**

"I teach Years 7, 8, 10, 11, 12 English. I also am a house teacher and have just been placed in extra-curricular as helping tutor students after school," Kathy said.

This is her second teacher exchange. In 2006 she was at Scots School, Albury.

"2006 was the best year of my life. I fell in love with Australia and the people. My husband and I wanted to get back to Australia for many other reasons as well. The experience then, as now in 2019, gives me the opportunity to learn from another culture and grow from this experience.

"Being placed in a school that is unfamiliar helps me develop new ideas of teaching. A new curriculum, a new staff experience and a new student experience is important as I learn and grow from new ideas."

## Expanded resources

**Paul Turnbull of Ontario is teaching Year 8, 9, and 10 science, along with Year 12 biology at James Sheahan Catholic High School in Orange.**

He met his wife in 2003 at teachers' college in Christchurch then taught for two years in Auckland.

"We often reminisce about our three years in the South Pacific and wanted to get back to this part of the world.

"At the end of my year down under I hope to have expanded my electronic resources for teaching science and biology.

"I am already fascinated with the amount of pracs/ experiments done with high school students, along with the inquiry/scientific method used during the pracs.

"The curriculum is broader here among junior science classes, and my instructional knowledge can only get stronger with this.

"I am always reflecting on the best way to assess and evaluate my students. In just over a month I have added some clever websites to help with this, along with numerous tasks from the amazing science staff at James Sheahan."

**Ontarian Anthony Evans is on exchange at St Francis Xavier Primary School, Ballina, teaching Year 6.**

"We wanted to remove our kids from their 'bubble' at home and show them what it's like in other places.

"I'm welcoming the opportunity to teach with, and learn from others. I hope that I can share some valuable teaching practices and ideas with my peers here and take some new ones back home with me as well."

## Apply now

It is not too late to apply for an exchange for 2020 - keep an eye out on the school notice board or on the Union's website. Here are just two 'not so common' exchange positions available:

Food Studies/Fashions – Calgary Alberta – Jodie teaches at St Vincent de Paul Catholic School in Calgary, home of the Famous Stampede. She is single, Catholic and has a two bedroom home available for exchange.

Dance – Vancouver BC – Lucie teaches Dance at Fleetwood Park Secondary School in Surrey, just south of Vancouver. She is qualified to teach PE and is also a French teacher with a Masters in French Literature. The incoming teacher would be teaching Dance. The school has its own dance studio with a full time dance program. Lucie is Catholic, married, and has a four bedroom home in White Rock available for exchange. White Rock is a beautiful neighbourhood by the Pacific Ocean.

For more information on these exchanges, call Helen on 8202 8900 or 1800 467 943 or email [helen@ieu.asn.au](mailto:helen@ieu.asn.au)

# Set the ground rules early

**Chris Wilkinson**  
President



**Here we are half way through Term 1. I hope everyone has settled into what should be a busy and productive year. Thank goodness the hot weather is almost behind us and we can enjoy some lovely autumn days.**

It is evident that some principals and school leadership teams do not fully

understand what constitutes a meeting and the hours allowed each term for these meetings.

It is probably a good time to meet as a chapter to discuss any issues that you as members are not sure about – like face to face teaching hours, attendance at school camps, Saturday and night mass and what to do if you are told to attend these functions.

The loss of free periods to attend mass or assemblies and attendance at meetings

that happen to fall on your rostered day off (if teaching part time or in a job share arrangement) is a problem. Twilight meetings and professional development out of hours are also grey areas.

All of the above issues need to be clarified at the beginning of the school year otherwise you will find yourself being expected to attend more and more in your own time, losing valuable preparation time when your free periods are constantly being eroded.

I take this opportunity to thank all reps in schools for taking on these positions and being the face of the Union. IEU officers appreciate the work you do. Keep it up.

If you accepted a position as president, deputy president, secretary or branch committee member at the recent sub branch meetings, thank you. I am sure you will enjoy the year. I look forward to working with and for you throughout the year and wish you all a good term.





## #ChangeTheRules

IEU members from sub branches all over NSW and the ACT came together at the Union's 16 March Council meeting in a show of support for the Change the Rules campaign.

An initiative of the ACTU, Change the Rules calls for better rules "so people can have jobs they can count on".

It includes tackling problems around insecure temporary and casual jobs, which affects many IEU members, and calls for stronger bargaining rights for unions. <https://changetherules.org.au>



# Legacy on the doorstep

**Pam Dellow can't leave home without running into one of her former students.**

Pam took her first teaching job in the small town of Oberon in 1973, and she's been a fixture ever since.

Husband Brian was the local vet, so the couple are well known and a community spirited pair, with Pam involved in local arts and craft and tourism.

Pam began teaching in the public system in Oberon and then took a break to raise her three boys. The boys went to St Joseph's Catholic School, formerly a central school serving K-10, now a primary school.

Pam's initial involvement with the school was as parent helper and on the P&F, but gradually her involvement grew until she was employed, first for an afternoon, then a day, then two days, until she began a job share that lasted 10 years.

"My partner and I showed that job share really can work," Pam said.

"I would do three days a week one week and two days a week the next and my partner the same. All the students knew what was going on and we communicated well. My partner is still a great friend."

Pam also served as relief primary coordinator, and she got support from the IEU, receiving help with her permanency status, due to this role.

An IEU member for 31 years, Pam said she has always encouraged colleagues to join the Union.

"People need to be in it to get that support and fight for the cause."

In 2004 Pam finally got her own classroom, and she's relished teaching the basics, music, arts and craft and getting her students involved in community projects such as Waste to Art.

Pam will be retiring this year after seeing many changes over her four decades in education. She regrets the increasing bureaucracy and believes something has been lost from the teacher/student relationship with the greater emphasis on technology.

Pam may be leaving teaching, but teaching will not be leaving her.

"Every time I go to the hairdresser's or wherever there they are saying 'hello'. I remember all their names," she said.





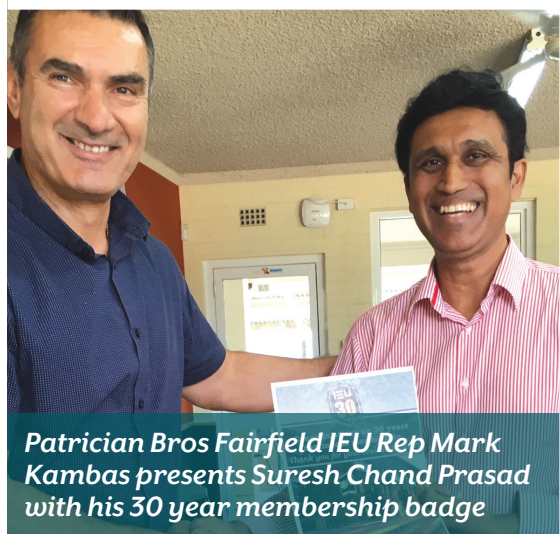
Patrician Bros Fairfield IEU Rep Mark Kambas presents David Brian Walker with his 30 year membership badge



Glen Turner and Rep Louise Hughes St Johns Senior College Dubbo



Jennifer Ward from Narromine receives her 30 year badge



Patrician Bros Fairfield IEU Rep Mark Kambas presents Suresh Chand Prasad with his 30 year membership badge



Colleen Walsh, IEU Rep at St Michael's Primary School, Blacktown, receives her 30 year membership badge, from IEU Organiser Lubna Haddad



Brett Marturia and Vladimir Khusid of Sydney Grammar School receive their 30 year badges from Mark Northam IEU Assistant Secretary

## SAVE THE DATE SATURDAY 7 SEPTEMBER



IEU NSW/ACT 2019 EARLY CHILDHOOD CONFERENCE

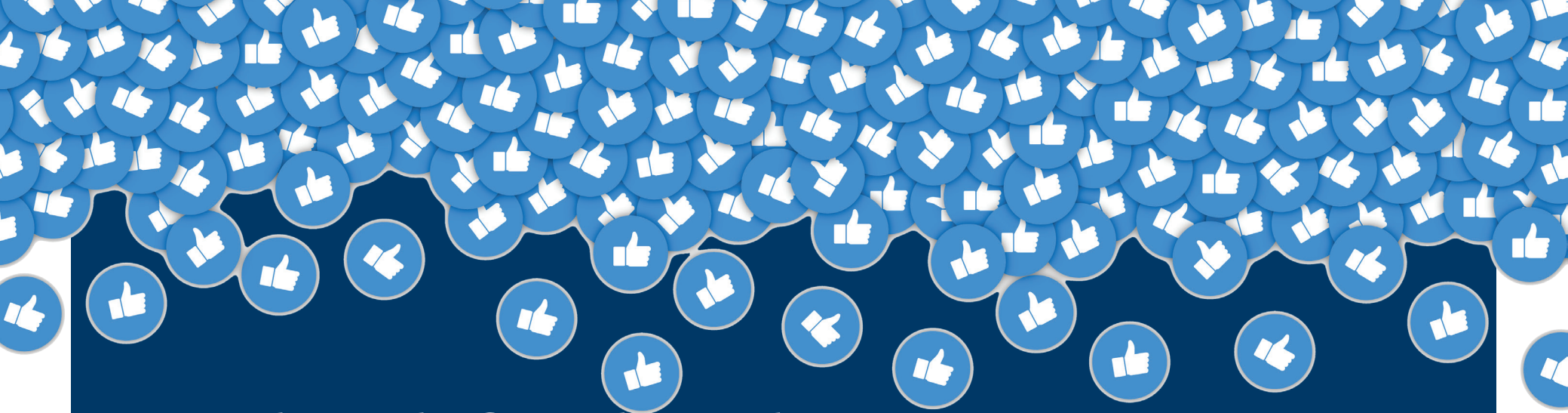
# MORE THAN MEETS THE EYE

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**IEU** Independent Education Union of Australia NSW/ACT Branch

For more information or to register your interest please contact Tina on 8202 8900 TF on 1800 467 943 or email [tina@ieu.asn.au](mailto:tina@ieu.asn.au)





# Facebook feedback

## On religious exemptions

**Simon:** I have witnessed teachers not keeping their contracts because they are living with partners outside of marriage or threatened because they were not married in the Catholic church. If you think it's easy to say 'teach in a government school' you may not fully understand the commitment of faith these people have made, and how oversimplified your solution may be. All it takes is a priest or disgruntled parent to set fire to a LGBTQI+ staff member. Such is the power of discretion.

**Bini:** I've worked with various gay teachers in Catholic schools and there was never an issue.

**Claire:** I worked in Catholic schools too! I also knew of women forced to marry because they were pregnant, of couples keeping their living arrangements secret, of divorced teachers being shunned etc. This has to stop legally, so these things can never be held over anyone's head again.

## On parliamentary 'community forums' on the state of the teaching profession, held in the middle of a weekday

**Samantha:** As soon as I looked at the locations, dates and times I thought 'what the'? The only people who will be able to attend are those in the most senior roles of the system who can be flexible with their timetable.

**Lindy:** Of course, cities, no regional?

**Glenn:** Zero understanding of the profession. Let's call meetings that no one can attend ... getting the input they want.

## On Pell

**MJ:** As a member of the Catholic church, raised in a Catholic family; who has worked in a Catholic school for over half my career as a teacher and as a parent whose children attend some excellent Catholic schools, I feel like we have all been taken for a ride. I feel like a fool for having supported an institution for so long that was complicit in the most grievous actions.

I am livid beyond belief at the predicament my family has been placed in as a result of a system that neglected, harmed and broke our most vulnerable. I wonder how responsive the church will be to the rest of the community in light of this. I doubt the schools, church or other system will even come close to helping the rest of us.

## On the Student Climate Strike and Rob Stokes' threats of punishment

**Garreth:** This guy just doesn't get it. The Education Act is just words that will be meaningless to future generations. Protection of the environment is paramount. Let students have a voice. Most of them talk more sense and exude more passion and commitment than any MP, state or federal, in my opinion.

**Helen:** Teachers are leaving the profession in droves because of draconian ideas of politicians 'punishing' them as if they are children ... wake up fools, the teachers are academics in their own rights.

## On the demands of the modern teaching profession

**Stephen:** They have too much to do and no time to do it ... it's as simple as that. The job is draining and too bureaucratic. Free up teachers, give them time, resources and autonomy. Then you get a professional who knows best.

**Penny:** A lot of people say to me teachers should be better paid, but I reply I'm happy with the pay – it's the ambiguity and stress of the lengthy full accreditation process and the lack of mentoring that left me feeling unsupported.

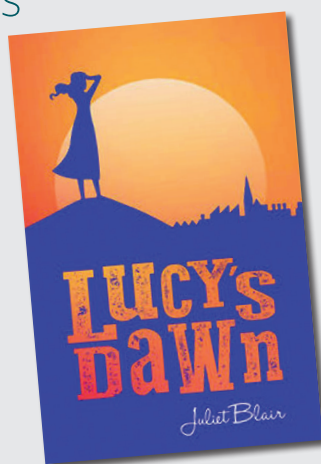
**Claire:** I loved my job, but hated what we called 'administrivia'... the endless meetings, marking of enormous, useless assessment tasks, surveys, lesson plans written at least six different ways etc. However, I am glad to see so many delightful young people become useful, caring citizens. That's my reward.

**Lala:** Allow us to get on with the job of teaching not data collecting.



facebook.com/ieunswact

## Giveaways



### Lucy's Dawn

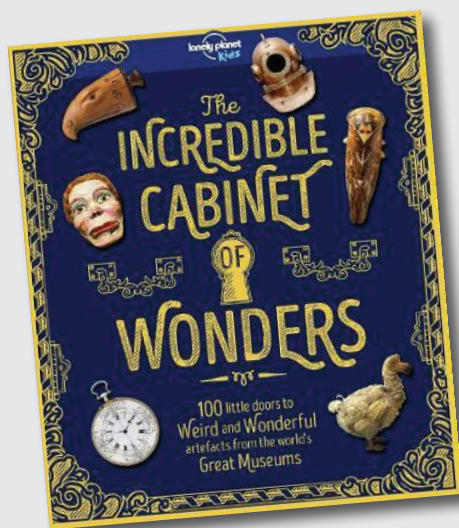
Author: Juliet Blair

Published by: NLA Publishing

One copy to give away

Today has been the most important day of my life. I still don't know whether to laugh or cry. This is how it all began. Fourteen-year-old Lucy's life changes when she starts a job working in Louisa Lawson's printery, where only girls and women are employed. But it's the late 1880s and the male printers elsewhere think that this work should be for men only. So they decide to make the girls' lives difficult!

Lucy has many battles ahead but, in the process, she realises who her real friends are – and finds her first love. In this story, today's young women can also find out about the early feminist struggles that were fought over rights that they now take for granted, and about the amazing women who fought so hard to achieve them.



### The Incredible Cabinet of Wonders

Author: Joe Fullman

Illustrator: Andy Mansfield

Published by: Lonely Planet Kids

Three copies to give away

Welcome to *Lonely Planet Kids' Incredible Cabinet of Wonders* - the greatest little museum in the world! Twelve collectors, from toy makers and monster hunters, to sailors and archaeologists, have created their own themed cabinets and filled them with their favourite things.



### Our Birds Nilmurrungu Wayin Malanyinha

Author and illustrator: Siena Stubbs

Publisher: Magabala Books

Three copies to give away

A delightful gift book of birds from around Yirrkala, which is Siena's home in North East Arnhem Land. This beautiful little book includes the English and Yolngu names of the birds and their Yolngu moiety.

In Yolngu culture, everything is divided into two moieties: Yirritja and Dhuwa – and as a result all things are classified, from a body of water to a specific type of tree and all our birds. Birds give themselves their Yolngu name by the sounds they make.



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 15 April 2019.





# Royal and Productivity Commissions: some ‘rough justice’ needed?



**It’s been a busy time for super funds with the Hayne Royal Commission putting forward 76 recommendations based on the evidence provided to them.**

Some key recommendations such as a ban on ‘hawking’ super products, prohibition of deduction of advice fees for MySuper products, a ban for grandfathered commissions to financial planners and a ban for super trustees from ‘treating’ employers with special ‘gifts’ to have their fund nominated as a default fund have been identified.

And these findings come right after more findings delivered by the Productivity Commission!

Industry funds generally welcome these recommendations and others which were basically aimed at retail, or bank owned, funds. In fact as a direct result of the scathing reports on some of the unethical practices used by the for profit retail funds, industry funds are now experiencing a growth spurt fuelled by members who thought they were in good hands prior the negative publicity.

“The retail segment delivered returns below benchmarks and significantly below the not-for-profit segment,” the report says. And of course this was the Royal Commission we did not need to have according to the government which voted 26 times against it!

## Under performing funds

ACTU Assistant Secretary Scott Connolly stated: “The link between employers, unions workers and their funds has been a key reason why industry super funds have systematically outperformed bank owned super funds, and (have been) a pillar of the success of our retirement system.” However, consistently underperforming funds and the duplication of millions of member accounts remain serious systemic problems for the superannuation industry.

A number of consistently underperforming funds which have produced below benchmark returns year

after year for their unfortunate members have been identified by APRA and this begs the question as to why these funds should be allowed to operate at all.

Underperforming funds by and large were identified in the retail sector and were frequently attached to employers who would automatically sign up new employees to the dud fund. However, some underperforming funds were also identified in the not-for-profit sector!

Commissioner Hayne has been highly critical of the regulators, ASIC and APRA, and called for stronger regulation of the financial sector. New laws are to fight misconduct and a large-scale investigation into the conduct of banks and their related entities were recommended. The behind closed doors approach to regulation has obviously not been successful and the report recommended direct enforcement powers by the regulators.

And a key question remains: are the trustees of underperforming funds putting their members’ best interest first? Or are they perhaps putting their own best interest first? As compulsory superannuation is a government mandated system, is it fair that company profits occupy a space? Or should the regulators be given sufficient powers to force long standing underperforming funds to close shop and transfer their members to a better performing fund? The retirement outcomes of millions of superannuation fund members are at risk here.

Should the ‘right to remain’ test be applied to underperforming funds and should the ‘elevated outcomes test’ be the measure for allowing super funds to operate?

The Productivity Commission’s proposals summed up the situation for underperforming funds nicely. “While there may be an element of ‘rough justice’ for funds, this is unambiguously preferable to the ‘rough justice’ the system has frequently meted out to millions of members – whose interests trustees are required by law to prioritise”.

If you would like to see how your fund is placed in relation to the field of superannuation providers, Mr Google can be of assistance under ‘underperforming funds’ or ‘super performance tables’.

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



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De La Salle College Cronulla	



## Professional Development

<b>2 April</b>	Debate – Ultimo & online	<b>7 August</b>	PIP Active citizenship – online
<b>8 April</b>	PIP Maintenance of Accreditation – online	<b>8 August</b>	Understanding and Supporting Gender Diversity - online
<b>10 April</b>	Book club - online	<b>12 August</b>	PIP Work Hoarse Voice Care - online
<b>15 April</b>	Accreditation at Proficient Teacher full day workshop – Ultimo	<b>14 August</b>	Challenging and Interrupting Homophobic and Transphobic Behaviour - online
<b>7 May</b>	PIP Maintenance of Accreditation - online	<b>19 August</b>	PIP Work Hoarse Voice Care - online
<b>30 May</b>	PIP Maintenance of Accreditation - online	<b>21 August</b>	Beginning to Proficient – online
<b>11 June</b>	Beginning to Proficient -online	<b>22 August</b>	The Australian Professional Standards for Teachers – Standard 1 & 2 – online
<b>19 June</b>	PIP Work Hoarse Voice Care - online	<b>3 September</b>	The Australian Professional Standards for Teachers – Standard 3, 4 & 5 – online
<b>24 June</b>	Debate – Ultimo & online	<b>4 September</b>	PIP Maintenance of Accreditation
<b>27 June</b>	PIP Work Hoarse Voice Care – online	<b>5 September</b>	Debate – Ultimo & online
<b>1 July</b>	Book Club	<b>9 September</b>	Book club – online
<b>30 July</b>	Sexuality and Gender Diversity - online	<b>11 September</b>	The Australian Professional Standards for Teachers – Standard 6 & 7 – online
<b>31 July</b>	PIP Work Hoarse Voice Care – online		

## Reps Training

<b>3 May</b>	9.30am-3.30pm Ambassador Quality Inn 174 Bathurst Rd Orange. Contact susanne@ieu.asn.au	<b>31 May</b>	9.30am-3.30pm Atura Hotel 648 Dean St Albury. Contact susanne@ieu.asn.au
<b>17 May</b>	9.30am-3.30pm Gosford Golf Club 22 Racecourse Rd Gosford Contact veronica@ieu.asn.au	<b>21 June</b>	9.30am-3.30pm Blacktown RSL Second Ave Blacktown. Contact franca@ieu.asn.au
<b>24 May</b>	9.30am-3.30pm Diplomat Hotel Cnr Canberra Ave & Hely St Griffith ACT Contact susanne@ieu.asn.au		

with Professional Development and Reps Training

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Andrew, principal  
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