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TO CHANGE THE RULES

WE MUST  
CHANGE THE  
GOVERNMENT

Change

THE

RULES

Independent  
Education  
Union of Australia  
NSW/ACT Branch  
[www.ieu.asn.au](http://www.ieu.asn.au)



# TO CHANGE THE RULES WE MUST CHANGE THE GOVERNMENT





## **A vote to Change the Rules is a vote for:**

- Fair pay rises and a stronger bargaining system
- Gender and pay equity
- Job security and protection against forced casualisation
- People before profits – end workplace exploitation and restore penalty rates
- Empowered workers and unions
- Protection from dodgy employers – end wage and superannuation theft
- Indigenous reconciliation and achieving Close the Gap goals
- A living wage, sustainable jobs and economy, now and for the future

**To Change the Rules we must change the government**

**Change  
THE  
RULES**



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### Correction:

In relation to *Newsmo*nth#2 story on p8 "New recruits have your back", where the article states "are young lawyers" should read "are young law graduates".



## Let's be 'grown up' about our climate future

**Gloria Taylor**  
Deputy Secretary

Climate change and energy policy have emerged as major issues for voters in the up and coming federal election. The latest Australian Financial Review-Ipsos poll shows that voters believe that Labor is better equipped to handle climate change than the Coalition. The poll was conducted just after both sides had announced their policies. The results were reported in the Financial Review on 8 April with SMH also running the story.

The poll shows that 42% support Labor's climate policy compared with only 25% for the Coalition. Only half of the Coalition's voters believe that the government is the best to manage climate change. This compares with 72% of Labor voters who said that their party had the best policy. In line with internal research of the major parties, Labor's approach is more popular in capital cities, higher income households and among those with tertiary education. Just over one-third of voters as a whole said they did not know, suggesting that confusion still prevails among many voters.

Labor's policy aims to cut emissions by 45% on 2005 levels by 2030. The Coalition's target is 26-28%. The Coalition proposes spending \$2 billion over the next decade on 'direct action' to buy back emissions and also to expand the Snowy-Hydro power station. Labor's policy includes setting a 50% renewable energy target and underwriting clean energy baseload generation. It also proposes a baseline and credit scheme for Australia's 250 heaviest industrial emitters. It further proposes that 50% of all new cars sold in 2030 will be electric. This issue has attracted relentless attacks from the Coalition.

Young people are playing a growing role in invigorating the campaign for a sustainable future. It is hard to ignore the 150,000 students and their supporters who gathered in March at rallies across the country. Coal mining was one of their major targets.

They called on all adults to consider energy policy and the environment priorities in their vote in the federal election. These students joined the many thousands of others who participated in rallies across the world in grassroots action inspired by young Swedish student, Greta Thunberg. Public opinion around student climate 'strikes' is also moving in support of the students, as community leaders begin to stand up for the right of young people to advocate for the future of the planet.

## Hurdles and barriers that casuals should not have to face

**Mark Northam**  
Assistant Secretary

Members are reporting a decline in casual teacher availability. The casual workforce is critical to the effective management of schools to the extent that regular five year cyclical NESA inspections seek a "plan for providing alternate qualified teaching staff in the event that regular teaching staff are unavailable".

This provision stems from Section 47 (1) (d) of the *Teacher Accreditation Act 2004*: Teaching staff for the school have the necessary experience and qualifications.

Splitting of primary classes among colleague teachers because a class teacher is not able to be replaced is becoming more common, because of a shortage of casual teachers. This phenomenon is worthy of close attention and certain remedies are at hand, including adhering to NESA expectations regarding Maintenance of Accreditation while not seeking to place additional employer requirements upon casuals.

**What are NESA requirements?**

In the final three months of a teacher's maintenance period, the teacher must declare that they have maintained their practice at the Standards for Proficient Teacher, and completed all requirements for maintenance of accreditation in their NESA online account. Teachers have the option to include a reflective statement about their practice when they make their declaration.

After the teacher has completed their maintenance of accreditation declaration, and before the end of their maintenance period, a teacher's principal must attest as to whether or not the teacher has continued to maintain their practice against the Standards. The activities and practices that form the basis of this attestation will be comprised of processes that are in place in the school/ service, and will not generate additional requirements for the teacher. A written report is not required.

NESA's policy goes on to state that teachers engage in a range of professional activities and practices in the course of their work that allow them to demonstrate that their practice continues to meet the Standards. These may include, but are not limited to:

- delivery of NSW curriculum or the Early Years Learning Framework
- observation of teaching practice
- feedback to teachers on their practice
- teacher reflection on their practice
- child/student assessment data
- ongoing participation in collaborative planning and teaching, such as lesson study
- participation in instructional rounds
- participation in learning walks
- engagement in collegial activities in and outside the school
- building relationships with parents/ carers and the community, and
- participation in a performance and development process.

The principal must attest as to whether or not the teacher has continued to maintain their practice at the Standards for Proficient Teacher in their NESA online account, indicating which process or processes have been used as the basis for the judgement about the teacher's practice.

While a teacher's practice must meet all of the Standards in order to maintain accreditation, there is no requirement for a teacher to produce evidence for every Standard Descriptor through the professional activities and practices that form the basis of the maintenance of accreditation decision for Proficient teachers.

Building additional hurdles for casuals is counterproductive. The processes described above do not require a principal to attest to the practice. No mention is made of teachers being compelled to write a report.

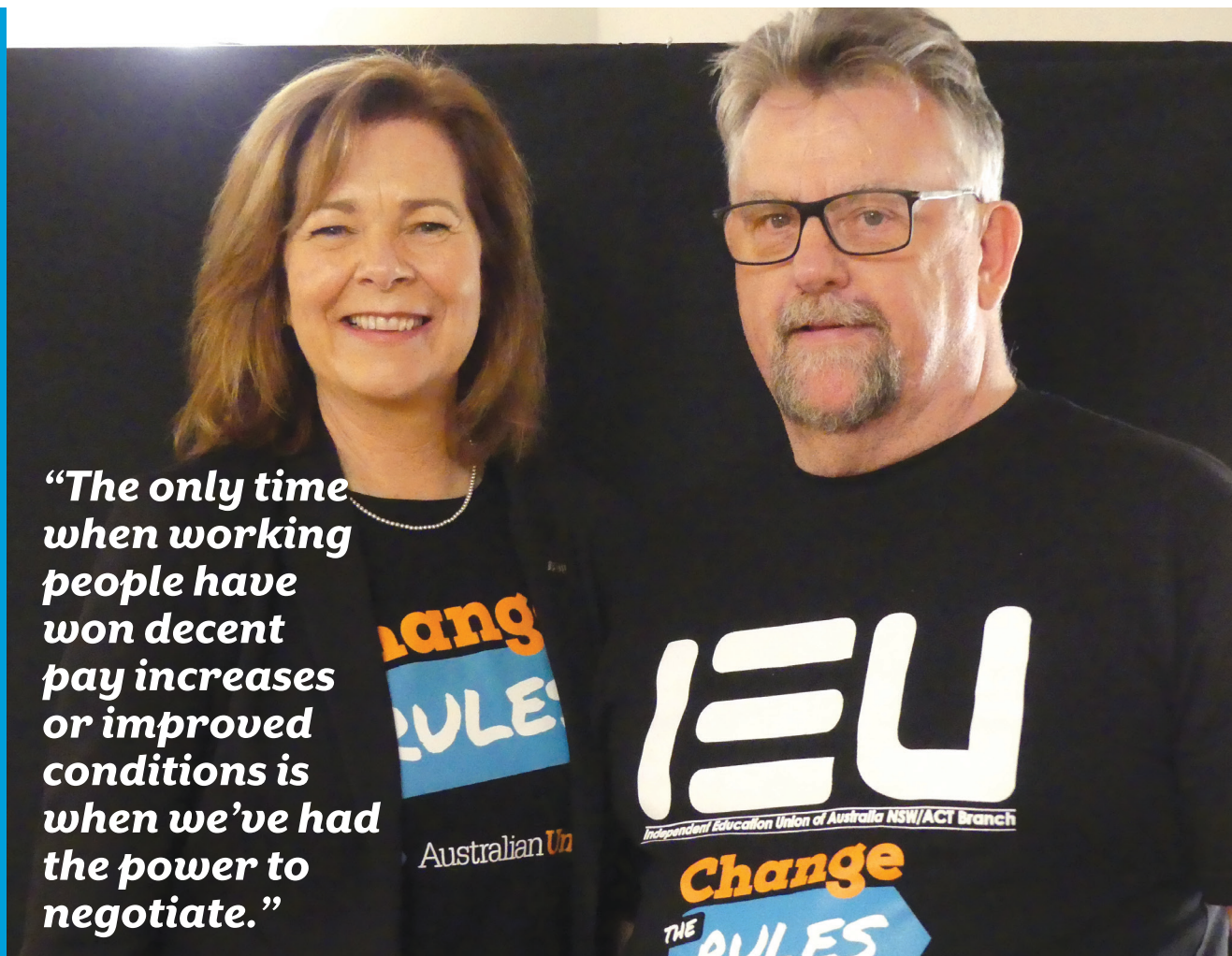
Members are also reporting interview processes to become casuals which are onerous and beyond what is required.

Schools should 'adopt' casuals, offer school based professional development (especially that considered to be mandatory) and offer tangible support regarding maintenance of accreditation. The prism to view accreditation through is that "processes will not generate additional requirements for the teacher".



# The rules that made Australia fair are broken

***“The only time when working people have won decent pay increases or improved conditions is when we’ve had the power to negotiate.”***



**Economic and industrial power is vested in employers and big business leading to growing inequality, record low wage growth, mounting workloads and greater insecurity of employment.**

Our members in Catholic schools know that the rules for taking industrial action are broken. They remember the tortuous legal machinations required before they were able to stop work in protest at their employer’s refusal to allow access to the industrial umpire

Members working at independent schools under multi enterprise agreements (MEAs) have been denied any form of access to industrial action by the current laws and have been forced to take or leave the salaries and conditions offered by employers. In independent schools those MEAs never provide for any workload limitations and teachers and support staff see their conditions deteriorate as work and responsibilities intensify.

All members, indeed, most Australian workers, are caught in a situation where there is no capacity to fight back against unrealistic demands outside bargaining periods every three or four years. In the intervening period employers seize the opportunity to add to workers’ burden and to change work practices.

Teachers in our early childhood sector have been struggling since 2013 to bring to the Fair Work Commission

a case to address the pay inequity which is based almost exclusively on gender. It should not be so difficult to prosecute a work value case. In a fair system it would not be.

The only time when working people have won decent pay increases or improved conditions is when we’ve had the power to negotiate. And that power comes from influence. Those who want to see these things change must join together and join with the national movement to Change the Rules.

## **To make these changes we must first change the government**

In 2013 the then Labor Government legislated increases in the universal superannuation contributions which would have had Australian workers receiving 12% Super from 1 July this year. Instead those laws were undone by the Liberal/National Party, and retirement savings are capped at 9.5% with no projected movement until mid 2021.

Australia needs a pay rise; an end to continued wage suppression – a pay rise to relieve the increasing drain of growing household debt, to compensate for the rising cost of living and eventually to stimulate the economy.

To change the rules we must pledge to change the government and to vote for a party committed to re-establish the fair playing field. A party which will:

- require genuine, fair collective bargaining
- restore rights to collective industrial action
- remove the capacity for employers to terminate enterprise agreements
- close the loopholes allowing employers to avoid their legal obligations to workers
- increase penalties for wage theft
- provide 10 days of paid domestic violence leave in the National Employment Standards
- restore penalty rates
- close the gender pay gap
- introduce new rules and new powers for the workplace umpire to stop sexual harassment at work, and
- abolish unfair and discriminatory programs such as the Community Development Program, which discriminates against Indigenous workers.

If we, as workers are serious about these issues, if we want to see change and a return to the fairer country we once had, we must seize the opportunity to have our voice heard, to change the government and to insist that these broken rules are changed.

**John Quessy** Secretary

## Teacher pay glitch in Catholic schools?

**Carol Matthews**  
Assistant Secretary



**A recent article in the Sydney Morning Herald (17 March) referred to a “pay glitch” in NSW government schools that means teachers are earning up to \$14,000 less than colleagues with fewer years of experience because of changes to the statewide pay scale.**

The article is referring to the introduction of the standards pay scale from January 2016 as part of a new award applying from 2014. Teachers employed from 1 January 2016 in the department progress more quickly up the pay scale than teachers employed in earlier years.

The standards pay scale was also introduced in NSW and ACT Catholic systemic schools from 2016. At the time the IEU sought that all teachers be transferred directly onto the new faster scale but this was not agreed. However it was agreed that the standards pay scale would apply to any teachers employed after 1 January 2014, which was two years earlier than the date in the department. If you had continuous service with another Catholic diocese this meant you were not counted as a new start.

In the 2017 enterprise agreement negotiations, the IEU sought a catch up for those teachers on the old incremental scale to ensure they could not be overtaken by teachers with lesser experience. This led to the introduction of the ‘skip step’, which in effect

eliminated one pay step, Step 10, on the old scale for teachers who had Proficient status. This provision applied as part of the NSW and ACT Catholic Systemic Schools Enterprise Agreement approved by the Fair Work Commission in August 2018, but the skip step was retrospective to July 2017.

The ‘skip step’ was not part of negotiations in the government sector and therefore was not introduced into the teacher pay scale in the 2017 Crown Employees Award. However, the NSW government has now agreed to review the transition provisions for pre-2016 teachers as part of negotiations with the NSW Teachers Federation for a new award to apply from 2020. The Teachers Federation has estimated it will cost between \$25 million to \$27

million to fix the anomaly to ensure teachers with more experience are not being paid less than teachers employed after them.

The Union will certainly be watching these negotiations carefully and we will seek to flow on any improvements to our members in Catholic schools. In the meantime IEU members who are concerned about their pay rate should not hesitate to raise the matter with their organiser so we are aware of examples of anomalies remaining in our system. We will be raising these issues in the negotiations with Catholic employers later this year for a new enterprise agreement.



# Present tense: Election time

**Kendall Warren**  
Organiser



**The phoney war is over, and the long awaited federal election is upon us. This election creates a clear choice across a range of issues, many of which will have a significant effect on the life of members working in the private post secondary college sector.**

Perhaps the most significant issue is industrial relations. Regular readers will know that your Union is a big supporter of the ACTU's Change the Rules campaign. The industrial system created under the Fair Work Act needs changing, with employers exploiting its loopholes with increasing regularity.

The Liberal/National Party Coalition has been reluctant to do more than just tinker with the Fair Work system, though one suspects that they may well go down the WorkChoices route were they to be emboldened with an unexpected election win in May.

Labor, on the other hand, has made a number of promises for reform in this area. The ALP has pledged to restore penalty rates, to ensure that labour hire companies pay the same as standard employees, to allow industry bargaining, and to alter the parameters for minimum wage setting.

## Highly significant

For the private college sector, these last two may well be highly significant. Currently, bargaining can only be conducted on a workplace-by-workplace basis, which has the effect that unionised workplaces with market power do well, while most colleges miss out, and have to rely on the basic modern award. If unions were allowed to bargain across the industry, it would allow for improvements in wages and conditions across the whole sector, lifting all 'boats' in the process. The ALP's policy will limit industry bargaining to 'low paid' sectors, which might or might not include the private college sector.

Changes to minimum wage settings could also lead to some improvements in the industry. Most colleges are regulated by the modern award, the *Educational Services (Post-Secondary Education) Award 2010*, the pay rates of which are adjusted by the same percentage as the national

minimum wage. Labor has suggested that their proposals around the minimum wage will not flow through to all award rates, though it's difficult to see how that might be avoided, given the nexus between award rates and the minimum wage.

## Education policy

Another area where there will be a clear choice between the major parties will be in the policy towards the post secondary sector. Liberal policy generally has been to let the market do its thing, and this is especially true in private colleges. They have come belatedly to more regulation for the sector in the light of numerous scandals involving so-called rogue operators, though most of this has been quite reactive. Labor has pledged to hold a far reaching review in to the VET and private education sector within 100 days of being elected, which would suggest that this would happen by the end of the coming winter.

There is probably little doubt that the ALP has an institutional bias towards public providers like TAFE, and this review may well be cover to allow the government to better fund TAFE, and to move away from the private provider model. Nevertheless, there will definitely be opportunities to improve standards for both students and employees across the private sector as well.

The IEU is not affiliated with any political party, but that does not mean your Union is not political, and we will support any party that will commit to furthering the broader aims of your Union. Given the dysfunction and chaos on the conservative side of politics in recent years, and the lack of coherent policies in a range of areas, it's hard to avoid the conclusion that a change of government is desirable. When you consider that the opposition is united behind a suite of fully costed and thought-out policies in a range of areas, the choice should seem obvious.

## Agreements update

Despite the colour and movement of the federal election campaign, your Union continues to work away on getting improvements for members, in particular through the enterprise bargaining process.

In March, your Union came to an in-principle agreement with Insearch, the language school attached to UTS. The proposed agreement will provide for salary increases of

2.5% per annum over three years, a clearer criteria for the use of sessional contracts, and yearly paid union meetings. Voting was due to take place in April.

In late March, Navitas English NSW staff approved an agreement providing for salary increase equivalent to the Wages Price Index (WPI; 2.1% for 2018, and probably slightly higher in 2019), improvements in the classification structure for admin staff (which should make it easier to progress to the top of the scale), and an extra increase for Level 5 admin employees. The agreement was passed overwhelmingly by staff and has been lodged with the Fair Work Commission.

Negotiations at UoW College have not been as fruitful, with management unwilling to move from their long-standing offer of a 1.9% yearly increase, and few changes in other areas. Negotiations are ongoing and the IEU and sister union, the NTEU are considering options to resolve the dispute.

Negotiations are also underway at UNSW Global, Sydney College of English, Embassy English, and Taylor's College, and will soon commence at Navitas English Services, and Navitas English ACT.

The Fair Work Act includes provisions allowing for 'good faith bargaining', under which an employer can be compelled to start bargaining when it can be demonstrated that a majority of employees (or group of employees, such as teachers) want that to happen. To find out how that might work at your college, contact your Union.

## Casual conversion

In early April, the Fair Work Commission made a preliminary decision to include the standard casual conversion clause in the post secondary modern award, in line with similar decisions in other modern awards. It's not a done deal yet – the commission has ordered a 21-day period to give employers time to appeal – but all going well it will be part of the award from the start of May.

The conversion clause will allow long standing casual employees the right to apply to convert their employment from casual to ongoing, giving them job security, and access to paid leave (though on the downside, successful employees would lose their casual loading, and so might find their take-home pay reduces slightly). The private college sector is rife with insecure work practices, so this change, should it be confirmed, will be a welcome addition.

## Sustainable banking for a sustainable future



**For the sixth year in a row, Teachers Mutual Bank Limited has been recognised as a World's Most Ethical Company by global ethics body The Ethisphere Institute\*. We were the only Australian company to be recognised this year.**

This award demonstrates our desire to be the most socially responsible bank in Australia, and gives members of Teachers Mutual Bank confidence that their lending is responsibly based to exclude harmful activities that include gambling, tobacco and fossil fuels.

But being socially responsible goes beyond banking. Teachers Mutual Bank has a proud history of funding education projects that promote ethics, education and sustainability, and that is why we support the IEU/TMB Environmental Grants.

Over the last two years, IEU has received more than 300 expressions of interest in the grants, funding 12 different projects for a total of more than \$30,000. These grants have been awarded to primary, secondary, K-12 schools and early learning centres across metropolitan, rural and regional areas of NSW.

There is no limit on activities, but typical projects include: habitat conservation, biodiversity and tree planting; outdoor learning areas; vegetable and kitchen gardens; organic produce; water and energy savings; waste, recycling and composting projects; and Aboriginal cultural projects. Eligibility criteria includes the long term viability of the project, a link to a broader environmental education strategy and effective management of the project.

IEU members are invited to apply on behalf of their schools, colleges or early childhood centres. If you're an educator who is interested in the environment and sustainability, keep an eye on the IEU and Teachers Mutual Bank social media channels for more information about the 2019 IEU/TMB Environmental Grants, or apply directly at: [www.surveymonkey.com/r/G27QNT](http://www.surveymonkey.com/r/G27QNT)

**Applications open:** Monday 20 May 2019  
**Applications close:** Friday 21 June 2019  
**Winners announced:** Monday 5 August 2019

Teachers Mutual Bank believes that teachers have one of the most important jobs in the world. While you're busy shaping future generations, TMB staff are here to help you achieve your day to day needs and your long term dreams. For more information on how to become a member, please go to [www.tmbank.com.au](http://www.tmbank.com.au) or call 13 12 21.

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# TIME TO REDRAW THE INDUSTRIAL RELATIONS MAP

**The industrial relations landscape is well overdue for an overhaul in order to tackle increasing inequality and stagnating wages, University of Adelaide Professor Andrew Stewart said.**

Professor Stewart is the John Bray Professor of Law at the University of Adelaide and legal consultant to the law firm Piper Alderman. He is an editor of the Australian Journal of Labour Law and co-director of the Adelaide School's Work and Employment Regulation research group.

Addressing the IEUA National Forum in Adelaide recently, Professor Stewart reviewed the Fair Work Act, which took effect on 1 July 2009, replacing the Workplace Relations Act 1996.

The Act was part of Labor's Forward with Fairness policy, intended to 'restore balance' after Work Choices reforms.

It has been relentlessly criticised by employer groups and is now under sustained attack from the union movement as well, Professor Stewart said.

The Coalition's 2013 strategy for a radical overhaul was foiled by a failure of the Productivity Commission in its 2015 review to recommend major changes and a loss of political will before and after the 2016 election.

Labor has come to recognise that the system is 'broken' and in need of change. Professor Stewart said the Fair Work Act preserved the architecture but not much of the substance of the arbitration system.

Problems include the awards system, and associated 'layering' of instruments, non-union collective agreements and a very limited right to take industrial action.

Professor Stewart said the case for overhauling the Fair Work Act is overwhelming. The Fair Work Act has not dealt with:

- the growth of insecure work
- provided sustained wages growth
- provided a living wage for the lowest paid
- delivered equal pay
- prevented rampant wage theft

- grown collective bargaining, or indeed prevented it collapsing, and
- provided a right to strike.

He said there is a big question as to whether that change can or should be accommodated within the current architecture.

If a Coalition government wins the forthcoming election it would most likely be content or compelled to seek change primarily through non-legislative means.

A Labor government might be willing to tinker or perhaps create a new act, but not rethink fundamentals of the current system, Professor Stewart said.

There's only so much that changing the law can achieve, in the face of short-termism in both business and government, Professor Stewart said.

- Problems faced include:
- the privileging of shareholders and consumers over workers and social wellbeing

- the gendered division of domestic labour and the undervaluation of women's skills and abilities
- societal resistance to collective action, and
- the default to adversarial rather than cooperation.

But that's not to say we shouldn't try, he concluded.

Professor Stewart's recent published books include *Stewart's Guide to Employment Law*, Creighton & Stewart's *Labour Law Cooperation at Work* (with Mark Bray and Johanna Mac Neil) and *The Wages Crisis in Australia* (co-edited with Jim Stanford and Tess Hardy).

His current research includes Australian Research Council funded projects on the regulation of unpaid work experience and the organisation of work through digital platforms.

## 2019 IEU ENVIRONMENT GRANTS

# NOW OPEN

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

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

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

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

### Key dates

**Applications open: Monday 20 May 2019**

**Applications close: Friday 21 June 2019**

**Winners announced: Monday 5 August 2019**

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





# Why we march on May Day | Save the date: Sunday 5 May

## Eight hours of work, eight hours of rest and eight hours of play

**May Day in Australia celebrates and remembers those who struggled and succeeded to ensure decent and fair working conditions in Australia.**

On 21 April 1856, stonemasons at the University of Melbourne marched to Parliament House to push for an eight hour working day.

An agreement with employers for a 48 hour week was eventually reached and Australian workers welcomed the new eight hour day.

A victory march was held on 12 May that year and each year after that. In 1856, the new work regulations were recognised in NSW, followed by Queensland in 1858 and South Australia in 1873.

In 1874, Tasmania joined the other states, which were colonies at the time, in adopting the shorter eight hour working day.

In 1879, the Victorian Government made one further step towards better conditions for employees by proclaiming a paid public holiday that year.

In light of the labour movement's successful push for an eight hour day, a large May Day meeting was held in Melbourne in 1890. On 1 May that year a local newspaper made reference to that day as May Day.

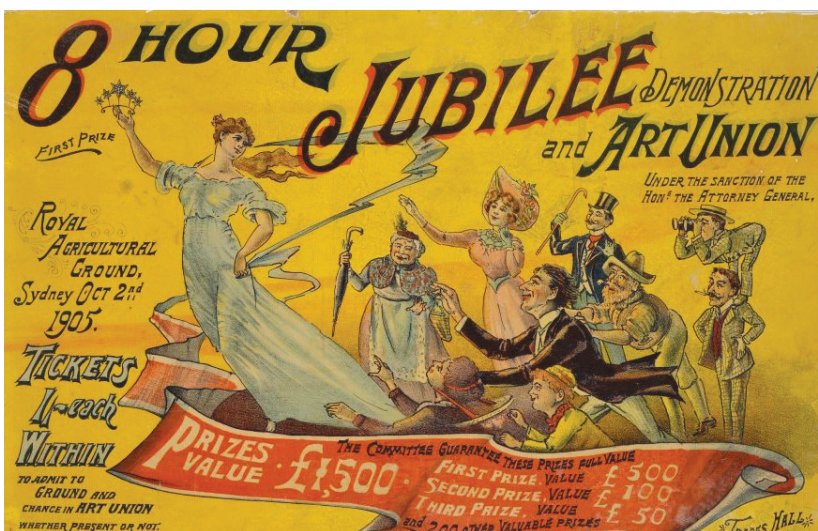
One of the first May Day marches in Australia occurred on 1 May, 1891 in Queensland. More than 1000 people participated in the march, carrying

banners and the Eureka Flag. Cheers and chants were given for the eight hour day.

May Day is now an international celebration of the triumphs trade unions across the world to secure the eight hour day and a recognition of the continuing struggle to improve wages and conditions everywhere.

**Marilyn Jervis** Organiser

Images courtesy of Sydney Trades Hall 8 Hour Day collection [Facebook.com/sydneytradeshall](https://www.facebook.com/sydneytradeshall)



## Tackling problems in the bush

**The diocese of Wilcannia-Forbes is unique in many ways. It is very large but remote, sparsely populated and badly affected by drought. Teachers and support staff who work in this diocese often travel many kilometres to access PD for example. It consists of 18 primary schools with no high school. The only Catholic high school in the area, Red Bend College Forbes, is administered independently by the Marist Brothers.**

Its remoteness throws up challenges to union organisation. St Laurence Primary School Forbes Rep Peter Nunn is the only Wilcannia-Forbes delegate serving on IEU Council.

The biggest problem facing its members currently is the lack of a Work

Practices Agreement (WPA). All the other 10 dioceses in NSW and the ACT have the protection of a WPA.

**“A new director could come in and change the rules and we would have nothing to go on because there are no written rules.”**

WPAs provide certainty to members on issues such as hours of work, email policy, limits on meeting times, relief from face to face teaching and support for first year out teachers.

No written rules exist on the Wilcannia-Forbes diocese covering these issues, so situations vary from school to school, and staff are at the mercy of each new diocesan director.

“We have different limits on meeting times depending on what director is in charge. You might have one school

where the principal decides that relief from face to face teaching should be used for a ‘learning walk’ through classrooms with the principal, rather than for marking and programming or individual time with a student,” Peter said.

“There are schools where the principal has decided the day ends at 4pm rather than when duty of care finishes.

“A new director could come in and change the rules and we have nothing to go on because there are no written rules. We are currently lucky with the director we have as he is very personal and listens but if things change we have nothing to fall back on.”

The situation for reps is difficult, particularly if there is a dispute.

The IEU is now in the process of getting each school's chapter to pass a motion calling for a WPA for the diocese. At IEU's June council meeting a motion can be approved so that the next round of bargaining for a new enterprise agreement in Wilcannia-Forbes includes a WPA.

**Sue Osborne** Journalist





# Open letter on the benefits of promoting faster wage growth

Signed by 124 labour market, employment relations and labour law researchers 19 March 2019

**“For the last several years, Australian wages have experienced an unprecedented slowdown. Nominal wages have been growing at only about 2% per year since 2015. That’s barely half the traditional pace of growth experienced over the preceding 50 years – and the slowest sustained rate of wage growth since the end of the Second World War. Nominal wages have barely kept up with consumer prices; for many Australian workers, the real purchasing power of their incomes has declined.**

This has occurred despite official labour market indicators (such as employment growth and the unemployment rate) that seem, on the surface, relatively healthy. And despite official assurances that an acceleration of wage growth is imminent, there is no clear indication of any significant or lasting rebound. The most commonly-reported wage measure (the ABS’s Wage Price Index) actually showed a slight slowing of wage growth in the December quarter; other measures also indicate continued weakness.

The consequences of this unusually slow wage growth are many and varied, and include: weaker consumer spending, greater household indebtedness and financial stress, slower growth in government revenues, and widening inequality. In our judgment, the deceleration of wage growth is due in significant part to the impact of deep structural and institutional change, and cannot be explained as a normal outcome of market forces.

These structural and institutional factors include wage suppression by governments (affecting not just the public sector, but businesses or non profit organisations reliant on public funding or procurement), the erosion of collective bargaining, the expansion of precarious for of employment (including independent contracting, temporary work, labour hire and gig work), and so-called “wage theft”. These are not the only reasons for the slowdown in wages, but they are important ones.

An important public conversation has been sparked in Australia regarding how to address and reverse wage stagnation. In our judgment, waiting for market forces to restore normal wage trajectories is not likely to be effective. Instead, reversing the stagnation of wages will require

positive policy action to strengthen institutional supports for higher wages.

Indeed, various proposals have been recently advanced to strengthen those wage supporting institutions and policies: including measures to raise (and better enforce) minimum wages, strengthen collective bargaining, relax wage caps on public sector workers, and constrain the ability of businesses to avoid or outsource normal employment responsibilities.

If those proposals are implemented, in whole or in part, we expect they would support a moderate but meaningful improvement in wage growth in future years, lifting wage increases back above consumer price inflation and towards traditional benchmarks (of 3.5-4% per year). This in turn would have positive impacts on consumer spending, aggregate demand, economic growth, fiscal balances, and equality. Policy statements from bodies such as the Reserve Bank of Australia, the Treasury, and others also indicate the positive value of faster wage growth. And while any individual employer may think it benefits from lower (not higher) wages, collectively even the business community has a stake in the stronger purchasing power and community cohesiveness that comes with rising wages.

Some analysts and organisations have expressed concern and even alarm about the prospect of a recovery in wage growth, suggesting this would constitute a threat to Australia’s economic stability and success. We find these arguments puzzling and unconvincing.

There is a growing consensus among labour market analysts and practitioners that wages today in Australia are too low, not too high. Hence Australia’s economic prospects would be enhanced by policies to boost wage growth. We believe that stronger wages in the future would contribute to a stronger, more balanced and fairer Australian economy.”

Letter initiated by:

Professor Andrew Stewart, John Bray Professor of Law, Adelaide Law School

Dr Jim Stanford, Economist and Director, Centre for Future Work

Dr Tess Hardy, Senior Lecturer and Co-Director, Centre for Employment and Labour Relations Law, University of Melbourne

## Signatories to open letter

Dr George Argyrous, Senior Lecturer, University of New South Wales  
Prof Christopher Arup, Adjunct Professor, Business Law Department, Monash University  
Prof Tony Aspromourgos, Economist, University of Sydney  
Prof Greg Bamber, Professor Co-Director, International Consortium for Research in Employment and Work (iCREW), Centre for Global Business, Monash Business School  
Dr Larissa Bamber, Senior Lecturer School of Management and Marketing Faculty of Business, Justice and Behavioural Sciences, Charles Sturt University  
Dr Tom Barnes, Senior Research Fellow Institute for Religion, Politics & Society, Australian Catholic University  
Dr Tim Battin, Senior Lecturer, University of New England  
Dr Michael Beggs, Senior Lecturer in Political Economy, University of Sydney  
Dr Laurie Berg, Senior Lecturer, University of Technology Sydney  
Dr Alysia Blackham, Associate Professor, Melbourne Law School, University of Melbourne  
Dr Pauline Bomball, Senior Lecturer, ANU Law School Australian National University  
Prof Paul Boreham, Emeritus Professor, Institute for Social Science Research, University of Queensland  
Josh Bornstein, Principal Lawyer, Maurice Blackburn  
Prof Mark Bray, Professor of Employment Studies, Newcastle Business School, University of Newcastle  
Prof Cathy Brigden, Professor, RMIT University  
Dr Gareth Bryant, Lecturer, Department of Political Economy, University of Sydney  
Prof John Buchanan, Chair of Discipline Business Analytics, Business School, University of Sydney  
Renee Burns, Executive Director, Australian Institute of Employment Rights  
Dr Iain Campbell, University of Melbourne  
Rod Campbell, Research Director, The Australia Institute  
Prof Anna Chapman, Associate Dean (JD), Melbourne Law School, University of Melbourne  
Prof Sara Charlesworth, RMIT Distinguished Professor, Professor of Gender, Work & Regulation / Deputy Head of School Research & Innovation, School of Management, Centre for People, Organisation & Work (CPOW), RMIT University  
Dr Lynne Chester, Associate Professor, University of Sydney  
Prof Anis (Anisuzzaman) Chowdhury, Adjunct Professor, University of New South Wales and Western Sydney University  
Assoc Prof Linda Colley, Discipline Leader, HRM School of Business and Law, CQUniversity  
Dr Joe Collins, Academic Fellow in Political Economy, University of Sydney  
Dr Natasha Cortis, Senior Research Fellow, Social Policy Research Centre, University of New South Wales  
Dr Peter Davidson, Senior Adviser, Australian Council of Social Service  
Emma Dawson, Executive Director, Per Capita  
Dr Richard Dennis, Chief Economist, The Australia Institute  
Dr Corrado Di Guilmi, Senior Lecturer, Economics Discipline Group, University of Technology Sydney  
Prof Robert Dixon, Honorary Professor, Department of Economics, University of Melbourne  
Dr Geoff Dow, Associate Professor, School of Political Science, University of Queensland  
Prof Bradon Ellem, Professor of Employment Relations Work and Organisational Studies, The University of Sydney Business School  
Dr John Falzon, Senior Fellow, Inequality and Social Justice, Per Capita  
Prof Karen Fisher, Professor, Disability Research Program, Social Policy Research Centre, University of New South Wales  
Dr Frances Flanagan, University of Sydney Fellow, Work and Organisational Studies, University of Sydney  
Prof Anthony Forsyth, Professor, Graduate School of Business & Law, RMIT University  
Prof Beth Gaze, Professor, University of Melbourne Law School  
Dr Gabrielle Golding, Lecturer, Adelaide Law School, University of Adelaide  
Dr Caleb Goods, Lecturer, Department of Management & Organisations, UWA Business School, University of Western Australia  
Prof Roy Green, Emeritus Professor, Innovation Adviser, University of Technology Sydney  
Egbert Groen, Sessional Lecturer, Newcastle Law School, University of Newcastle  
Matt Grudnoff, Economist, The Australia Institute  
Prof GC Harcourt, Professor Emeritus, University of New South Wales  
Dr Tess Hardy, Senior Lecturer and Co-Director Centre for Employment and Labour Relations Law, University of Melbourne  
Peter Harkness, Former Senior Lecturer, Economics and Business, Swinburne University  
Troy Henderson, Economist, Centre for Future Work at The Australia Institute  
Prof John Howe, Director Melbourne School of Government, University of Melbourne  
Dr Joanna Howe, Associate Professor in Law, University of Adelaide  
Dr Elizabeth Humphrys, Social Scientist, Social and Political Sciences, University of Technology Sydney  
Dr Boyd Hunter, Associate Professor, Australian National University  
Russell Jackson, RJ Industrial Services  
Prof Richard Johnstone, Professor School of Law, Queensland University of Technology  
Dr Evan Jones, Economist Department of Political Economy, University of Sydney  
Prof P.N. Raja Junankar, Adjunct Professor, Industrial Relations Research Centre, University of NSW  
Dr Anne Junor, Honorary Associate Professor, University of NSW  
Dr Sarah Kaine, Associate Professor Research Director: Future of Work, Organising and Enterprises, Centre for Business and Social Innovation (CBSI), University of Technology Sydney  
Prof Steve Keen, Honorary Professor, University College London and ISRS Distinguished Research Fellow  
Nicholas Kimberley, Australian Catholic University  
Prof John King, Emeritus Professor, La Trobe University and Federation University  
Dr Peter Kriesler, Associate Professor, School of Economics, University of New South Wales

Damian Kyloh, Associate Director of Economic and Social Policy, Australian Council of Trade Unions  
Ingrid Landau, Lecturer, Department of Business Law & Taxation, Monash Business School, Monash University  
Prof Russell Lansbury, Emeritus Professor, University of Sydney Business School  
Dr Stephane Le Queux, Senior Lecturer in Employment Relations, James Cook University  
Tim Lyons, Research Fellow, Per Capita  
Dr Fiona Macdonald, Senior Research Fellow, RMIT University  
Prof Johanna Macneil, Professor Employment Relations/HRM Discipline, Newcastle Business School, University of Newcastle  
Prof Raymond Markey, Emeritus Professor of Employment Relations, Faculty of Business and Economics, Macquarie University  
Prof Robert Marks, Professor Emeritus Economics, University of NSW  
Dr Shelley Marshall, Vice Chancellor’s Senior Research Fellow, RMIT University  
Prof Greg Marston, Professor of Social Policy, Head of School, School of Social Science, University of Queensland  
Alison McClelland AM Social Policy Consultant  
Dr Shae McCrystal, Professor of Labour Law, Deputy Dean and Deputy Head of School, University of Sydney Law School  
Prof Paula McDonald, Professor of Work and Organisation, QUT Business School, Queensland University of Technology  
Dr Ian McGregor, Lecturer, Department of Management – UTS Business School, University of Technology Sydney  
Dr Margaret McKenzie, Economist Australian Council of Trade Unions, and Federation University  
Dr Gabrielle Meagher, Professor Department of Sociology, Macquarie University  
Dr Alex Millmow, Associate Professor in Economics, Federation Business School  
Prof Richard Mitchell, Professor in Labour Law, Monash University  
Dr Cameron Murray, Visiting Scholar, University of Sydney  
Dr Terri Mylett, Lecturer in HRM/Industrial Relations School of Business, Western Sydney University  
Dr Matt Nichol, Lecturer Department of Business Law & Taxation, Monash Business School, Monash University  
Anthony O’Donnell, Senior Lecturer School of Law, La Trobe University  
Prof Rod O’Donnell, Economist, University of Technology Sydney  
Dr Patrick O’Leary, Lecturer Federation Business School, Federation University  
Dr Alice Orchiston, Lecturer University of New South Wales  
Adriana Orfici, Lecturer, Monash Business School, Monash University  
Prof David Peetz, Employment Relations, Griffith University  
Dr Michael Pegg Industrial Relations Consultant  
Alison Pennington, Economist, Centre for Future Work at The Australia Institute  
Prof Alison Preston, University of Western Australia  
Prof John Quiggin, ARC Australian Laureate Fellow, School of Economics, University of Queensland  
Dr Patricia Randal, Convener, Australian Fair Trade and Investment Network  
Dr Michael Rawling, Senior Lecturer, Faculty of Law, University of Technology Sydney  
Prof Alexander Reilly, Director Public Law and Policy Research Unit, Adelaide Law School, University of Adelaide  
Dr Susan Ressa, Lecturer, Department of Employment Relations and Human Resources, Griffith University  
David Richardson, Senior Research Fellow, The Australia Institute  
Dr Stuart Rosewarne, Honorary Associate Professor, Department of Political Economy, University of Sydney  
Dr Peter Ross, Honorary Senior Lecturer, School of Humanities and Languages, University of New South Wales  
Dr Kerrie Saville, Senior Lecturer Department of Management, Faculty of Business & Law, Deakin University  
Dr Robyn Seth-Purdie, Senior Analyst, Prevention and Equity UnitingCare Australia  
Prof Rhonda Sharp, Emeritus Professor AM, University of South Australia  
Dr Christopher Sheil, Senior Fellow School of Humanities and Languages, Faculty of Arts and Social Sciences, University of New South Wales  
Prof Peter Sheldon, Director Industrial Relations Research Centre, Business School, University of New South Wales  
Assoc Prof Meg Smith, Deputy Dean, School of Business, Western Sydney University  
Warwick Smith, Senior Economist, Per Capita  
Tilly South, Director, Interns Australia  
Assoc Prof Ben Spies-Butcher Head, Department of Sociology, Macquarie University  
Prof John Spoehr, Director, Australian Industrial Transformation Institute, Flinders Business, School  
Dr Jim Stanford, Economist, Centre for Future Work at The Australia Institute  
Prof Andrew Stewart, John Bray Professor of Law, Adelaide Law School, University of Adelaide  
Prof Frank Stilwell, Professor Emeritus in Political Economy, University of Sydney  
Dr Tony Stokes, Greenacre Educational Publications  
Prof Carolyn Sutherland, Director, Labour, Equality and Human Rights Research Group (LEAH) Department of Business Law & Taxation, Monash Business School, Monash University  
Dr Helen Szoke, Chief Executive, Oxfam Australia  
Prof Joo-Cheong Tham, Professor, Melbourne Law School, University of Melbourne  
Assoc Prof Louise Thornthwaite, Deputy Director, Centre for Workforce Futures, Macquarie University  
Dr Trish Todd, Honorary Senior Research Fellow, University of Western Australia  
Dr Phillip Toner, Senior Research Fellow, Department of Political Economy, University of Sydney  
Dr Gerry Treuren, Senior Lecturer, School of Management, University of South Australia  
Prof Beth Webster, Pro Vice Chancellor (Research Policy and Impact) Director, Centre for Transformative Innovation, Swinburne University of Technology  
Prof Eileen Willis, Emeritus Professor, Flinders University, College of Nursing and Health Sciences, Discipline  
Dr Shaun Wilson, Associate Professor, Macquarie University



# The cost of pay equity

**Lisa James**

Organiser



**IEUA Federal Secretary Chris Watt, IEUA NSW/ACT Branch Assistant Secretary Carol Matthews and I met with Shadow Minister for Early Childhood Education Amanda Rishworth in April.**

We discussed the IEU's Equal Remuneration/Work Value case with a view to provide further information regarding the cost of achieving pay equity for early childhood teachers and to secure support from the ALP for the case.

## **The IEU indicated we are seeking:**

A commitment that the Commonwealth requires early learning services to improve pay rates of early childhood teachers as a condition of either Commonwealth Child Care Subsidy or as part of the Commonwealth-State Universal Access Agreements.

A statement of in-principle support in the equal remuneration/work value case,

including a reference to a preparedness to consider funding support in the event that services face difficulty in meeting increased costs of teacher wages.

The IEU demonstrated that larger employers, particularly in the not-for-profit sector, have already made substantial progress towards pay equity within the current system. As a result, the amount of additional funding needed to increase rates of pay could be an amount significantly lower than the actual \$35,000 per teacher difference between primary teacher salaries and the current Modern Award rate.

In addition, as early childhood services must currently employ only one teacher, increasing to up to two teachers in 2020 according to the National Regulation (acknowledging that NSW has higher mandatory employment of teacher requirements than other states) the cost of achieving pay parity should only have an approximate impact of 2-3% on current fees.

Rishworth is a strong advocate for standalone community based centres and she expressed concerns regarding the

impact increasing salaries would have on these services. She indicated that the ALP did not want fees to increase for parents and consideration needs to be given in regard to how salary increases could be achieved without impacting parents.

[If you work in a standalone preschool or long day care centre and you are paid above award rates please email the annual salary for a four year trained teacher at the top of the incremental scale at your centre to: [lisa@ieu.asn.au](mailto:lisa@ieu.asn.au)]

The IEU emphasised that Commonwealth funding must be directly tied to improving the rates of pay for teachers in order to prevent employers from using such funding for other purposes, such as boosting profits/returns to shareholders.

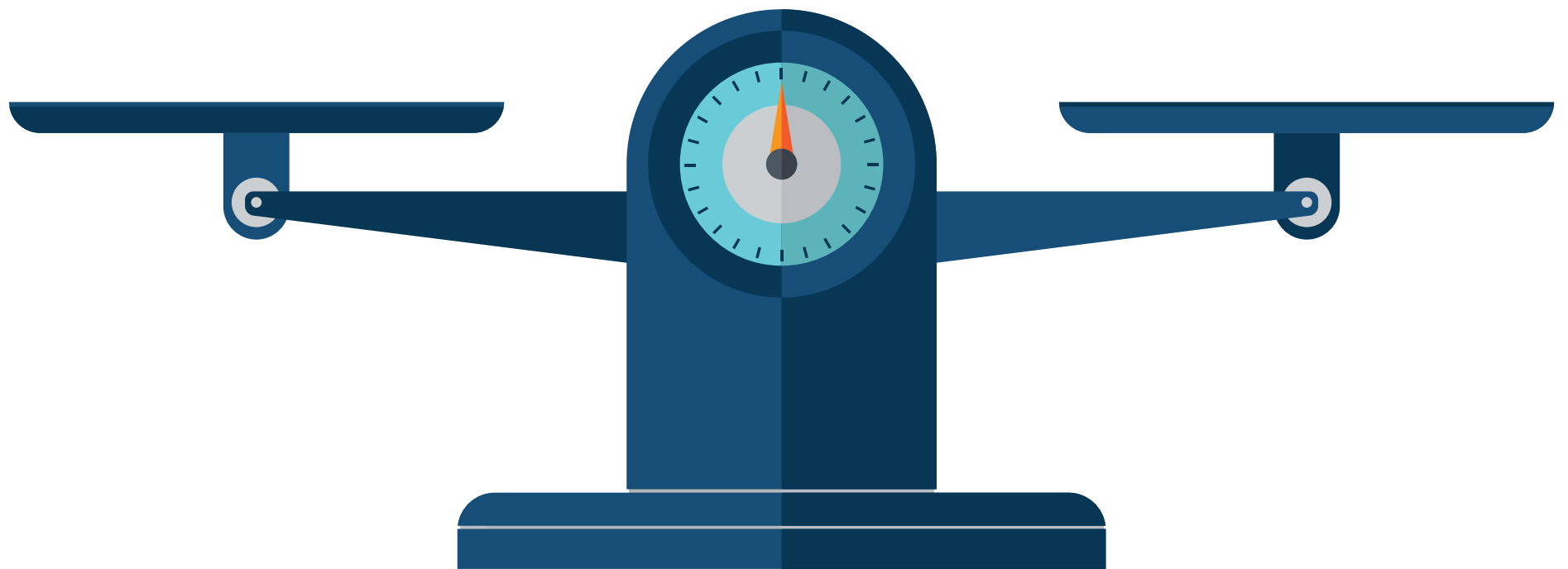
## **KU negotiations**

The KU Children's Services Teachers Enterprise Agreement has been distributed to teachers and voting closes on 3 April. The IEU recommended a 'yes' vote to members. Over 80% of KU teachers who voted, voted in support of the agreement. The

agreement includes 2.5% annual increases to salaries and allowances payable in 2019, 2020 and 2021. The salary for a four year trained teacher at the top of the incremental scale working in long day care is now \$102,984 or if employed in a preschool is now \$99,025. Once approved by FWC, teachers and directors will be entitled to a paid meal break of 50 minutes per day and programming time will be increased to four hours per week (pro rata for part time teachers). The agreement also includes paid parental leave of up to 14 weeks.

## **Wrong pay**

The IEU has made an application to vary the Educational Services (Teachers) Award because some for profit employers (including G8 with 516 early learning centres around Australia) are employing degree qualified teachers as centre directors but paying them under the Children's Services Award. Some of our members are earning \$8 per hour less than the Modern Award rate for teachers. This case will be heard starting on 6 May.



## New agreement at KU

**The KU Children's Services Teachers Enterprise Agreement (EA) 2019-2021 was due to be voted on at Newsmonth deadline.**

The improvements contained in the EA are set out below. The improvements in conditions will only take effect after the EA has been approved by the Fair Work Commission.

### **Salaries**

The EA incorporates the following increases (already paid in the case of the increases from 2016-2019) which are in line with or above pay rises applying generally in the education sector:

- 3% on 1 January 2016
- 3% on 1 January 2017
- 3% on 1 January 2018
- 2.5% on 1 January 2019
  - \$102,984 4 year trained top step - long day care
  - \$99,025 4 year trained top step - preschool
- 2.5% on 1 January 2020, and
- 2.5% on 1 January 2021.

There is also a new allowance of \$2000 per annum for teachers with an approved Masters degree.

Paid parental leave for the primary care giver will now be a maximum of 14 weeks instead of the current maximum of nine weeks, based on length of service, (14 weeks for eight year or more of employment).

Programing time for teachers and teacher directors will be increased to four hours per week (pro-rata for part time). Directors will now receive five discretionary days per year of administration time, which is an additional three days for long day care Directors and two additional days for preschool Directors.

Two days of paid Family and Domestic Violence Leave will be included in the EA.

KU will provide up to two days paid leave for up to five union delegates per year to attend union training.

Teachers and directors will receive 50 minutes of paid breaks per day (30 minute lunch plus 2 x 10 minute rest pauses), which is an increase of ten minutes per day.

Payment whilst on jury service will be limited to 20 days at full pay. Teachers and directors will receive the government

allowance of \$247.40 per day (currently) for jury service should it continue beyond 20 days.

Preschool teachers will receive time in lieu for attendance at professional development, staff meetings or other activities deemed essential work practices that have been pre-approved in writing, after they have completed eight hours in a calendar year. Long Day Care teachers will continue to be paid or receive time in lieu for all hours worked outside normal working hours, in addition to attendance at activities deemed essential work practices and pre-approved in writing.

The IEU is disappointed that KU have rejected our claim for significantly increased administration time for 2 unit and 2.5 unit preschool directors. However, the EA contains some improvement in administration time and the IEU will continue to press this issue strongly with KU in the future.



# Labour bites



## Pay parity an issue everywhere

A potential strike has been in the air for weeks in New York City's preschools and the issue is equal pay. Michelle Paige, the associate executive director of University Settlement's early childhood education division, wrote in a letter to parents on Friday. "Despite University Settlement's advocacy efforts, the early childhood employees are still fighting for salaries that support their professional dedication to the education and care of our children."

Universal pre-kindergarten is one of New York Mayor Bill de Blasio's signature programs, and it has extra significance now, amidst reports that the mayor is seriously considering a run for president.

Teachers employed by community run preschools and day cares say they're getting paid less than their peers in public schools, even though they're part of the same pre-k program. According to one spokesperson, teachers at community run programs in New York make \$15,000 to \$30,000 less than comparably trained educators in public schools. (Source: *Intelligencer*)



## Ontario massive rally to protest cuts

More than 30,000 teachers, parents and students gathered at the seat of government in Toronto on April 5 to protest impending changes to the province's education system.

The rally was organised by members from five different teachers' unions and utilised 150 busses.

"We want to make sure that our voices are heard. We want to make sure students know that we are fighting for them and that we care about them," said one protester.

The protest comes in the wake of the provincial government's decision to increase average required class sizes in intermediate and high school grades, introduce mandatory elearning modules and cut at least 3475 full time teaching positions.

Ontario School boards have warned the revisions could lead to classes with up to 40 students and result in various electives being cancelled altogether. The fallout could be compounded by an overhaul of Ontario's autism program, which will likely see schools trying to cope with a sudden infusion of students with challenging needs.

In a statement, Education Minister Lisa Thompson said the government would not be "distracted by union tactics" such as protests and rallies building on her claim that "bigger class sizes will make students more resilient." (Source: *CBC*)



## Winning the right to belong to a union

The University of California has dropped its objections and recognised a union of academic researchers at their campuses coming to an agreement on who can be included in Academic Researchers United (ARU)

At the centre of the union's mission is the treatment of staff scientists in comparison to academic faculty. "Academic researchers (ARs) have no say in how our careers are administered by the University, facing bureaucratic hurdles that restrict our applications for funding, mentoring of students, and obtaining health and other benefits," states ARU. "Unlike faculty members, ARs must prepare grant proposals and perform university service on our own unpaid time."

The union came together as Academic Researchers United, in association with the United Auto Workers (UAW), reports STAT. ARU's mission is to "improve the AR experience at UC and increase the political voice of researchers locally and nationally," as stated on the ARU website. Academic researchers include staff with the titles of project scientist, specialist, professional researcher, and coordinator of public programs, totalling about 5000 employees.

Other academics have, through their union, already secured their first contract with collectively bargained benefits including minimum salary and parental leave. Bargaining between UC and the ARU is expected to begin in May.

(Source: *The Scientist*)

## ABCC targets workers

Australia's construction industry watchdog has launched unprecedented action against more than 50 steelworkers from Liberty OneSteel who walked off the job over three days last year, including to attend a large scale union rally in Melbourne's CBD.

The Australian Building and Construction Commission (ABCC) filed legal action on Friday alleging 53 workers engaged in "unlawful industrial action" on the day of the national union movement's Change the Rule rallies. The rallies argued the nation's workplace laws are 'broken' and weighted too far in favour of employers, while workers struggled to receive wage rises.

Union leaders questioned why the laws governing the building sector were being applied to manufacturing workers.

"That the ABCC can go after steelworkers who are neither building nor construction workers just goes to show that the ABCC is a politically motivated agency not about improving the construction industry," said Ben Davis, Victorian secretary of the Australian Workers Union.

ACTU secretary Sally McManus said the steelworkers had a democratic right to attend political protests without being pursued by 'politicised' government agencies.

"The Morrison government is threatening to fine working people \$42,000 for exercising their democratic right to protest," she said. (Source: *Brisbane Times*)

Compiled by

**John Quessy**  
Secretary



# Say yes to adventure

**Canada has been an amazing adventure for our family. It just takes a bit of courage to say yes to new experiences.**

We were so excited when I had my exchange to Canada confirmed in 2018. It was a scorching 42C in Sydney.

We immediately looked on Google maps to see where we would be living. Then we checked the weather in Edmonton and couldn't imagine how we were going to adapt to -36C. The year flew by with lots of preparations to move the family to Edmonton, Canada for 2019.

We arrived in Edmonton in mid-December 2018 to what the locals called a 'mild winter' and immediately got to work having fun in the snow.

Our two boys have been picking up speed down the toboggan hills and learning to ice skate at the local park. The community here have been so welcoming and made us feel at home. There have been pot luck dinners, yoga and volunteer nights at the community centre.

It can be daunting to pick up roots after a long time in a school and begin again in a new school and in a new country. The transition has been much easier than anticipated.

The staff at school have been supportive and helped me navigate the curriculum and school procedures. The public school I have been placed in recognises the professionalism of teachers and has given me autonomy in my classroom teaching grade 11 Biology.

This opportunity has given me the chance to grow professionally and personally. Our children are thriving in their new schools and are experiencing so many new things.

While mid-week is busy with work, we have had many opportunities to travel around Alberta. In February, a weekend away near Banff was organised for all the Australian teachers. It was a weekend filled with activities. We spent the first morning snowshoeing and in the afternoon I was able to drive a dog sled through the forest. The scenery of snow covered mountains made it a spectacular afternoon! The next day, we gained a few blisters learning how to cross country ski. There was also lots of socialising being done.

While many Canadians head to warmer climates for Spring break, we went looking for the cold in the mountains of Jasper National Park. We spotted a few deer and mountain goats on the drive. A few days on the ski slopes and some walks around the picturesque lakes in the area left us a little sore, but it was well worth it. We have been blown away by the beauty of Alberta.

We did adapt to the weather and we are looking forward to summer break with lots of travel. We are having a great time and saying yes to as many opportunities as possible. We have made so many new friends, Canadian and Australian, in our short time here. There are lots more adventures to come this year.

Rebecca Morrice and family from Domremy College Five Dock

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





## From dairy farmer's daughter to prospective MP

This year's South Coast IEU Women's Forum was held at Kiama Preschool in March with guest speaker Fiona Phillips, ALP candidate for the very marginal federal electorate of Gilmore.

Phillips shared her journey from daughter of a dairy farmer to prospective federal MP. It was interesting to hear that her situation was similar to many women juggling work and raising a family.

Her passion for providing better outcomes for children through well resourced early learning centres, schools, TAFE and university was clear.

Sincere appreciation is expressed to Kiama Preschool Director Maria Whitcher and her staff for hosting the forum and making participants welcome. A particular highlight was the sharing of an Acknowledgement of Country with strong connections to the local environment.

South Coast IEU members were also joined by Harry Wall from the ACTU who focused on Changing the Rules for Working Women, noting that this was also the theme for the NSW/ACT IEU Women's Conference last year.

Some of the broken rules which need changing for women include the gender pay gap (especially for early childhood teachers), more secure work options, stronger rights for work arrangements to balance work and care, payment of superannuation on parental leave and the need to change industrial laws to better protect all workers.



## Union induction for new teachers

IEU Organisers Lubna Haddad and Aidan Anderson at the new teacher induction

IEU Organisers attended the Beginning Teachers' Day for new staff in the Catholic Education Diocese of Parramatta recently. More than 100 new teachers gathered at Rooty Hill RSL for the first of four induction days to be held throughout the year.

All new teachers were presented with an IEU showbag by the Union, which included a membership form, IEU branded stickers, a lanyard, Post It notes, as well as specific information for new teachers, such as tips on how to quickly reach Proficient accreditation with NESA in order to earn higher pay.

IEU Organisers spoke to the new teachers about the benefits of Union membership, including having a voice in their profession, industrial support in workplace matters, legal protection in serious cases, advocacy to improve their pay and conditions, personal assistance to achieve higher levels of accreditation, provision of professional development for maintenance of accreditation, opportunities to attend Union events, belonging to a wider community of teachers

and support staff working in the non government sector and tax deductible fees. Some of the new teachers were already IEU members, while others had previously been free student members of the IEU while at university.

If you're reading this in your workplace, take the opportunity to speak to any new staff who may have started in 2019 about the benefits of being a member of the IEU.

The number one reason workers are not yet members of their Union is because they've never been asked to join.

New teachers and support staff should be encouraged to join their Union, and the most persuasive invitation comes from you – their co-worker who is an IEU member.

The IEU looks forward to attending more induction days throughout the year and

speaking to the next generation of teachers and support staff about the importance of Union membership to both improving the pay and conditions in their profession and protecting their individual livelihood.

Aidan Anderson Organiser

**“The number one reason workers are not yet members of their Union is because they've never been asked to join.”**



## The great debate: Direct instruction or project based learning?

Recently, the IEUA NSW/ACT Branch held its inaugural Great Debate for members. This is a new form of professional development being held once a term and the plan is for education experts to discuss some of the hot topics. The first debate was about project based learning and direct instruction.

In a new innovative approach for the Union, this event was available face to face at Wattle St, Ultimo, but also live streamed to more than 100 members across NSW and the ACT.

The IEU invited well known experts to contribute to the debate. Bianca and Lee Hewes, teachers and authors, spoke about high quality project based learning. Jo-Anne Dooner, from Get Reading Right spoke about using explicit instruction to teach reading, and Katherine Bates, from University of Technology Sydney, provided an academic perspective.

The second half of the event was an opportunity for participants to ask questions. This included questions from our online participants. The questions covered a range of

topics, including the role of student voice and choice, the structure of schools and the plethora of marketing materials advertising particular approaches.

A recording of the event will be available soon via The IEU Zone ([www.theieuzone.org.au](http://www.theieuzone.org.au)).

In Term 2, the debate topic is: 21st century skills or content knowledge. To register (either for the face to face event or online), check the IEU website: [www.ieu.asn.au](http://www.ieu.asn.au)

Keith Heggart Organiser



# Dedicated members get active



**Every year the IEU runs its Activist Conference to inspire dedicated members to get more actively involved with their Union.**

This Easter break 17 members attended the event at Leura and enjoyed hearing from IEU organisers as well as Rail Bus Train Union National Secretary Bob Nanva and AMWU Secretary Steve Murphy, talking about the Streets ice cream campaign.

Activist Alex Wharton said he hoped to come away from the conference with an increased understanding of the powerful role he could play in shaping the education agenda at a grass roots level.

"We would not be where we are today, as a society/ profession, if it were not for unions. Being a union activist means advocating for what is right, giving a voice to the voiceless, representing those who also want to have a say, what is more satisfying than that?"

"All teachers are activists in one sense simply by what they do in their own professional practice. Imagine the power we could have, if we all worked together."

The ACTU Change the Rules campaign was an important theme at the conference.

Carinya Christian School Gunnedah teacher Alex said he supported the campaign and wants to change the rules that are most inflexible and limit aspects of teachers' work, or ones that are outdated.

Glenaeon Rudolf Steiner School Learning Support teacher and careers advisor Deborah Lloyd said unions are the most effective way to provide working people with a collective voice.

"It's important that if you can or are ever in a position to advocate for working people, then you should. I hope to offer my workplace a more skillful representative who is more effective in servicing the needs of our members, no matter what might arise."

In relation to Change the Rules, Deborah said the rule that could really use some attention is the casualisation of the workforce. One in four Australians workers are casual, which means they live with insecure work arrangements, no paid holidays, no superannuation or sick leave, she said.

Judy Young TAS Coordinator, Our Lady of Mercy Catholic College Burraneer, said a workplace activist can work towards bringing about social change.

"An IEU rep has the opportunity to advocate for the professional and industrial rights of teachers and auxiliary staff at their place of work," she said.

***"All teachers are activists in one sense simply by what they do in their own professional practice. Imagine the power we could have if we all worked together."***

At the conference she was "working toward gaining a deeper understanding of the importance of union activities and reflect on the role of unions in industrial relations and to reflect on their impact enhancing the relationship between employee and employer in individual workplaces".

"The ACTU is addressing significant concerns in the contemporary workplace in the Change the Rules campaign. The campaign aims to address significant workplace inconsistencies that deny workers rights to secure and stable employment.

"Today's workplace is competitive and there is pressure to work harder for longer. This needs to be addressed to maintain employee wellbeing.

"Workers are unable to plan for the future due to workplace inconsistencies like casualisation, individualisation of contracts and international trade agreements that bypass Australian employees.

"In the education workplace, job security needs addressing along with real wage growth. Casualisation of the workforce is a burden for teachers and auxiliary staff. These concerns need to be addressed to enable teachers and auxiliary staff to plan their careers and predict their future life directions."

Southern Cross Vocational College Teacher Tonia Hales said an activist is someone who works hard for what they believe in.

"As educators we can see the need and realise we must advocate for issues that affect us and our students. As IEU reps we are in the position to push for change, make changes, be a voice for others all with the backing of the IEU. Coming from a trade union family, the need for employees rights and fair go for all resonates with my beliefs," Tonia said.

"As a relatively new Union rep. I hope to gain greater knowledge about the union movement and industrial relations. In my workplace employees are as varied as chefs to SCS industry staff so there is a need to serve all.

"In education the pressure on teachers is growing, with difficulties we did not dream of 10 years ago. Social media, mobile phone misuse in the classroom, large class sizes are just a few areas that have a negative impact on staff. Teachers do not have all the answers and require support in these and other areas. Wages for teachers are not up to par, with the workload and the added pressures and responsibilities in an ever changing world."

## Don't forget to renew your Working With Children Check

**A NSW Working With Children Check (WWC) clearance is valid for five years. In March 2018 the Office of the Children's Guardian (OCG) began contacting clearance holders to renew their WWC.**

All Union members holding a WWC clearance whose contact details are up to date will be contacted by the OCG three months before their WWC number expires, explaining what they need to do to renew their WWC clearance number for another five years. The OCG does not send a further reminder.

**NSW Education Standards Authority accredited teachers**

A current WWC clearance number for paid employment is also a mandatory requirement of the NSW Education Standards Authority (NESA) for accreditation to teach in a NSW school or early childhood service or centre.

NESA implements the following WWC renewal reminder system for NSW accredited teachers:

***"If their WWC is not verified by NESA before the expiry date, their accreditation will be suspended and they will not be able to teach in any NSW school or early childhood service or centre . . . all Union members are reminded not to ignore the renewal reminder email."***

- three months before expiry: NESA will email the teacher a reminder to renew their WWC clearance number
- six weeks before expiry: If NESA haven't received the teachers renewed WWC clearance number they will be sent another reminder, and
- three weeks before expiry: a final reminder is sent.

If a NSW accredited teacher has not notified NESA of their renewed WWC clearance number at least two weeks

before the expiry of their current WWC clearance number, they will receive a notice of intention to suspend their

accreditation. If their WWC is not verified by NESA before the expiry date, their accreditation will be suspended and they will not be able to teach in any NSW school or early childhood service or centre.

All Union members are reminded not to ignore the renewal reminder email sent to you by the OCG, and if applicable the emails from NESA.

Renewal applications cannot be submitted until three months before your WWC clearance number expiry date and can be done until the expiry date. To

renew go to [www.kidsguardian.nsw.gov.au/check](http://www.kidsguardian.nsw.gov.au/check) and choose the Renew your WWC number panel.

After completing the WWC number renewal you will be sent an email confirmation with a new expiry date for your WWC clearance number. Provide these details to your employer who engages you to work with children and if applicable to NESA. They will need to re-verify your renewed WWC clearance number and new expiry date.

We encourage members with any issues concerning the WWC to immediately seek advice by contacting their IEU Organiser or Russell Schokman, IEU Policy Advisor on 8202 8900 or the toll free number (for country members) 1800 467 943.

**Russell Schokman** Policy Advisor



# EQUITABLE ACCESS TO

**“This training will give teachers and support staff the knowledge, skills and tools to be able to recognise the support LGBTI young people and their families need to feel part of the school community.”**

# LEARNING FOR LGBTI STUDENTS

**In Term 1, IEU asked Darby Carr and Mary Flaskas of Inclusivity Consultants to develop three courses on the topic of inclusivity for LGBTI students.**

Sexuality and Gender Diversity, Understanding and Supporting Gender Diversity and Challenging and Interrupting Homophobic and Transphobic Behaviour supported members in gaining and reinforcing their knowledge as well as offering constructive and useful strategies to use immediately as teachers and support staff. The three courses are being repeated in Term 3 and are offered online for all IEU members.

Access to education is a human right that is protected for all students in Australia. The statistics of disengagement by sexuality and gender diverse students are startling to any teacher who wants to ensure that all students have equitable access to learning experiences.

We sat down with the presenters and asked them about the courses and the skills they hoped participants would gain.

**IEU:** Why do you feel it's important that teachers and support staff update their knowledge about sexuality and gender diversity?

**Mary and Darby:** Sexuality and gender diverse students and/or their families are present in all schools, whether it is immediately obvious or not. In fact, when schools say they don't have this sort of diversity within their school cohort, it rings alarm bells because it indicates that it is not a safe environment for students to be open about their sexuality or gender identity.

This is not to say that all students need to 'come out' or be overt about their expression but they need to know that the school recognises their existence and makes efforts to be inclusive, via school policy and curriculum, via genuine efforts by staff to listen and understand their personal struggles and by being willing to work towards creating an environment that makes everyone feel that they belong and that their contributions are valued.

We know teachers can feel unsure about what this support entails. In an ever changing world, teachers can feel left out around the language and experience of LGBTI students.

Teachers often express confusion around the difference between sex, gender and sexuality and this conflation can mean that they are unaware of what it is that their students are trying to express about these very integral aspects of their being. Being invisible and unacknowledged means that these students are often isolated and are subject to the very real consequences of discrimination.

Research and anecdotal experiences consistently show the ongoing impacts of bullying and abuse, of discrimination and isolation because of 'difference' from societal norms. These impacts manifest in the form of

anxiety, depression and disengagement from learning and can continue to have impacts in later life.

Young people are particularly vulnerable, (for many reasons), and struggling with sexuality and gender identity, particularly when there is no support from family and friends, compounds this vulnerability.

It is important that these students (and their families) have the same opportunities as other students to engage with their learning and be able to participate in all school activities without being subjected to the fear of abuse or bullying, which, unfortunately, is still a reality for many LGBTI students.

On the flip side, it is heartening to know that many students acknowledge the beneficial influences of school support, with many saying that knowing they have supportive teachers has made all the difference to their mental health, their sense of safety and their ability to participate with their learning.

This training will give teachers and support staff the knowledge, skills and tools to be able to recognise the support LGBTI young people and their families need to feel part of the school community.

## **A supportive environment**

**IEU:** What's important for a school working towards creating a supportive environment for all students?

**Mary and Darby:** Schools have a duty of care towards their students, ensuring their wellbeing and creating safe and supportive environments for them to learn and participate as citizens. Teachers and support staff must be willing to talk openly and without judgement, be alert to warning signs of disengagement and be aware of referral pathways for students during times of need.

It is every teacher's responsibility, not just the school counsellor's – if a young person has sought you out for advice and guidance it is because they trust you.

Likewise, learning about human relationships and respecting diversity, is not just up to the staff in the PDHPE Department. Being inclusive is something that can be embedded in daily teaching practice and examples can be found in all subject areas in the NSW curriculum.

Schools need to be welcoming, expressing their commitment through proactive school policy, through posters that reflect the diversity of their cohort, through library resources that cover a broad range of subject areas and provide examples that young people can relate to because it acknowledges their reality and that of their friends and families.

It is also important for all staff to understand and acknowledge unacceptable behavior, in the form of

discrimination and homophobic or transphobic bullying. This training will help school staff to develop strategies to tackle unacceptable behavior and be consistent and cohesive in their approach to tackling 'culture' that is not in keeping with an open, enlightened and respectful community.

## **Wealth of experience**

**IEU:** Why did you choose this line of work?

**Mary and Darby:** Both Darby and I have a wealth of experience in teaching and training and are passionate about the role of education – we understand this to be a fundamental human right. We recognise that being afforded opportunities to learn greatly enhances peoples' personal development and provides choices in later life.

When we started working in this area we met many young people who were appreciative that somebody had come to fill this very vital and important need – educating their schools about the need to be inclusive, to take steps to counter discrimination and be actively supportive of the diversity within the school community. We met adults who consistently said 'I wish this had been available to our teachers when we were growing up – it would've made all the difference to my experience of school'. We have such positive responses from teaching staff; they appreciate that they are able to have discussions and ask questions in a non confrontational way.

As a result, we have developed a high degree of competency in teaching about inclusive practice, specifically within the school setting. We have worked with countless schools over the years, throughout metropolitan and regional NSW and met passionate young people, supportive families and committed teaching staff, all willing to work together to create safe and supportive school communities.

We're passionate and energetic and we're here to solve a problem. There is still much work to be done.

We want to support teachers to do the best job they can – we want to know that they have the backing of their colleagues and executive staff – so that they can work towards ensuring the wellbeing of all of their cohort.

We want to bridge the gap so schools can provide individual support, quality education and prepare the generations of the future.

To find out when these courses are running again, visit [www.ieu.asn.au](http://www.ieu.asn.au).

**Amy Cotton** Professional Officer



## Being there

**IEU Rep Louise Hughes feels honoured to be serving on IEU Council. She started late last year, representing the Central West Branch.**

As St Johns College Dubbo teacher/librarian, Louise said the information sharing crucial to be a good Union Rep comes naturally to her.

"Everyone needs to be kept up to date and informed. People need to know stuff to make the best decisions," Louise said.

"I am a central hub that everyone comes to for information."

Coming from a family of proactive union members, when Louise started her career she was upset that union voices were not well recognised and accepted by her employer.

Moving to the Bathurst Diocese, she was keen to take up the opportunity to have a voice and has been

the school Rep for 12 years.

"Being a good Rep is about being there, being someone people can talk to. I try to establish rapport with people. I have that with our principal, and we can talk things through – it's not about confrontation."

She is enjoying the networking at Council and the chance to learn about how other Reps deal with issues at their schools.

"It's heartening to know others have similar problems, it's not just your school."

Louise was encouraged by the recent school students' rally calling for action on climate change.

"It's good to see young people stepping up. That's what everyone needs to do for the Union, and I hope young teachers will be taking that challenge."



# Australians are calling for change

**Chris Wilkinson**  
President



**Well we made it. Term 1 now behind us and Term 2 begins. This month we will all be heading to the polling booths to cast our vote.**

Australian workers are calling for Changes to the Rules for all workers, so a change of government is needed to achieve this.

Rallies have been held around the country to bring to the attention of workers why we need to change the rules.

If you want a better future for yourself and your children join in and have your voice heard as to why we need to change the rules.

The annual Palm Sunday Rally is coming up and I hope that it will be again a successful event.

The May Day March will be held in Sydney on 5 May. This is a great day to show solidarity with all workers culminating in a family event in Prince Alfred Park. Mark this date in your diaries and come and join us for a great family day.

Our own Activists Conference was held again in the Easter break and there were 17

very keen participants eager to learn more about the IEU, network with reps from other schools, exchange ideas and learn from one another. In the past, this conference has proved to be very successful, with many participants taking the next step to become delegates to Council, members of committees and also becoming full time officers with the IEU. I take this opportunity to thank Marilyn Jervis for organising the conference. Also a big thank you to Helen Gregory for organising accommodation and looking after the wellbeing of all.

On Tuesday 21 May, the Newcastle Women's Forum will be held at Wests New Lambton Bowling Club. This is always a very successful event and I look forward to hearing the keynote speaker, Natasha Beyersdorf.

The Mid North Coast Branch will be holding their forum in Coffs Harbour Branch. These events are a great way to network and get to know teachers and support staff working in schools in your area.

I trust you had a happy Easter and a most enjoyable break. I look forward to working with you throughout the year.

## Meeting the challenges of 2019

**Pam Smith**  
Principals Organiser



**The Union greatly values the opportunity to engage with principals in regional areas and was pleased to meet with principal members in Wagga Wagga on 20 March. Congratulations to Alan Le Brocque on his continuing service as IEU rep for principals in the Wagga Wagga Diocese and on being re-elected to that role.**

Appreciation is expressed to ALP Senator Deb O'Neill for joining IEU principal members in Wagga Wagga after their meeting and for her input and support to principals and their school communities.

Other forthcoming IEU principals' gatherings include Newcastle on 17 May and Sydney Inner West at Burwood on 21 May.

Within the context of the ACTU's Change the Rules campaign, the IEU values the

support of its principal members in regard to key issues such as pay equity, access to flexible work arrangements for parents and carers, the need for secure employment options, and the importance of social justice issues such as ending wage and superannuation theft for vulnerable workers, including students. The IEU welcomes the involvement of principals and all members in Change the Rules activities leading up to the May federal election.

The IEU also encourages the active participation of principal members in the work of the Union via its Education Issues, Women and Equity, and Environment committees. Contact the Union if you would like to engage with these committees and/or other Union activities.

In Term 2, the IEU Principals Sub Branch meeting will be held on 4 May at the Union's Parramatta office.

## Slush fund for trainees

**Carolyn Collins**  
Vice President Support Staff



**A trend has emerged with schools employing young workers on traineeships. Currently it appears to be mainly secondary schools, but I am sure this will soon spread to primary schools.**

Traineeships are a maximum of two years. Some of these traineeships are school specific and trainees may well continue their employment in schools. Due to the fact that they are employed on the low rate of \$13.48 an hour for a Year 12 graduate, the Union is offering trainees Union membership reflective of their low wages at \$2.50 a week.

I urge all members who have trainees at your school to recommend they join the Union. Explain how the Union offers industrial advice and guidance, professional support and protection. They are very vulnerable and we as Union members can show our solidarity in a much more tangible way. May I suggest your chapter set up a 'slush fund' to pay for their membership. All said and done, \$2.50 is much less than a coffee, but the benefits to this minority group can be lifelong. This is not a challenge, but a way of showing social justice to our fellow employees.

### Dates to remember

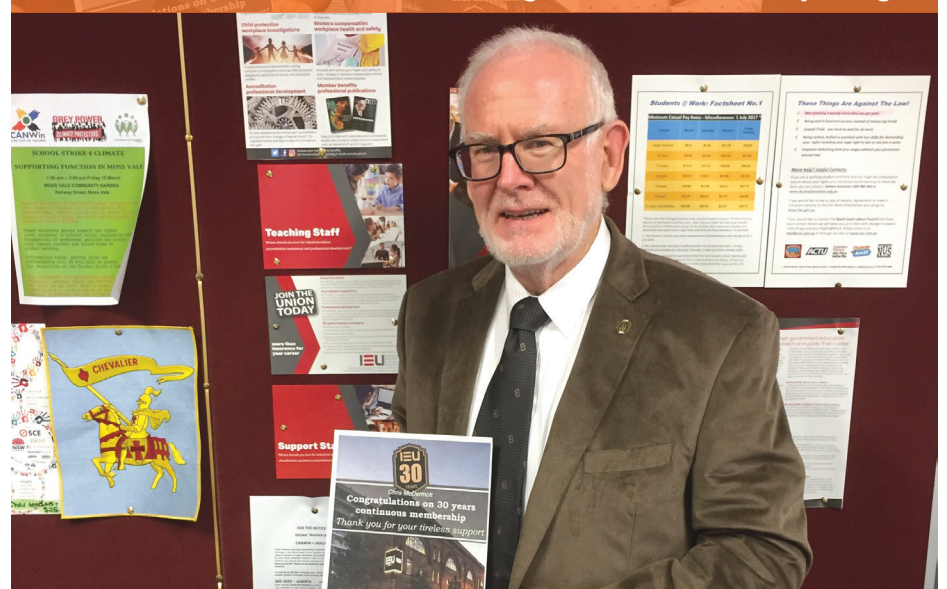
The Support Staff Conference planning is well under way, with keynote speakers being booked and advertising material developed. However, there is a change in date for the Conference this year. The date will now be Friday 13 September. Register early, as missing out will be a disappointment. IEU conferences always fill up quickly.

School support staff are more than welcome to attend any of the IEU Women's forums offered throughout NSW and ACT. The next one will be the Newcastle Women's Forum, 21 May. This will be followed by Mid North Coast, 31 May at Coffs Harbour; North West, date to be advised for Term 3 in Armidale; Western Sydney, 23 October at Emerton and ACT 2019 arrangements will be confirmed soon. The guest speakers and workshops offered at these forums are always informative and fun. Plus it is a great time for networking and we all know how invaluable networking is.

Let's make this year's Education Support Staff Day in June bigger and better this year. *Newsmonth*, IEU Facebook and Instagram look forward to photos and comments about the day.



**Chevalier College Burradoo IEU Rep Stephen Holmes and teacher Marianne Barker receive their 30 year IEU membership badges**



**Chevalier College Burradoo Principal Chris McDermott receives his 30 year IEU membership badge**



**Ann Hunt (left) Rep at St Joseph's Primary, Narrandera presents Robyn Sullivan with her 30 year IEU membership badge**



**St Andrew's Marayong IEU Rep Karyn Paluzzano presents Graham Paynter with his 30 year IEU membership badge**



# Facebook feedback

## On amending Teacher Accreditation Act to restore the voice of teachers

**Simon:** Considering that we seem to be the only major profession with no say on how it is governed, and the way the current government has decimated the TAFE and VET sectors (and let's not even mention early childhood), surely members need to consider this when voting.

## On Egg Boy, Fraser Anning and why teachers are held to a higher standard of professionalism than elected politicians

**Belinda:** No one would claim that it was acceptable to blame adrenaline for that response if it was a teacher, so why a politician?

**Valerie:** Interesting that some media commentators have been suggesting that the boy lacked a level of respect for politicians: have those same commentators never been present at

Question Time in Canberra on any given day! I am offended that teachers and politicians are being compared!

**Matt:** Disgraceful display from an elected official, should resign, probably would if he had any morals.

## On the Accreditation and Rating process (early childhood)

**Tanya:** There is a lot left to be desired with the current A&R and interpretation of some assessors. I had some very disturbing contradictions occur in our visit but had put it down to assessors being understaffed and over worked.

## On the status of the teaching profession

**Denise:** I think a very important message is that to improve the status of teachers we need to trust them to do their job and stop the never ending micro-management of teachers and schools that comes from all levels of

education bureaucracy, whether that be government, both federal and state, education systems, CEOs, DoE etc, and principals. The micro-management has done nothing but create workload and been nothing but a distraction to teaching. We need to trust teachers and let teachers teach!

**Carole:** How about more support in 'inclusive' classrooms? Any teacher who has at least one, (sometimes several high needs children in their classes), could do with a whole lot more support than they're actually getting. The Education Department directs schools to make promises that high needs children will be supported – but those promises fall far sort of the mark in most schools. Parents need to be proactive in making sure that their child is receiving the support that they deserve, to succeed in a regular classroom. Many of them are being short changed by a system that underestimates the amount of support

that children actually need. If teachers had more support they'd probably be happier than if they received a minimal pay rise. Money won't solve the stress issues that are running rampant in the system now!

## On classroom data collection

**Denise:** We need to move away from the ridiculous fixation on data. This is a major distraction from teaching to achieve nothing. The data collecting for collection's sake often states the bleeding obvious, ie that a student has a learning difficulty in some area. It is as if the teacher who works closely with students on a daily basis is oblivious to this. How many times do we have to collect data on a kid to tell us he/she has a learning difficulty?

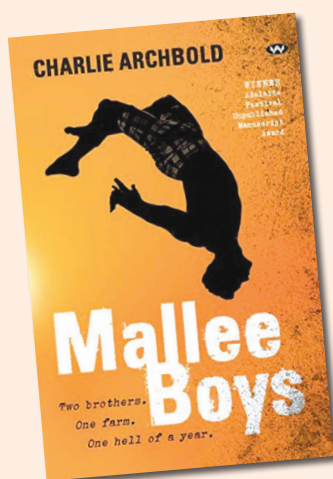


facebook.com/ieunswact

## Giveaways

### Mallee Boys

Author:  
Charlie Archbold  
Published by:  
Wakefield Press  
Three copies to give away



Sometimes I feel like I'm neither one thing nor another. I live in the Mallee but I don't like the desert. I live on a farm, but I get hay fever and I'm scared of goats. I like school but my best mates don't. I'm stuck between stuff. It's like I'm not meant to be here but I am. Sandy Douglas knows that life at 15 is hard, but it's even harder when your mother died a year ago and nothing's gone right since. His brother Red, on the other hand, is 18 now and working the farm. He's amped up on rage and always looking for a fight. And then there's their dad Tom. He does his best, but - really - he doesn't have a clue.

As Sandy and Red deal with girls, dirt biking, footy and friendship, both boys have to work out who they want to be, without their mum around. The Mallee, where they live, may seem like the middle of nowhere, but it turns out this is going to be one hell of a year.

### First Words French

Illustrations by:  
Andy Mansfield and  
Sebastien Iwohn  
Published by:  
Lonely Planet Kids  
Three copies to give away



Help young children unlock the French language while travelling with First Words French. Brought to you by Lonely Planet Kids, this is a beautifully illustrated introduction to the French language. Get the whole family prepared for and excited about an upcoming trip by learning 100 travel-relevant French words – from food and transport, to animals and weather. Each double page features one word with a simple pronunciation guide paired with a bold, fun illustration to give the word context – and help make remembering the new vocabulary easy and fun!

Each book is accompanied with a free audio pronunciation guide. Either scan the QR code on the back cover or visit the First Words website to discover a list of every word in the book. Then click on each word to hear it spoken clearly by a native child.



### Lucky and Spike

Author and illustrator: Norma MacDonald  
Publisher: Magabala Books  
Three copies to give away

*Lucky and Spike* is the thrilling tale of two spinifex hopping mice who leave their burrow each night to race across the plains in search of food. Avoiding predators is a risky business, especially when a feral cat and a ravenous owl are on the hunt. Lucky and Spike are heading to the people's camp to forage for spinifex seeds when they come face-to-face with a prowling cat. The chase is on! The terrified mice skid across the dirt and hide among the people who are dancing to the hum of the didgeridoo. A camp dog joins the ruckus and takes off after the cat. But when the owl sees the mice resting in a spinifex hideout, he swoops to attack! This is another heart-stopping adventure from Lucky and Spike who we first met in the celebrated *Spinifex Mouse*.



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 24 May 2019.



# SUPER DIFFERENCES

**Bernard O'Connor**  
NGS Super



**Worker bees unite! The air is awash with political promises! The hive is busier than ever. In terms of super there are significant differences between the two major parties which could affect your retirement honey pot.**

After significant reform in 2017, the Coalition's recent proposed budget said very little about super and maintained the long and tedious march to 12%. Some significant recent reforms included a \$1.6m cap on tax free income streams, the cap for high income earners to pay additional contributions tax was lowered to \$250,000 annually and the annual cap for concessional super contributions (employer and salary sacrifice) was lowered to \$25,000 per annum.

Minor changes for the proposed 2019 budget included allowing people aged 65 and 66 to contribute to superannuation without having to meet the work test. The work test requires a member to work at least 40 hours in any 30 day period to be eligible to contribute to super.

The long and winding road to 12% super remains just that under the Coalition's budget plan. In spite of the fact that the Liberal Government promised in the 2014 Federal Budget that the SG (Super Guarantee) increase would stall at 9.5% for three years from 1 July 2015, then rise to 10% from 1 July 2018 with increases by 0.5% each year until it reached 12% by July 2022, the SG rate still remains stalled at 9.5%. The revised laws stipulate that the SG will move to 10% in the financial year 2021/2022 then increase 0.5% per year until 2025/2026 when it reaches the magic 12%.

Many experts in the field of superannuation have concluded that 12% SG paid throughout a working life

provides a super balance that allows for an adequate and dignified retirement. Super's original architect, Paul Keating, has always advocated for a compulsory 12% Super Guarantee contribution.

Labor has announced several policy changes regarding superannuation along with their plan to abolish cash refunds for excess imputation credits and limiting negative gearing to new housing.

Labor plans to reduce the non concessional contribution cap to \$75,000 per annum. This is the amount of after tax money that can be contributed to super in a year. Historically, non concessional contributions have been made by individuals as a result of an inheritance or a sale of property and was set at \$180,000 in the financial year 2014/2015.

Other changes include:

- borrowing by SMSFs to be prohibited
- extend SG to salaries under \$450 per month
- abolish catch up contributions
- income threshold for high income earners lowered to \$200,000 (extra 15% tax)
- deductibility for personal contributions for employed persons to be removed, and
- increase SG to 12% ahead of current legislation.

It has been a long standing ALP policy to increase compulsory employer contributions from the current 9.5% to 12%. The specific schedule has not been announced at the time of writing but it is likely, given some of the pre-election statements from Labor politicians, that if they win government in May they will push to increase employer contributions to 12% ahead of the current scheduled 2025/2026 increase.

Super is generally considered the second largest asset besides the family home for most people and without a doubt it is becoming more and more politicised!

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

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Tina Ruello

Catherine McAuley College Westmead

Simon Goss

Holy Spirit Primary School Lavington

Anna Luedi

St Mary's Catholic Primary School

North Sydney



### Professional Development

- |                  |   |                     |   |
|------------------|---|---------------------|---|
| <b>7 May</b>     | PIP Maintenance of Accreditation - online               | <b>13 August</b>    | Supervising Accreditation at Proficient 1 - online                                |
| <b>30 May</b>    | PIP Maintenance of Accreditation -online                | <b>14 August</b>    | Challenging and Interrupting Homophobic and Transphobic Behaviour - online        |
| <b>3 June</b>    | Supervising Accreditation at Proficient 1 - online      | <b>19 August</b>    | PIP Work Hoarse Voice Care - online   |
| <b>11 June</b>   | Beginning to Proficient - online                        | <b>21 August</b>    | Beginning to Proficient -online   |
| <b>12 June</b>   | Supervising Accreditation at Proficient 2 - online      | <b>22 August</b>    | Supervising Accreditation at Proficient 2 - online                                |
| <b>19 June</b>   | PIP Work Hoarse Voice Care - online                     | <b>26 August</b>    | The Australian Professional Standards for Teachers - Standard 1 and 2 - online    |
| <b>20 June</b>   | Supervising Accreditation at Proficient 3 - online      | <b>28 August</b>    | Supervising Accreditation at Proficient 3 - online                                |
| <b>24 June</b>   | Debate - Ultimo and online                              | <b>3 September</b>  | The Australian Professional Standards for Teachers - Standard 3, 4 and 5 - online |
| <b>27 June</b>   | PIP Work Hoarse Voice Care - online                     | <b>4 September</b>  | PIP Maintenance of Accreditation  |
| <b>1 July</b>    | Book Club   | <b>5 September</b>  | Debate - Ultimo and online  |
| <b>8 July</b>    | Accreditation at Proficient Teacher - Ultimo and online | <b>9 September</b>  | Book club - online  |
| <b>31 July</b>   | PIP Work Hoarse Voice Care - online                     | <b>11 September</b> | The Australian Professional Standards for Teachers - Standard 6 and 7 - online    |
| <b>7 August</b>  | PIP Active citizenship - online                         |                     |   |
| <b>8 August</b>  | Understanding and Supporting Gender Diversity - online  |                     |   |
| <b>12 August</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

**www.ieu.asn.au**

### Our locations

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



**SAVE THE DATE SATURDAY 7 SEPTEMBER**



IEU NSW/ACT 2019 EARLY CHILDHOOD CONFERENCE

# MORE THAN MEETS THE EYE

The changing nature of the early childhood profession and the impact on our early childhood teachers

**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)

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# Change THE RULES

# IEU

Independent Education Union of Australia NSW/ACT Branch



# Change THE RULES

## FEDERAL ELECTION REPORT CARD

### Labor

- Reform bargaining to deliver fair pay rises **YES**
- Replace the minimum wage with a living wage **YES**
- Stop employers forcing workers into casual employment **YES**
- Demand Fair Work Commission address gender inequity in its decision making **YES**
- Penalise employers engaging in wage theft **YES**
- Enshrine in law 10 days paid Family and Domestic Violence Leave **YES**
- Restore and protect penalty rates **YES**
- Proactively repair industrial awards **YES**
- Stop employers engaging in legal trickery to avoid obligations to workers **YES**
- Increase TAFE funding and apprenticeship programs to guarantee future skilled workers **YES**
- Stop superannuation theft **YES**
- Provide targeted funding for Indigenous programs to 'Close the Gap' **YES**
- Empower Fair Work Commission to prevent and intervene in cases of workplace sexual harassment **YES**

### Greens

- Reform bargaining to deliver fair pay rises **YES**
- Replace the minimum wage with a living wage **YES**
- Stop employers forcing workers into casual employment **YES**
- Demand Fair Work Commission address gender inequity in its decision making **YES**
- Penalise employers engaging in wage theft **YES**
- Enshrine in law 10 days paid Family and Domestic Violence Leave **YES**
- Restore and protect penalty rates **YES**
- Proactively repair industrial awards **YES**
- Stop employers engaging in legal trickery to avoid obligations to workers **YES**
- Increase TAFE funding and apprenticeship programs to guarantee future skilled workers **YES**
- Provide targeted funding for Indigenous programs to 'Close the Gap' **YES**
- Stop superannuation theft **YES**
- Empower Fair Work Commission to prevent and intervene in cases of workplace sexual harassment **YES**

### Coalition

- Reform bargaining to deliver fair pay rises **NO**
- Replace the minimum wage with a living wage **NO**
- Stop employers forcing workers into casual employment **YES**
- Demand Fair Work Commission address gender inequity in its decision making **NO**
- Penalise employers engaging in wage theft **NO**
- Enshrine in law 10 days paid Family and Domestic Violence Leave **NO**
- Restore and protect penalty rates **NO**
- Proactively repair industrial awards **NO**
- Stop employers engaging in legal trickery to avoid obligations to workers **NO**
- Increase TAFE funding and apprenticeship programs to guarantee future skilled workers **NO**
- Stop superannuation theft **NO**
- Provide targeted funding for Indigenous programs to 'Close the Gap' **NO**
- Empower Fair Work Commission to prevent and intervene in cases of workplace sexual harassment **NO**



Independent Education Union of Australia NSW/ACT Branch

The above has been taken from the policy commitments declared by the major parties April 2019  
Authorised by John Quessy Secretary