



LINE IN THE SAND

We need to talk about sex. And consent. And respect for girls and women. Journalist Monica Crouch looks at national events and what they mean for teachers.

What started as a straightforward question posed on Instagram by former Kambala student Chanel Contos rapidly morphed into a petition that collected thousands of allegations of sexual assault of girls in Sydney independent schools. The assaults are alleged to have been perpetrated by the boys of these schools.

Anyone who's read even a handful of the 3500 responses in this petition knows just how harrowing it is. Unsurprisingly, the girls are calling for better consent education.

"I have lived in three different countries and I have never spoken to anyone who has experienced rape culture the way me and my friends had growing up in Sydney among private schools," Contos said in an interview.

IEU NSW/ACT Branch Secretary Mark Northam says the petition is nothing short of "an inflection point in history". So where do we go from here?

Groundswell gains momentum

NSW Education Minister Sarah Mitchell commended the girls and young women for speaking up, and several principals have spoken out in the media, including Wenona Principal, Briony Scott and former Principal of The King's School, Tim Hawkes.

"It happens within schools, between schools, and between schools and the community," Scott wrote in the *Sydney Morning Herald* on February 24.

"Sexual assault is a cultural issue – not a school sector, or a 'it would never happen here', or 'but my kid is a good kid' issue. That someone's abuse would be categorised by what they wore, how much they had to drink, or what school they went to is profoundly not the point. That it happens at all? This is the point."

In subsequent weeks, women and their allies, rocked by this petition, allegations of rape in Parliament House and separate assault accusations against the Attorney-General, Christian Porter, protested in their tens of thousands at "March4Justice" rallies throughout Australia.

Some 8000 converged on Parliament House and 10,000 at Sydney's Town Hall (pictured above). Representatives from the IEU attended both.

Labor MPs Tanya Plibersek, Anthony Albanese, Penny Wong and Sharon Claydon led a delegation from Parliament House to join the protesters. Prime Minister Scott Morrison, and the Minister for Women, Marise Payne, declined to attend this watershed event, at which Brittany Higgins, the political staffer who was allegedly assaulted in Parliament House in March 2019, addressed the assembled.

The protests made headlines around the world. Finally, consent, dignity, justice and respect for women are at the centre of the national – even global – conversation.

Teachers and support staff saving lives

"If you ever want to know what's actually going on, ask any teacher, especially those who are trained in wellbeing," Wenona Principal Briony Scott wrote.

"We are the ones who are desperately picking up the broken hearts, trying to hold lives together, and doing our

Continued on page 9, and for further coverage see page 5

Voice for support staff

A new working party gives support staff a voice in NSW Catholic systemic schools.

The Catholic Employment Relations (CER)/IEU Support Staff Joint Working Party held its first meeting in February. The meeting was a chance for members to share experiences and professional history.

The working party has 10 members: five employer representatives, including a member of the CCER staff and four

representatives from the dioceses. The five union representatives include two IEU industrial officers and three members working in school administration, learning support and First Nations education.

The working party members are to achieving a fair and equitable outcome for the relevant occupation groups. There is a significant amount of work to be done, with meetings scheduled through to the beginning of Term 3 2021.

Background

In 2019, the Public Service Association used the pay equity framework to achieve significant wage improvements for administrative and support staff in NSW public schools.

This achievement was the result of more than six years of hard work by the Public Service Association and its members to have their work properly valued.

The IEU took up the fight

This fight was taken up by the IEU in 2019, even before the outcome was known in the public sector, on behalf of support staff members in Catholic systemic schools.

The union is seeking to mirror public school outcomes in Catholic systemic schools to ensure parity between the sectors is maintained.

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This publication was produced on the unceded lands of the Gadigal People of the Eora Nation. The IEUA NSW/ACT Branch acknowledges the Aboriginal and Torres Strait Islander peoples as the traditional owners of the lands where we live, learn and work, and pay our respects to their Elders past and present.

EEK, mice, mice and more mice

Several schools in the central west have been inundated with mice (and rats) in a plague that has been swarming across the region since mid - 2020.

Horror stories include a member who was bitten on the ankle while sitting at her desk and maggots found on a staffroom table, traced back to a dead mouse found in a staff member's hat.

Some members have deployed diffusers in their classroom while others are burning incense in an attempt to mask the smell, but in some schools staffrooms are now 'no go' areas.

While employers cannot be blamed for the plague, they are still responsible for members' health and safety in the workplace.

Mice and rats can spread disease. Of particular concern is Leptospirosis, a disease contracted from rodent faeces and

urine which can, in extreme circumstances, lead to kidney failure and death.

The virus enters the body via cuts and scrapes that have been exposed to mice urine. Cases that presented to Dubbo Base Hospital have increased tenfold in recent weeks.

Workplace Health and Safety (WHS) legislation requires an employer to take all reasonable steps to eliminate or control threats to members' health and safety. In this case that would translate to increased cleaning and hygiene supplies.

In short, measures implemented to prevent COVID-19 must be continued or reinstated to control the threat to members' health where mice and rats are prevalent.

Contact your organiser for further information or assistance.

Marilyn Jervis Organiser

SURVEY A casual crisis

Amid growing concerns at teacher shortages in regional and remote NSW, the IEUA NSW/ACT Branch is conducting a comprehensive survey of teacher and support staff vacancies in Catholic systemic schools.

An immediate and strong response from member principals and IEU reps indicate the issues are widespread and alarming.

Early survey data shows 24 percent of primary schools have existing vacancies for part time and permanent teaching staff. This rises to 33 percent for secondary schools and a startling 54 percent for K-12 schools.

Casual staff shortages appear to be at crisis levels, with 75 percent of schools reporting they were unable to fill at least one

vacancy in the last 10 days and 15 percent of schools indicating they couldn't fill casual vacancies on five days or more during the previous two weeks.

More than 40 percent of respondents indicated teachers were missing scheduled #RFF (relief from face-to-face teaching) or #PPT (professional planning time) in order to cover absent staff while 25 percent said part time staff were asked to swap their scheduled day off to come in and take classes.

"Members are also losing their industrial entitlements as a result of these shortages" said IEUA NSW/ACT Branch Secretary Mark Northam.

Other measures being asked of teachers include combining classes, non-teaching

executive staff covering classes, and support staff undertaking supervision duties.

"These are stop-gap measures at best" said Northam. "They compromise the teaching and learning environment of the schools and the industrial conditions of the members. We need a better solution, and that starts with paying teachers and support staff what they are worth."

The survey will be rolled out in Metropolitan dioceses in the following weeks.

Patrick Devery Organiser



From page 1

Voice for support staff

It should be noted school operational staff, such as cleaners, maintenance staff and canteen employees, are employed under a different award in the public sector and were not part of the changes made last year. These roles are not within the working party's remit.

In October and November 2021, teachers and support staff in Catholic systemic schools voted on a new enterprise agreement, cementing improved conditions and a pay rise of 2.28% in January 2021.

Unfortunately, despite its inclusion in the union's claim, the parties were not

able to incorporate the public sector outcomes at that time.

However, as part of the settlement, the parties resolved to undertake a comprehensive review of the classification structure and comparative wage rates of Catholic diocesan support staff working in school administrative and learning support roles, compared with their public sector counterparts. Hence, this joint review and assessment process now underway.

The next step

The next phase of the consultation process is in-depth interviews with

members working in the occupational groups being considered by the working party. These interviews, along with the data collected in the survey undertaken in late 2020, will form the basis of statements and other material for the joint working party's consideration.

If you would like to be part of the union's consultation process, let your IEU organiser know, or email Carolyn Moore: carolyn@ieu.asn.au

Carolyn Moore, Industrial Officer

Valuing the teaching profession – Gallop Report

Mark Northam
Secretary



The IEU was invited recently to the launch of the Gallop Report, Valuing the Teaching Profession. It is a significant work that grapples with the increasing complexity of a teacher's role.

The report hinges on the last NSW Industrial Relations Commission work value case (2004) for teachers. The IEU ran a parallel case to the NSW Teachers Federation and achieved 12% to 19.5% salary increases over 18 months.

Since no capacity now exists to run such a case, it is incumbent upon the profession to take action. The dire need to change how teachers are valued both professionally and financially is abundantly clear.

More release time is crucial

The Gallop Report highlights that allowing additional time for teachers to plan lessons, engage in professional development and collaborate with colleagues is essential.

This thinking parallels that of Dr Saul Karnovsky, a lecturer in pedagogy, professional practice and classroom management at Curtin University in Western Australia. "We need to look at the structural conditions that are shaping teachers' work in this country," Dr Karnovsky has said.

He also notes an "ever-growing performance and accountability regime, high-stakes testing, mandatory curriculum content, strict registration requirements and

a growing population of students with a diverse variety of learning needs".

Collegiality in such an environment is severely constrained. Team these constraints with the NSW Curriculum Reform being implemented with undue haste, and the significance of additional release time for teachers becomes plain.

"The dire need to change how teachers are valued both professionally and financially is abundantly clear."

The work of implementing revamped syllabuses commences – of course – when the syllabus arrives in the school. Release time for teams of teachers to undertake planning is critical, as is releasing teachers from other initiatives the school may have adopted.

The new syllabus for K-2 literacy and numeracy commences in 2022. Arrangements for K-2 where there are composite classes will require additional planning time.

Curriculum reform aside, the climate for ensuring teacher workloads are manageable is upon us. School structures must be reviewed and additional time provided.

Austerity is only injurious

The NSW Government's wage suppression policies will not assist the COVID recovery process.

The IEU is also encountering significant downward pressure on wages. Major employers are citing the low-wage environment as the chief reason for denying salary increases. This is a race to the bottom.

The lack of certainty and stability in salaries going forward doesn't assist the community and it certainly doesn't assist the small businesses serving those communities.

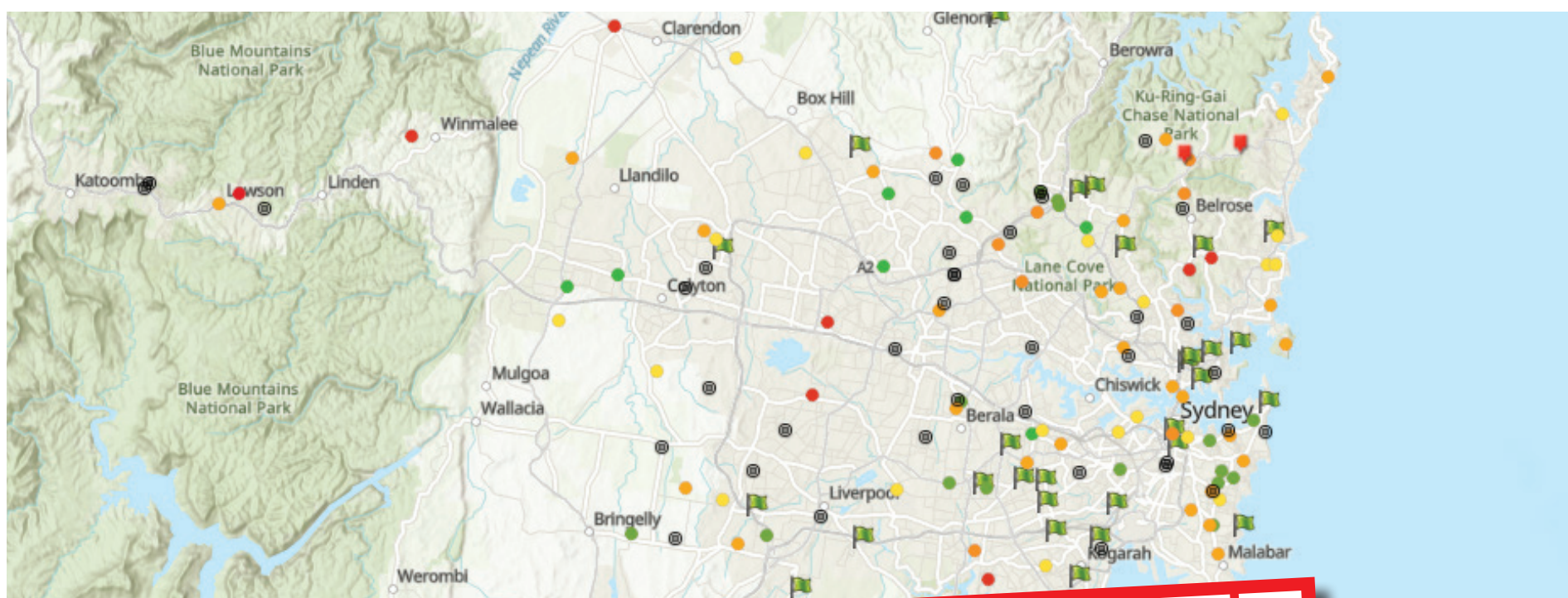
For the NSW government to further restrict public servants' salary outcomes is entirely unreasonable. The non-government education sector is immediately impacted by cuts to NSW public servants.

Wages growth nationwide is running at the lowest rate on record and, as economist Ross Gittins pointed in the Sydney Morning Herald on March 12, "business needs to remember that its sales won't grow strongly if it keeps sitting on its customers' wages".

Put simply, wages growth is the road to recovery.

The union is still agitating for salary increases in independent schools where, for the first time, the Association of Independent Schools has not provided advice to its member schools that a uniform 2.5% increase is warranted. Instead, the AIS has indicated it is incumbent upon individual schools to make a determination.

This austerity approach is counterproductive and will result in uneven outcomes that will not serve the sector well.



AIS bargaining UPDATE

Carol Matthews
Deputy Secretary



IEU representatives have met twice this year with the Association of Independent Schools (AIS) to discuss our claim for new enterprise agreements for over 200 independent schools in NSW and the ACT.

The union is seeking three-year multi-enterprise agreements to provide for pay rises of 2.5% per annum (3% in the ACT) and improved conditions.

However, the AIS have advised very clearly that they do not intend to negotiate pay increases for 2021 and it is up to individual schools to determine the increase for their staff for 2021. They say new multi-enterprise agreements will not be finalised until later in Term 2 or Term 3 this year and will not include retrospective payments back to February or indeed from any date in 2021.

This leaves members in a small group of schools missing out. Members in schools that pay a low increase in 2021 or even

worse no increase, will not get back pay in 2021 and will simply miss out on this pay. The union will of course insist that going forward, the pay rise in 2022 includes a percentage for 2021 as well as 2022, but this will not recoup the missing pay for 2021.

For this reason, Union Organisers are visiting members and non-members in the group of approximately 40 schools where no pay rise has been offered, to explain the problem. Staff in these schools must show their school administrations that they are not happy. A further problem is that if schools refuse to pay an increase in 2021, they will also struggle to meet the negotiated outcomes going forward for 2022 and beyond. This is in a context where Commonwealth funding has been indexed by 3% per annum.

Teacher Claims – Pay Models

The union has sought an increase in the Band 2 rate in Standards model schools – at present this rate of \$99,000 is \$9000 below the top Proficient rate in NSW government and Catholic systemic schools.

The union has also requested the Band 2 scale in Hybrid schools be shortened so you can reach the top rate more quickly.

In both models, we would like the band progression to apply immediately and not be held up to specified times each year.

Excessive workload

In some schools, as well as the overall increased intensity of the work, there are specific issues causing problems. These include excessive extras (exacerbated because of a shortage of casual teachers), increase in face-to-face teaching time, increase in the length of the school year, a lack of release for beginning teachers and their mentors, and a lack of reasonable notice for afterschool and PD commitments. The union is pressing the AIS for measures to address these problems.

Workload has also been identified as a key issue in government schools in the recent Gallop Report commissioned by the NSW Teachers Federation. The Federation is calling for a reduction in face-to-face teaching time in both primary

and secondary schools of two hours per week. Any improvements in teaching time in government and Catholic schools will inevitably create expectations of improvements in independent schools.

Support staff

In addition to the pay rises, the union is seeking improvements in personal/carer's leave and long service leave for support staff. These conditions are well below those applying to teachers and below the level applying to support staff in other school sectors.

Final word

If you have received a pay offer of below 2% or 2.5% for 2021 from your school, do not hesitate to contact your organiser for assistance in achieving a better outcome. Government schools, Catholic systemic schools and Catholic independent schools represented by CER (formerly CCER) have paid increases of 2.28% this year and Christian schools have paid either 2.3% or 2.25%. Many independent schools have paid 2.5%.

“ While inequality persists, true development and economic growth can never flourish.”



International Women's Day

Equity and inclusion – Where to now?

Pam Smith

Assistant Secretary



Each year International Women's Day (IWD) on 8 March provides an opportunity to reflect on the gains in overcoming discrimination against women at work and in the community and to highlight the challenges still ahead in gaining full equity and inclusion. While IWD is a global event, its focus on equity is significant for all facets of life and work for women, men and families.

This year the IEU chose to highlight workplace equity issues on IWD, noting in particular the inequities of recognition and remuneration facing teachers in the early childhood sector and support staff in schools. We especially acknowledge early childhood teacher Amy Martin and support staff member (and IEU Support Staff Vice President) Carolyn Collins for their contribution to IEU IWD events.

An unfortunate part of the context of this year's IWD is concern about recent events in/around the Federal Parliament and reports by young women of sexual harassment and assault by male students in some Sydney schools.

Our union has a deep commitment to fair, safe and inclusive workplaces for staff and for students' learning and wellbeing. In 2020 the IEU conducted two online PD sessions on supporting women working in boys' schools and on boys' education issues. Planning is underway for further IEU engagement in anti-gender violence education in 2021.

The IEU also participated in the research by the Australian Human Rights Commission into sexual harassment at work which resulted in 2020 Respect@Work report and strongly supports calls for the Australian Government to endorse ILO Convention 190 which recognises the right of everyone to a "world of work free from violence and harassment, including gender-based violence and harassment."

Impact of COVID

Also very much part of the context for IWD 2021 is the impact of COVID-19 on women, families and on the economy. There is much evidence of the gendered effects of COVID and that women have experienced disproportionate social and economic consequences from the pandemic. In the words of 50 prominent Australian women in an open letter to the Prime Minister on 11 March, "...while inequality persists, true development and economic growth can never flourish." The open letter calls

in particular for a commitment to enhancing early learning, with a focus on valuing and supporting early education professionals, and the IEU is actively engaged in supporting the Thrive By Five initiative.

International Women's Day also occurred this year following an announcement from the Workplace Gender Equality Agency of a reduction in the national gender pay gap from 14 per cent. Unfortunately, it is still at 13.4 per cent, a difference on average of \$242.20 per week between women and men, which has significant implications for women's earnings and retirement incomes.

The recognition in the enterprise agreements for Catholic systemic principals and teachers of up to 12 months unpaid parental leave as service for salary progression is a welcome contribution to addressing the gender pay gap for many of our members. As already noted, however, pay inequity remains a significant issue for early childhood teachers and for support staff. The IEU highlighted this issue in our IWD events this year.

While the theme of this year's IWD was on 'achieving an equal future', the time is now for us to act collectively to achieve dignity, respect and inclusion at work for women and men and to foster these values in the children and young people we teach.

Let's shift the policy on early education

The following opinion piece by IEUA NSW/ACT Branch Secretary Mark Northam originally appeared in the Newcastle Morning Herald in February 2021.

In the words of the late great Whitney Houston, “Children are our future. Teach them well and let them lead the way.”

Anyone involved in early childhood education understands that the groundwork for a successful citizen, and a successful society, is laid in the foundational years of a person's life, when they are aged 0-5.

There are reams of research attesting to this. One of the seminal works in this field is the UK's Effective Provision of Preschool Education (EPPE) study 1997-2003 which found preschool experience is related to better intellectual and social/behavioural development for children, so long as staff have high qualifications.

The benefits are amplified when children come from disadvantaged or low socioeconomic backgrounds. In a 2020 paper, Harvard University researchers discovered young children who experience poverty, violence or threats of violence, poor nutrition, housing instability and systemic racism are primed for chronic physical and mental health issues as adults. However, if they are exposed to high-quality early childhood education, these problems can be reduced.

As the research indicates it's not just any early childhood education that benefits children, it's high-quality education led by a degree qualified teacher. What's often missed in the debate about early childhood education is the importance of the teacher. There's a lot of emphasis on costs to parents, and rightly so, but the costs of a poor quality education are less understood.

Teachers are teachers

At the Independent Education Union (IEU) we understand that good quality early childhood education depends on good teachers. Good teachers need to be encouraged to work in early childhood education and stay in their jobs.

But the current system means that many teachers prefer to work in schools rather than early childhood centres, mainly because the pay, conditions and status of early childhood teachers lags behind that of their colleagues in schools. This is despite the fact they hold the same level of qualifications. Since 2016, early childhood teachers in NSW have been required to engage in the same professional accreditation as all other teachers.

An early childhood teacher from Albury with more than 20 years' experience, Gabrielle Connell, described this porcess.

“It is often difficult to access NESA accredited professional development in regional settings, and I often need to do online professional development in my own time in order to complete my hours. Our centre cannot easily afford to send teachers to conferences in the cities. In my experience, services often do not pay for professional development.”

Yet the pay gap between school and early childhood teachers can be as big as \$30,000 a year.

This situation is exacerbated by attitudes held by some in society that early childhood teachers are nothing more than ‘babysitters’. A highly feminised group, early childhood teachers have been advocating for children's rights for years, but they are less vociferous when it comes to fighting for their own rights.

For many years, the IEUA NSW/ACT Branch has run the Teachers are Teachers campaign to advocate for early childhood teachers. Following a significant investment of time and resources, the IEU launched a major case before the Fair Work Commission in 2018, the Equal Remunerations Orders (ERO) case, in which it prosecuted the argument that early childhood teachers should be paid the same as school teachers. The IEU is still awaiting the court's decision on its ERO case.

Many voices, one message

In the meantime, the IEU has partnered with a new campaign called Thrive by Five. Its CEO is Jay Weatherill, the former SA Minister for Early Childhood Development and Premier, and Nicola Forrest, the driving force behind one of Australia's largest philanthropic organisations, Minderoo Foundation.

Forrest and Weatherill introduced Thrive by Five to the Canberra Press Club on 17 February to outline their vision: an early learning system that is universally accessible and high quality – a game changer. Thrive by Five aims to bring together disparate voices with one goal – better quality early childhood education.

The IEU urge them to include increased pay and status for early childhood teachers.

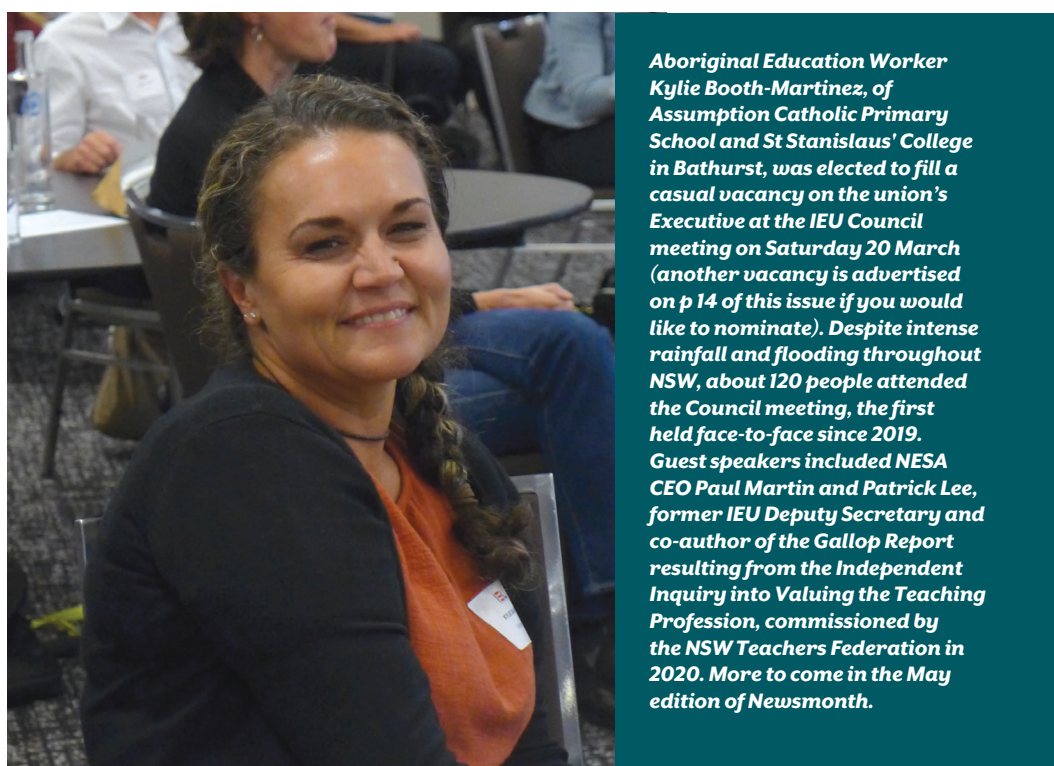
During the COVID lockdown, early childhood teachers were elevated to the status of essential workers. Now is the time to improve their status through better pay and conditions.

It's a ‘no brainer’. Money invested in early childhood education saves tax payers' money in the long term, by reducing ill health, social dysfunction and missed productivity. Let's lead the way and overhaul an outdated and cumbersome system.

Mark Northam Secretary



Clockwise from top left: Former parliamentary staffer Brittany Higgins addresses March4Justice in Canberra on March 15; a protest sign in Canberra; some of the 10,000 protesters at Town Hall in Sydney; IEU Organiser Tina Smith (holding flag) joined a convoy of two busloads from Wollongong to Canberra to March4Justice; a delegation of Labor MPs, including Anthony Albanese, Tanya Plibersek and Sharon Claydon joined the protest; ACTU Secretary Sally McManus and President Michele O'Neil address the protest in Canberra. Protesters called for implementation of all recommendations from the Respect@Work report by Sex Discrimination Commissioner Kate Jenkins, released in early 2020.



Aboriginal Education Worker Kylie Booth-Martinez, of Assumption Catholic Primary School and St Stanislaus' College in Bathurst, was elected to fill a casual vacancy on the union's Executive at the IEU Council meeting on Saturday 20 March (another vacancy is advertised on p 14 of this issue if you would like to nominate). Despite intense rainfall and flooding throughout NSW, about 120 people attended the Council meeting, the first held face-to-face since 2019. Guest speakers included NESA CEO Paul Martin and Patrick Lee, former IEU Deputy Secretary and co-author of the Gallop Report resulting from the Independent Inquiry into Valuing the Teaching Profession, commissioned by the NSW Teachers Federation in 2020. More to come in the May edition of Newsmonth.



By undertaking negotiations as a collective and working hard, a group of preschool teacher/directors on the NSW south coast have won themselves pay parity with public school teachers.

The Far South Coast Collective Teachers Agreement covers Tathra, Bermagui, Pambula, Bega and Cobargo Preschools.

Despite being run by separate management committees, all the preschools have been covered by a single enterprise agreement since 2010. Recent negotiations saw them achieve a 3% salary increase and improved allowance and personal leave provisions over 2020-2022.

IEU Organiser Tina Smith said the south coast cluster provides a model that preschools around NSW could emulate.

"By becoming a collective these individual preschools have given themselves extra bargaining power and achieved an improved enterprise agreement," Tina said.

The south coast cluster was formed in 2011. The group's teacher/directors provide each other with professional and social support as well as industrial strength.

Tathra Preschool Director Jane Courtney said pay parity has been made possible with the support of the IEU and the partnership between the preschools and management committees.

Pambula Preschool Director Lynn Bray said "a huge amount of thanks must go to the founding teachers who put in many years of hard work and advocacy for which many teachers on the far south coast will benefit. Thank you all, and many thanks to the IEU for your support and backing".

"Even though we love teaching and educating children at the start of their educational continuum, it is nice to be acknowledged and financially remunerated for the work we do."

Bermagui Preschool Director Narelle Myers (pictured left with IEU Organiser Tina Smith) said: "as preschool teachers we have an extremely important job. It is widely acknowledged that the preschool years are the most important for learning and yet we get paid less, sometimes as much as 20 percent less, than any other teacher.

"Research shows what happens during the first five years plays a critical role in our success throughout life. A quality

and stable early childhood education needs to be delivered by highly skilled and qualified teachers.

"That should be enough for society to appreciate and pay those in charge of our children's most valuable years what we deserve, yet our most important teachers are also the least paid and most overworked.

"People still often view preschool as just babysitting, yet we work just as hard as public school teachers – usually for a fraction of the pay, fewer benefits and little paid time off.

"We often have more paperwork, reports, lesson plans, staff supervision, meetings and training to jam into our days, all while educating and caring for children.

"We do all of this with warm hearts and smiling faces, no matter how exhausted we are, because we want to provide the best in early childhood education. We often have so much on our plates, we feel like we're neglecting our own families, struggle with paying bills and forget to look after ourselves and own wellbeing, yet we stay for the children and the work we love.

"Our community values the role preschool teachers have. We have collaboratively worked with our fellow teachers, parent representatives and the IEU to negotiate the work agreements that better reflect the nature of our work.

"Even though we love teaching and educating children at the start of their educational continuum, it is nice to be acknowledged and financially remunerated for the work we do."

Jane said: "I remember the very first meeting chaired by Tina Smith and held at Tathra Preschool back in 2009. All the preschool were represented by their management committees and teachers were all present.

"It was unique to have the opportunity to witness how highly our communities value their preschools, early childhood education and their teachers.

"Community based preschools are often the heart of small rural communities and I feel lucky to work at Tathra Preschool and be surrounded by a network of amazing early childhood professionals dedicated to best practice and continuous improvement."

Sue Osborne and Monica Crouch Journalists

Good news from Goodstart

Early childhood members employed at Goodstart contacted the union recently to express their concerns regarding the documentation requirements listed in the Goodstart Procedures for Early Childhood Teachers Maintaining Teacher Accreditation in a NSW Goodstart Early Learning Centre.

The IEU wrote to Lisa Chiovo, State Manager NSW and explained the IEU's position that teachers should not be required to provide additional documentation in order for them to maintain their accreditation at Proficient. NESAs do not require Proficient Teachers to annotate lesson plans, meeting minutes or reflective notes against the Australian Professional Standards for Teachers. As the educational program is documented and kept at services, attestors can view such documentation without requiring additional copies to be uploaded or kept in a portfolio.

The IEU considers that the Professional Development Progress Report available from e-TAMS should be sufficient evidence of engagement in professional learning programs and no further documentation of PD should be required. In addition, the Goodstart performance Excellence Program and participating in the development of the centre's QIP are not required for maintenance of accreditation.

Teachers maintaining their Proficient Teacher accreditation are expected to declare that they continued to meet the APST at Proficient in their practice. Our expectation is that an attestor should be familiar with the teacher's practice and should view relevant existing documentation such as observations and

analysis of children's learning, at the service. We confirmed that our advice to members would be that they do not need to provide additional documentation (uploaded or in a printed portfolio) to maintain their accreditation according to NESAs.

Goodstart confirmed that teachers will not be required to provide additional documentation to maintain their accreditation. As the teacher's line manager (centre director or area manager) has responsibility for attesting that a teacher has maintained their accreditation at Proficient, in most cases an attestor would already be familiar with the teacher's practice. It is only in the event that an attestor is unfamiliar with their work that the teacher would need to explain their evidence.

Contact the IEU if your attestor advises that you need to provide them with additional documentation or compile a portfolio for the purpose of maintaining your accreditation at Proficient.

Help us put pay on the agenda

IEU participated in the ACECQA National Workforce Strategy Co-design Stakeholder Group meetings in 2020. While the union was successful in getting pay on the agenda, we need your help to make it a priority.

The six focus areas were professional recognition, leadership and capability, attraction and retention, mental and physical wellbeing, qualification and career pathways as well as data and evidence.

There was sector-wide consensus in each meeting that pay and conditions in early childhood services need to be comparable with schools in order

to attract and retain early childhood teachers. However, the IEU was dismayed when ACECQA revealed their draft National Strategy to stakeholders in February and the crucial issue of remuneration was missing.

Fortunately, after the IEU and other stakeholders made submissions explaining why the issue of pay was critical to any workforce strategy, ACECQA added improving pay and conditions as one of their potential initiatives.

But the IEU needs your help to ensure pay is at the forefront of the National Workforce Strategy and in the finalised action plan. Complete the ACECQA online survey, open from 3-31 May and/or attend one of the five online consultations, 10-14 May (times to be advised). The IEU will provide confirmation of times and further information as it is released. ACECQA envisages that the final strategy and action plan will be given to education ministers in June.

For further information about the National Workforce Strategy visit: <https://www.acecqa.gov.au/national-workforce-strategy>

New enterprise agreements

A new Integricare enterprise agreement (EA) has been approved by the Fair Work Commission and there are a number of improvements to current conditions. The EA will include annual increases to salaries and allowances of 2%. The Educational Leader allowance has been almost doubled to \$1 per hour. One hour per week will be provided to room leaders to undertake critical reflection and room planning.

Teachers are entitled to two hours of programming time for up to 15 children, four hours for 16 or more children, with

the ability to negotiate an additional hour per week as needed. In addition, teachers will be provided with up to eight hours per year non-contact time to prepare Transition to School statements. Integricare will pay the cost of up to 10 hours of NESAs approved training per year and teachers will accrue up to 10 hours' time in lieu for attendance at training.

The Fair Work Commission approved a new EA for WSUEL centres. Negotiations concluded in 2020 without agreement between the IEU and WSUEL due to low annual increases to salaries and allowances of just 1.5% in addition to the introduction of unpaid meal breaks. Prior to the vote, WSUEL advised the IEU and employees that teachers and educators would have the option to combine their meal and tea breaks so they would effectively only need to work an additional 10 minutes per day.

However, members have now informed the IEU that WSUEL are routinely refusing to allow teachers and educators to combine their breaks. The IEU is disappointed because members indicated that they would have voted against the proposed agreement had they understood that their shifts would be extended by 30 minutes every day.

Paid parental leave was increased from six weeks at minimum wage to 10 weeks at minimum wage. The new EA provides no financial compensation to educational leaders, nor any increase to non-contact time above the minimum two hours per week required to comply with the modern award.

Lisa James Organiser



Present Tense **JobKeeper lifeline comes to an end**

It's no secret that the Federal Government's JobKeeper program has been a lifeline for the private post-secondary college sector, which will remain in crisis until the borders start to re-open. There is great uncertainty as the program comes to an end.

Your union has written to the Federal Government calling on additional support for those colleges heavily dependent on international students. Ideally, we would like to see a continuation of the JobKeeper arrangements for targeted industries, like ELICOS, though frankly any sort of assistance would help.

Industry bodies like English Australia are also lobbying hard for some assistance, and hopefully something can be put in place to see the industry through until students start to arrive in numbers again. Members should be contacting local MPs to push the same message.

International students

Australia's borders slammed shut a year ago and they have remained closed tight ever since, with no easing of these restrictions likely until June at the earliest. However, with vaccines now being rolled out in Australia and around the world, there is growing hope that students may start to return later in the year.

Some governments are pushing for students to arrive earlier than that. The NSW Government has been seeking to have some students exempted from border restrictions, and in March NSW, Treasurer Dominic Perrottet floated the idea of quarantining international students in Hobart. This plan was downplayed by the Tasmanian Government, but it does have some support from the Labor opposition, so it may yet come to fruition.

Meanwhile, New Zealand has sought to steal a march on their trans-Tasman cousins by cautiously re-opening to a small number of international students (around 1000) in April.

While the closed borders have been a significant factor in the comparatively good pandemic outcomes in Australia and New Zealand, we will need to open up again before too long, particularly to international students – if

they don't come here this year, they will likely turn their backs on Australia and study elsewhere.

Agreements update

Despite the doom and gloom, your union continues to conduct business for members, not least enterprise bargaining. The IEU has been bargaining alongside our sister unions the NTEU and the CPSU at WSU the College since early 2020. These negotiations were impacted by the lockdowns, but we have been meeting regularly since the winter, and we should have an agreement nipped out for members to vote on in the next few months.

Meanwhile, at Navitas English, your union has agreed to hold off bargaining this year (the agreements in both NSW and ACT expire in June), and to take part in a working party, which will conduct a root and branch review of the government programs (AMEP, SEE) conducted by Navitas, and how they might be delivered in the future. Members are encouraged to get involved in the working party. In the meantime, Navitas has agreed to flow through a salary increase equivalent to the Wages Price Index after 1 July.

IEU membership

IEU membership in the sector has remained buoyant in the face of the pandemic. Overall membership in the private post-secondary sector has declined by about 15% over the last 12 months, but given the carnage in the industry, it could easily have been much worse.

This just goes to show that IEU members value their union membership, and have found it useful during this difficult time. Encourage your colleagues to join with you in the union for private post-secondary colleges, the IEU – they can join over the phone (8202 8900), via email (membership@ieu.asn.au) or online (www.ieu.asn.au/join-page). There are many broader benefits to IEU membership (www.ieu.asn.au/member-benefits), and union fees are tax deductible.

Kendall Warren Organiser

Casual shortage and workplace fatigue

The chronic shortage of casual or supply staff across all education sectors, amongst both teaching and support staff, may be causing increased workplace fatigue. Certainly, in the independent sector attracting and keeping casual staff is now at an all time low. This chronic shortage is not limited to rural schools but is also affecting significant sections of Sydney's metropolitan area.

Anecdotally, it seems that there are several reasons for the shortage. These include, but are not limited to, retired staff not wanting to work casually after

retirement, incumbent teaching staff not renewing their registration and schools reducing their casual supply during COVID-19 and those staff now having work elsewhere. But a major factor seems to be the reluctance of school leavers to enter teacher or support training (both at tertiary and TAFE levels). The flow on effect of this, of course, is that graduates are not looking for casual work to 'develop their skills'.

Staff in schools need to be on the alert to the ongoing effects of 'covering' colleagues' classes and workloads. While it is admirable to help during a time of

shortage, ongoing additional workload places a strain on us, our students, and our families. Staff should monitor the frequency of 'extras' and speak to their line managers or school administration if it is becoming unmanageable or of the frequency seems excessive.

It is not okay for teachers or support staff to be covering multiple classes, large study groups or multiple sporting teams. Nor is it okay for teachers or support staff to be providing cover outside their discipline. It would be appropriate for the school IEU chapter to meet and discuss these issues but keep in mind that some

individual schools simply cannot find casuals. Dialogue between staff and management is the key.

It is unlikely that this issue will go away any time soon. The union, school systems and staff need to develop flexible, alternative methods of dealing with staff absences and shortages. It is time for all areas of education to start to 'think outside the box', to get creative and work together to solve the problems which lay at the heart of this issue.

Bruce Paine Vice President
Non-systemic schools

NCCD process impacts workload of learning support teachers



The Nationally Consistent Collection of Data (NCCD) process in schools has long been a cause for concern for learning support members.

In late 2020 the IEU conducted a detailed action research survey to establish the extent of the work intensification impact resulting from the NCCD process.

The survey, developed after extensive discussion with a working group of learning support members and an external consultant, attracted strong engagement from members and the data couldn't be clearer.

Findings from the survey indicated that the NCCD process has a significant impact on workloads for learning support teachers, with nearly half of all respondents reporting they receive no additional release time and are undertaking five or more after school hours per week to complete the process.

It appears the bulk of the NCCD workload across the non-government sector is being carried by a part-time workforce, and in the majority of cases this responsibility

usually falls to a single person within the school.

Of significant concern was the revelation that the extensive administrative requirements and staffing limitations divert time and resources from the core work of the learning support staff and that professional development aimed at facilitating the NCCD process is taking priority over professional development specific to supporting students with special needs.

Data duplication

Work intensification practices identified in the NCCD process included the duplication of data across multiple platforms and significant issues with uploading data onto the platform, especially during peak periods.

The IEU is now looking at making recommendations to employer and other relevant state and federal bodies.

High on this list of demands will be workforce planning to staff the NCCD process at the school level, while also allowing the core role of learning support to

take place. Other recommendations centre on providing appropriate release time, clarifying and streamlining the evidentiary requirements, and avoiding the layering effect of duplicating data.

Learning support staff are to be congratulated for their strong engagement with this campaign to improve their working conditions and the learning environment for the students in their care.

As good union members know, the working conditions of teachers are the learning conditions for students.

Pictured above: Working Group members, from left: IEU Professional Officer Patrick Devery; Michiko de Solom, St Columba's Leichhardt; David Parnell, Waverley College; IEU Education Coordinator Veronica Yewdall

Veronica Yewdall Organiser

Beginning teachers – knowing the ‘must, should and could’

When I was doing my fourth-year teaching practicum, my master teacher shared gems of wisdom about how to be a teacher, content mastery, assessments and ‘never smile during Term 1’.

One gem he shared when I was feeling overwhelmed with a lesson was to go in focussed on content students must, should and could know. In your first days in the classroom, what, as a teacher, must you know, should you know and could you know?

The musts

You must know all your rights at work and that they must be upheld by your employer. You must know that you are being paid at the right classification based on your qualifications and any previous teaching experience, including overseas. You must also be on the right full or part-time teaching load and being given your daily break entitlements.

You must also know that in your first year of employment, you are on a six month-probation period, whereby the employer can terminate your employment and you have no recourse to unfair dismissal. Knowing your school's policies is a must so you are not in breach of any codes of conduct and work in line with your contractual obligations.

The shoulds

You should know who your supervisor is to assist with your accreditation to become Proficient, and if your

enterprise agreement has any provisions for additional accreditation support, such as time release and professional development.

You should know your leave entitlements including personal, parental and domestic violence leave, notice periods and evidentiary requirements. Non-government schools are all different, so what you may have in one, doesn't mean you will have in another, such as study leave.

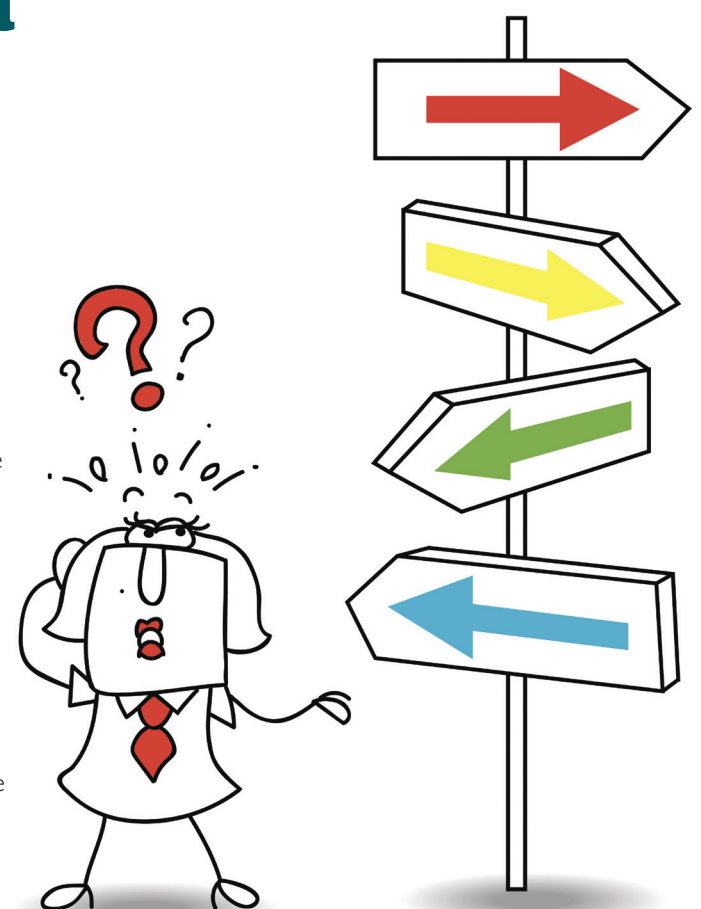
The coulds

You could look into your enterprise agreement, the *Fair Work Act*, workplace health and safety and workers compensation legislation, contract law and the multitude of other regulations and codes that govern your employment. But when could you have time for these? Thinking back to my master teacher, he was right, you don't have to have all the answers, but it is good to know where to get them from.

So, join your union, chat to your IEU rep and know you can lean on them for confidential advice. Go to the IEU chapter meeting, introduce yourself to your union organiser when they visit, familiarise yourself with the union's website, join IEU Facebook groups, access professional development courses and keep the union's number handy.

Enjoy your career, class and students, keep safe and ask for help. These are musts.

Lubna Haddad Organiser



Continued from page 1

LINE IN THE SAND

best to remind young people that everything will be OK.”

Teachers’ goals, she said, “are to keep young people alive, keep them safe, and keep them educated – in that order”. Support staff too are on the frontlines, triaging the troubled and traumatised.

Northam agrees. “Schools have been grappling with this issue, much of which happens beyond the school gates, for decades,” he said. “It’s time to explore a new approach. It will require greater resources and staffing, particularly school counsellors and allied health professionals, including psychologists.”

Seeking solutions

The Federal Government has said it will launch a new curriculum on respectful relationships, consent, power and abuse. Yet in NSW, a new Personal Development, Health and Physical Education (PDHPE) curriculum for Kindergarten to Year 10 was introduced as recently as 2018, with reinforced content covering respectful relationships and consent. Northam notes it will take a while for its impact to be felt as students progress through high school.

Northam supports a roundtable with stakeholders from Catholic schools, independent schools and the government sector putting their heads together to generate fresh strategies. “We need a manageable way forward, without all the burden falling on teachers,” he said.

Northam said schools may need to trial a new mechanism, such as a school council, to give students, particularly girls, a stronger voice. Such a mechanism may also serve to give teachers and principals a deeper understanding of students’ attitudes and activities. The Child Safe Standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse offer strong guidance.

Scott emphasises that driving this attitudinal shift is not the responsibility of teachers alone. Appearing on the ABC’s Q&A on 18 March, Scott came armed with solutions.

“I want the Australian Human Rights Commission to come in and look at adolescents across the board,” she said. “I want them to come up with specific recommendations that we should implement – the responsibility is on adults in our society to step up and make the changes we need.”

Young people learn by example, she wrote in the *SMH*. As long as abuse and assault are rife in not just countless Australian homes but also allegedly in the highest levels of government – yet very few people are held to account – that is the point.

Boys need to listen and learn

The IEU believes that freedom from gendered violence, in all schools and workplaces, is a human right.

But it’s time to shift the focus off girls and women: it’s time for

men and boys to listen learn and, most importantly, change. A crisis meeting of more than 100 principals from Sydney independent schools held in early March agreed it was time to draw a line in the sand.

One person committed to drawing that line in the sand is former Sydney Swans AFL player Brandon Jack, 26, who attended Oakhill College in Castle Hill and now has a degree in sociology from the University of NSW. Jack gives talks to students about the issues at the very heart of this crisis: masculinity, equality, respect, sex and consent.

In his talk, which he tailors to different age groups, Jack focuses on boys, asking them to rethink definitions of masculinity. He connects with them by sharing stories about himself, particularly from his high school years.

Jack ticks many of the ‘typically male’ boxes: he played professional football; he has plenty of mates; he goes out to bars. “But I also write poetry and I cry in movies – things that guys might hear as ‘sissy stuff’ or ‘feminine stuff’ – but I do these things, so does that mean the definition is wrong or I’m wrong? Or does it mean we don’t have to be a certain kind of male?”

He introduces boys to the notion of “affirmative consent”. “It’s about being able to continually ask another person ‘Is this OK?’ – and if there’s any doubt, then it’s a ‘no’,” he says. Jack also counsels against the use of smartphones and social media to harass girls, as well as the distorting effects of pornography.

Jack has been observing the news cycle around sexual assault for some years now. He has observed that it tends to flare up every six months or so, but recent events have resulted in a sustained period of gendered violence leading the news. While he finds this distressing, he also sees opportunity for change.

“This is one thing we can’t just let be part of the news cycle,” he said. “It has to be part of an education framework moving forward, so that it doesn’t get pushed aside.”

This framework, Jack says, could involve “setting aside an assembly on a certain day to introduce the problem, or start a conversation and keep that conversation going”.

The courageous girls and women who contributed to Contos’s petition have started the conversation. It’s now up to all of us – parents, politicians, teachers, unionists and the broader community – to keep it going.

References

Read the petition: teachusconsent.com/

Contact Brandon Jack: brandonlukejack1994@gmail.com

Scott, B, Principal of Wenona School, “Schools can’t end the scourge of sexual assault, adults behaving like adults can”, *SMH*, 24 February 2021, bit.ly/2OHk0L6

ABC TV, Q&A, Thursday 18 March

“Teachers’ goals are to keep young people alive, keep them safe, and keep them educated – in that order.”

– Wenona Principal Briony Scott

Six reasons the IEU joined March4Justice

1

Because women comprise 76% of the IEU’s membership in NSW and the ACT and we stand with our members.

2

Because we support safety, respect, justice, dignity and fairness for all women, everywhere, at all times.

3

Because women’s rights are human rights, and it’s time the Federal Government implemented recommendations from the Australian Human Rights Commission’s Respect@Work: Sexual Harassment National Inquiry Report (2020).

4

Because it’s time for the Federal Government to ratify International Labour Organization Convention 190 which recognises the right of everyone to a world of work free from violence and harassment, including gender-based violence and harassment.

5

Because we support strengthening the powers of the Fair Work Commission in relation to gender equality and the establishment of an expert Gender Equality panel within Fair Work.

6

Because we support strengthening the Sex Discrimination Act 1984 (SDA) by empowering and resourcing the Sex Discrimination Commissioner to conduct inquiries, on its own motion, into particular sectors, industries or workplaces.

Union condemns rushed curriculum reform

The IEU has cautioned the NSW Government not to rush new curriculums into schools, saying it risks delivering poor quality syllabuses, under-prepared teachers and short-changed students.

The NSW Government made the decision to streamline and reduce ambiguity in the state’s syllabuses following a two-year review into the NSW curriculum conducted by Professor Geoff Masters, concluding last June. Professor Masters suggested the changes be made over a 10-year timeframe.

The timeline for implementation of the new syllabus as proposed by Professor Masters has been severely compressed. The government has decided to conduct the entire transition over just four years, with some syllabuses – kindergarten to Year 2 English and Maths – to be rolled out into classrooms as soon as next year.

The IEU has called for the teaching profession to be given more time to adjust to the significant changes that are to come – described as the biggest curriculum overhaul since 1990.

“The profession requires time to familiarise and plan to ensure the reforms can be implemented in a coherent manner,” Northam said.

“It’s an intensive process to execute such a significant exercise. A teacher can’t just be handed a new syllabus

and be told to take it straight into the classroom to teach.

“It’s not fair on the teachers or the students,” said Northam.

Any syllabus changes, however minor, constitute a tremendous increase of workload. Teachers need to be given the time and opportunity to get acquainted with the syllabus content and use their professional judgment to lay out a term or years’ worth of learning.

Time to develop

While some professional development will undoubtedly be necessary, the focus should be on identifying changes to the existing syllabuses and allowing teachers the time to develop professional teaching programs. Wherever possible, teachers should be released at the school level to work in teams to create the programs, assessments and scope and sequence documents that form the necessary compliance documentation.

Schools and teachers will need time to familiarise themselves with the new syllabuses with a trial year before they are mandated. This has been the usual practice in the past when new curriculum documents were introduced.

Over-extending teachers by maintaining current initiatives during the phase-in of new syllabus documents

is likely to seriously threaten the success of the implementation of these new syllabuses.

NESA Chief Executive Paul Martin has defended the expedited plan, telling the Sydney Morning Herald’s Schools Summit: “The education ship takes a long time to turn.”

Mr Martin said English and Mathematics would not be changed, while less relevant material would be removed so teachers could focus on key content. “We can get the syllabuses out there, and we believe teachers can implement them, because hopefully what we’re doing is making their life easier not harder,” he said.

Northam is one of a number who are not convinced. “Yes, the decluttering is a positive and will provide more time for deeper learning, but the process of decluttering is complex and shouldn’t be rushed.

The union is generally supportive of the review’s findings of the review and welcome reform to the complex and overburdened syllabus documents.

“What the union and our members are saying is, let’s expand the timeframe back towards its original recommendation, and allow ourselves to turn the corner safely,” said Northam.

Angus Hoy Journalist

“Belonging to a union gives women an opportunity to have a voice and promote their rights in work and in society at large.”

CELEBRATING WOMEN IN UNIONS

Today, the typical union member is female and professional. According to the Australian Bureau of Statistics, 55 percent of trade unionists are women and 21 percent of all union members are professionals.

Teachers make up a significant proportion of the union movement (21 percent), and within the IEU, 76 percent of members are women. Belonging to a union gives women an opportunity to have a voice and promote their rights in work and in society at large.

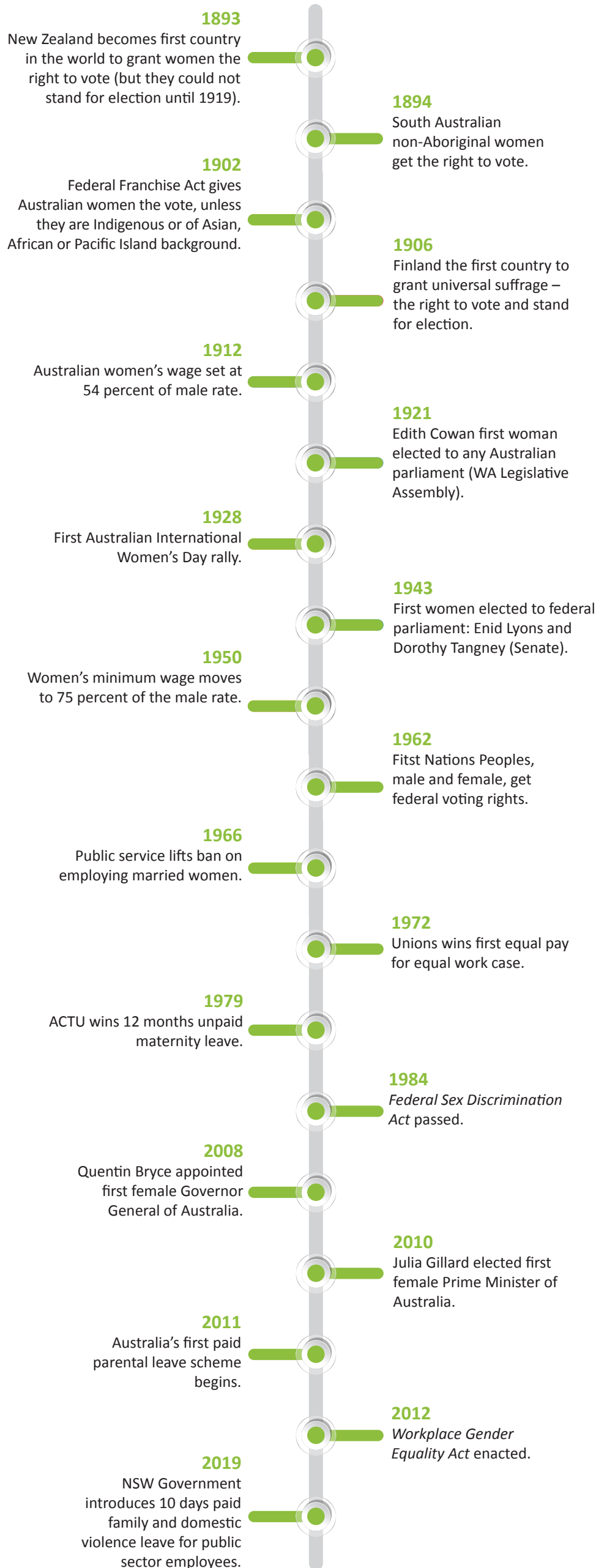
Without union advocacy, women would not have achieved equal pay, paid maternity leave and other workplace rights and conditions. It is crucial that women maintain these hard-won gains, and improve their conditions going forward, by joining their union.

Only through the work of active women union members can we safeguard the future for young women entering the workforce.



Independent Education Union of Australia NSW/ACT Branch

History of the women's movement



Stand strong, act collectively

When I first started teaching in 1977, there was no parental or carer's leave, no superannuation and no flexibility for balancing work and family. Many women were forced to resign when they had a baby.

Since the 1970s, anti-discrimination legislation protects the rights of women and carers and addressing discrimination on the grounds of marital status, age and disability. The IEU continues its campaign to remove some remaining exemptions to this anti discriminator law in the non-government education sector.

Historical undervaluing of women's work still affects school support staff and early childhood teachers, and the IEU is campaigning on their behalf.

The gender pay gap (13 percent in 2021) also contributes to a major gap in retirement incomes for women: on average, women retire with about half the superannuation balances of men.

For many IEU members, negotiating flexible work arrangements is still too difficult. The union is committed to enhancing secure and flexible options to meet the realities of modern family life.

The IEU encourages women members to engage with the union's NSW/ACT Women and Equity Committee, the IEUA Building Our Leadership Development (BOLD) network and the Women's Conference.

Pam Smith
IEU Women's Convenor and Assistant Secretary



“ Knowledge is power and being active in your union gives you that power – the power of knowing your rights and where you stand. I encourage all members to get involved, whether it's attending chapter meetings, volunteering to be a rep or even joining Council, Executive or attending sub branch meetings if the opportunity arises. ”

Amy Mead
IEUA NSW/ACT Branch General Executive Member

“ Across the decades, working women have gained improved entitlements to parental and carer's leave, flexible work arrangements and improved work-life balance. Julia Gillard's election as Australia's first female Prime Minister in 2010, her memorable Misogyny Speech in 2012, and the ACTU election of Sally McManus as its first female Secretary in 2017 resonate strongly with me. These dedicated women have paved the way for their sisters – they bring great hope for women in both the union movement and the entire nation. They make me immensely proud to be part of the union movement. ”

Valerie Jones
Co-Convenor, IEUA NSW/ACT Branch
Women's Equity Committee and IEU Organiser

“ Unions give workers, especially women, the benefits of better working conditions through collective bargaining, improved pay and personal protection in the workplace. The IEU has set up a working party to establish equivalency between support staff in Catholic systemic schools and their counterparts in NSW government schools. This is one of the many ways the collective paves the way for gains in women's working lives. ”

Carolyn Collins
St Michael's, Primary School Nowra
IEUA NSW/ACT Branch Vice President, Support Staff

“ As a union woman, I praise our sorority for the professionals we are in Catholic schools. We are intelligent, articulate and authentic women. We fight for equality and justice and gain it through union solidarity. The magnitude of our impact in schools is measurable by the students who leave our tutelage, stronger for being taught by a union woman. ”

Tina Ruello
Catherine McAuley, Westmead
IEUA NSW/ACT Branch Vice President

“ The IEU gives me a place to feel strong in being both a woman and an Indigenous person. I feel heard, and that what I have to say is important. Some workplaces aren't always kind to their support staff and I am happy to be a part of the IEU to have the opportunity to change things for the better. ”

Kylie Booth-Martinez
Assumption Catholic Primary School and St Stanislaus' College Bathurst,
Aboriginal Education Worker and IEUA NSW/ACT Branch General Executive Member

Don't neglect your super

More than 80 percent of women are currently retiring with insufficient superannuation savings to fund a comfortable lifestyle.
A woman's working life is often interrupted by maternity leave and time off to raise their family – not to mention, it is often women who also take time off to care for elderly parents. Women are also more likely to be in part time or low paid employment.

- The facts are:
- average super balances at retirement: women \$213,140, men \$292,000
 - one in four women are retiring with no super at all
 - including super in paid parental leave could add thousands of dollars to a woman's final retirement balance, and
 - over 300,000 Australians miss out on super due to the \$450 a month super guarantee threshold most of them women.

- What you can do to maximise your super:
- Don't treat super as something you only need to think about when you retire – by then it could be too late. The earlier you start taking control of your super, the more likely you'll be better placed at retirement.
 - If you have more than one super account, look at consolidating them into one low-fee member-focused super fund.
 - Make your own super contributions while you're working.

Getting a handle on your super is well worth it, for your future financial wellbeing, and for peace of mind. It's important to make small changes to sort out your super, to give you a big shot of confidence and get you a few steps closer to an important financial goal.

Christine Wilkinson
IEUA NSW/ACT Branch President

Women in IEU History

- 1962** Female teachers at private girls' school contact the Australian Masters Association for advice on forming a parallel Assistant Mistresses Association.
- 1966** Constitution of AMA changed to admit teachers from girls' schools. Assistant Masters and Mistresses Association (AMMA) formed.
- 1970** First girls' school awards 70% of scale rate plus a 7.5% increase over four years.
- 1972** AMMA becomes ITA.
- 1974** Equal pay and parity with departmental teachers' salaries.
- 1979** ITA elects first woman president, Early Childhood Teacher Patricia Calabro.
- 1980** Mary Cameron becomes the ITA's first female industrial officer. ITA Women's Committee formed.
- 1984** ITA adopts 12 weeks paid maternity leave policy.
- 1986** First ITA Women's Conference held, with casual relief paid by the ITA.
- 1991** Support staff Vice President position created on IEU Executive check date.
- 1993** Affirmative Action (Equal Employment) Opportunity for Women Act extended to non-government employers with 100 or more paid employees.
- 1994** ITA becomes IEU. Six weeks paid maternity leave agreed to by NSW Catholic dioceses. IEU sexual harassment policy adopted.
- 1996** Campaign begins to remove exemptions for private education authorities from the NSW Anti-Discrimination Act.
- 1997** Sexual harassment included in Anti-Discrimination Act after IEU representation.
- 1998** Awards covering teachers in non-government schools varied to include family leave.
- 1999** IEUA submission to Human Rights Commission on pregnancy discrimination.
- 2000** Paid maternity leave rises from six to nine weeks in NSW Catholic schools.
- 2003** IEU wins Work/Life balance award for its job share policy and efforts to encourage employers to develop flexible family workplaces.
- 2004** Maternity leave becomes nine weeks paid leave rather than an allowance. Paternity leave – up to 10 days paid leave for four-week period around the birth.
- 2005** NSW independent school teachers and support staff receive 12 weeks maternity allowance.
- 2006** Paid maternity leave increases from nine to 14 weeks.
- 2020** New Catholic systemic enterprise agreements introduce 10 days of paid family and domestic violence leave.



Delegation speaks from the heart

The IEU sent a delegation of First Nations members to Canberra in mid-March for “Speak from the Heart”, a three-day gathering of union members to progress the reforms of the Uluru Statement. Pictured from left are IEU Organiser Jackie Groom, members Vinnie Cooper of St Joseph’s High School, Aberdeen; Kylie Booth-Martinez of the Assumption School, Bathurst; Luke Wighton of Sacred Heart Primary School, Koorringal and IEU Organiser Lyn Caton. The delegation met with author and activist Thomas Mayor, WA Senator Patrick Dodson, Labor MPs Tanya Plibersek and Bill Shorten, as well as guest speaker – lawyer, academic and activist Noel Pearson. Read more about this landmark event in the May edition of *Newsmonth*.



Union Pride

In 2021 the IEUA NSW/ACT Branch became an affiliated member of Union Pride, the Unions NSW diversity committee.

“Unions have a fundamental role to play ensuring dignity and respect in the workplace” said the Secretary of Unions NSW, Mark Morey.

One of our first acts was to respond to the extreme legislation One Nation is attempting to ram through parliament attacking the rights of children and the professionalism of teachers.

We also had IEU representatives on the Union Pride float at the recent Mardi Gras championing the theme Workers Rise.

Patrick Devery Organiser



New organisers putting fairness first

Meet your new IEU organisers Charles Wheeler and David Whitcombe and industrial officer George Maniatis. All have one thing in common – a desire to see fairness at the forefront in the workplace.

George will represent members requiring legal advice and representation. He is not new to the IEU, serving as an industrial officer with the union in 2007-9 before leaving for a stint with the Fire Brigade Employees Union. Last year he worked at the Registered Organisations Commission, but he missed the union movement and jumped at the chance to return to the IEU.

“Working for the union movement aligns with my values. My father was a member of the Metalworkers Union and when I was at school he’d be on strike, and he told me it was the only way to get better wages and conditions,” George said.

“I believe unions are the only avenue to dignity in the workplace, and that’s what drives me to be part of the movement.”

While his work revolves around the technicalities of awards and agreements, the power of the union doesn’t come from those instruments, he said.

“The boss isn’t scared of me or an organiser or even the union office, the boss is scared when there are a lot of members in a school. Then they take notice.

“The Liberals and the media have been portraying us as the bad guys for years, but people need to understand where their power comes from. If you want to stand up for yourself, and have some say in your work, you need to join the union.”

David has been a high school teacher for 30 years in a range of independent and public schools. Most recently he worked at Emanuel School in Randwick for 17 years as a senior teacher in Legal Studies and Geography while raising a young family. He also took students on outreach trips to the Northern Territory, East Timor and Kenya to broaden their world view and teach them about development and human rights issues.

“I believe unions are the only avenue to dignity in the workplace, and that’s what drives me to be part of the movement.”

During his 14 years as IEU Rep, he represented preschool, primary and high school staff in a wide range of matters. David has extensive experience in fighting for fairness, having previously worked as a volunteer human rights officer in Namibia for several years, which he describes as an “incredible experience in speaking out for vulnerable people”.

David will be working for members in the Met-East and South Coast Branches.

Charles was an effective IEU rep at Green Point Christian College, on the Central Coast, where he was head of languages and Japanese teacher for 14 years.

“I got to see first-hand what collaboration and strength in numbers could achieve. We were listened to,” Charles said.

Green Point has a high density of union membership compared to other Christian schools, which Charles puts down to grassroots organising.

He’s a keen organic gardener, and the college won an IEU Environment Grant several years ago to build a green classroom. That event proved to be good publicity for the union.

“One person tells their friend what a good job the union has done for them, and membership spreads.”

Attending an IEU Activist Conference in 2016 was the final piece in the puzzle, inspiring Charles to “put my money where my mouth is” and commit fully to the union movement.

He wants to work to boost union membership levels in all schools, especially those not associated with strong unionism. Charles will represent members in the South East and Central Coast IEU Branches.

Sue Osborne Journalist

Letters to the EDITOR

End the HSC exam

Last year was remarkable in a number of ways – no more pointed than in education.

But one of things that was made crystal clear was that there was no way to make the HSC fair over the entire state, due to the following inequities:

- Schools that had easy and complete access to online learning compared to those who had a majority of students who did not have their own devices.
- Students with their own rooms and access to wifi compared to those in apartments where two three or four people were trying to access wifi.
- Schools that could bring students in for practice exams in the second and third school holidays compared to those that did not have the money or facilities to give students that practice under exam conditions.
- Students who had a harder time dealing with the vagaries of the situation – look at the statistics for adults and the pressure felt by many families even without an exam to work towards.
- Families whose members were isolated and thus family bonds that would serve as an anchor were instead a source of angst and uncertainty.

Some of these points were unique to this year but others aren't.

Increasingly we need to look at how fair or unfair is this exam which takes so much 'air' in school planning.

Do we really want or accept the league tables and constant publicity which puts 17 and 18 year olds (as well as their families) under a spotlight they did not ask for?

Do we really think that any exam 'block' can be fair when some students will have three or four exams in a week and others one or two spaced out – who knows which is better?

Do we really think that a block that goes over three to three and a half

weeks is equally fair by gender?

Do we really think there is a fair way to judge Visual Arts versus Physics, in terms of academic prowess needed for future employment? Does an engineer need the science or the ability to visualise potential buildings or both equally?

Do we really trust numbers and more importantly the hidden system that produces them that much that we distinguish 'achievement' down to the decimal points?

Do we trust a system where 90 percent of those who deliver curriculum – maybe more, have little or no idea how numerical 'grades' are turned into a godlike ATAR number? Can you explain it? Ask any student who receives 75 in every course and yet has an ATAR nowhere near 75.

There are so many wonderful potential ways to assess ability rather than a one off exam – we are letting down our students with an exam system that is inherently unfair no matter what year in the 21st century.

If it were a sport where the same team 'won' for over 25 years, would we accept it as we do the HSC standings published every year? Wouldn't this fact alone tell us the system is hardly fair nor equitable!

It is time to change – now so more students do not suffer – not just as they did in 2020 but this year and beyond – with all that is possible it is time to look to a new potential, not back at what has always been. Surely our students deserve far more – and if we do not change then we are complicit in every aspect of the pressure and stress it creates...now is the time.

End the HSC Exam!

Larry Grumley IEU member, teacher and parent

Professing to be wise, they become fools

Two recent controversies involving the Federal Government clearly show the hypocrisy of their treatment of workers and teachers by comparison to the manner in which they treat themselves and big business.

Arbitration: the apparent preserve of the rich and powerful

The Federal Government recently caused Facebook to impose a ban on news sharing. Why? Because it had insisted on doing the bidding of large media companies by legislating to require Facebook to strike a bargain with media companies over payment. But the critical piece of the picture was that our Federal Government was going to legislate the compulsory arbitration of unresolved bargaining, bearing in mind that these are commercial disputes between large, wealthy and powerful players.

Contrast that with the situation in industrial relations where workers have to bargain with employers. Employees are at a significant disadvantage to large, wealthy and powerful employers, yet there is no capacity for the compulsory arbitration of bargaining disputes let alone disputes arising under those agreements that actually do get made.

To avail themselves of the right of compulsory arbitration, workers must first bargain to obtain the right, and of course you can't compel anyone to resolve deadlocks about that issue. Certainly not this Federal Government ... unless you're a large media corporation wanting to be paid by Facebook.

Last year the Attorney-General concluded a process of 'consultation' regarding a range of proposed industrial relations reforms, many of which are now contained in a Bill that has been introduced to the Parliament. The compulsory arbitration of bargaining disputes or disputes about the basic entitlements of workers is not only absent from that Bill, it continues to be actively resisted by this same government that insisted upon it in support of the poor media barons.

The presumption of innocence and the protection of careers

More recently the Federal Attorney General refused to relinquish his position in the wake of historical allegations of sexual assault, for what he asserted was the protection of all citizens. He said he

would not step down because "then any person in Australia can lose their career, their job, their life's work based on nothing more than an accusation that appears in print".

Which is precisely what happens to workers in schools when false allegations are made and they are sacked or stood down without pay while court proceedings grind their way to an eventual conclusion.

If a teacher is charged with a certain type of offence they can have their Working with Children Check clearance (WWCC) immediately cancelled. Even where charges are dismissed or court proceedings result in no conviction, members have been the subject of excruciating screening processes and years later find themselves still unable to obtain work, even where they manage to obtain a WWCC and weave their way back through with NESA accreditation.

Sometimes it's because they're forced to disclose the fact of a prior allegation (albeit unsubstantiated and unproven). Sometimes it's because of a former employer's protected capacity to communicate unproven concerns to a prospective employer, all under the protection of it being done allegedly "in good faith".

In the worst cases a worker is dismissed by an employer that makes a finding of "sexual misconduct". Such a finding cannot be appealed unless the Office of the Children's Guardian (OCG) refuses to grant the worker a WWCC and even then the worker is simply appealing the decision about the refusal.

This union has seen employers make findings of 'sexual misconduct' which the OCG does not accept as requiring the cancellation of a WWCC. Yet the workers must then honestly answer questions about whether they have ever been the subject of a sexual misconduct finding; you can imagine what happens to their job application from that point.

So, the Federal Attorney General's impassioned appeal undoubtedly draws equal measures of empathy, anger and frustration from those teachers who have lost "their career, their job careers, their life's work based on nothing more than an accusation" by reason of the imperfect systems established by his state based counterparts.

Iain Bailey Industrial Officer

Teachers under pressure

Chris Wilkinson

President



As Term 1 draws to a close, it is just incredible how busy everyone is. The day-to-day workload is ever increasing as we struggle to keep up with the fast pace of teaching.

It is however a relief that life is slowly returning back to normal and COVID-19 restrictions continue to be lifted.

In a recent article Saul Karnovsky from Curtin University wrote, "Teacher's professional lives can be highly demanding, pressured, stressful and at times, emotionally exhausting. Many teachers are facing a range of emotional challenges including working with difficult students and communities, managing increasing administrative demands, meetings, programming and duties. One Australian study found increasing numbers of teachers suffer from persistent

anxiety and depression. Up to 50 percent burn out or simply leave in the first five years of their career. All of these issues can contribute to mental health issues. Early studies are also showing the COVID-19 lockdowns of 2020 are further exacerbating the stresses facing Australian teachers".

IWD

Last week we celebrated International Women's Day (IWD), however, I ask myself what we really have to celebrate and just how far have we come in the past 12 months?

We have been inundated with news stories about the treatment of young women in the highest office of our nation, Parliament House.

We are constantly faced with sexual abuse and domestic violence towards women by our elite sportsmen who claim to have drug and alcohol problems. Are they the role models that we want our young students to look up to?

We as educators must empower our young female students that enough is enough, and it is time to stand up and say no to comments, bad behaviour and violence from young men.

Rallies and marches held around the country brought attention to those in power to bring a stop to this behaviour and bring about change in the workplace.

Face-to-face Council

Our first face-to-face Council was held this month and it was great to see everyone again. Sub branch meetings are also going live, so I encourage you to invite colleagues and members to attend a meeting next term.

I certainly hope that you all enjoy the end of term break and that you travel within Australia and enjoy the wonders it has to offer. Safe travels and a very happy Easter to you all.

Independent Education Union of Australia New South Wales/Australian Capital Territory Branch ELECTION NOTICE - E2020/148

Casual Vacancy Election

Fair Work (Registered Organisations) Act 2009

Nominations are called for:

General Executive Member (1)

Nominations, which must be in writing and comply with the registered rules of the Organisation, may be made at any time from 29/03/2021. The nomination form must then be lodged in accordance with the Organisation's rules (see below). Additional forms are available from the Returning Officer.

Prospective candidates and nominators should verify their financial status and any other qualifications required by the Organisation's rules prior to lodging nominations.

Nominations must reach the Returning Officer via the lodgement method(s) stipulated below **not later than 4:00pm** Australian Eastern Standard Time (AEST) **on 20/04/2021**.

How to lodge nominations, nominations must be lodged via the following method(s):

By Email: A properly completed nomination form including all necessary signatures and attachments may be scanned and submitted as a pdf file to IEBnominations@aec.gov.au

PLEASE NOTE:

1. Emails to the AEC inbox that appear to be spam may be blocked. It is the responsibility of senders to ensure that their email reaches the AEC before the deadline for nominations.
2. In order to be able to be received by the AEC, emails (including attachments) should be no greater than 6 MB in size.
3. You may call 02 9375 6331 to enquire about the status of your nomination.

Withdrawing Nominations

Nominations cannot be withdrawn after 4:00pm Australian Eastern Standard Time (AEST) **on 20/04/2021**.

Candidate Statements

Candidates may include with their nomination form (so that it is received no later than the close of nominations) a statement not exceeding 200 words containing only the candidate's personal history and/or policy statement and a passport-sized photograph of the candidate. In addition to submitting a statement with the nomination form via one of the acceptable lodgement methods below, it would be appreciated if candidates can also email a copy of their statement in word document (.doc) and photograph (passport size as jpeg files) to IEBnominations@aec.gov.au.

Voting Period

The ballot, if required, will open on 18/05/2021 and close at 12:00 noon Australian Eastern Standard Time (AEST) on 15/06/2021.

Scrutineers

Candidates may appoint a financial member of the Union to act as a Scrutineer by notification in writing to the Branch Returning Officer. A form is available from the Returning Officer for the purposes of appointing Scrutineers.

Other Information

Changed Address? Advise the Organisation now.

Please Note: A copy of the AEC's election report can be obtained from the Organisation or from the Returning Officer after the completion of the election.

Ishtiaq Ahmed
Returning Officer
Telephone: 02 9375 6331
Email: IEBevents@aec.gov.au
29/03/2021



MEMBERSHIP news

We are nearing the end of Term 1 2021 and the year is flying by. We hope you are keeping well.

A warm welcome to the 560 new members who joined us as of 10 March 2021, and a big thank you to more than 28,000 who have renewed. Your membership is vitally important to us so we can continue to support you, so stay connected via our website www.ieu.asn.au

We know 2021 has been busy but to ensure we have up-to-date contact information and we have you attached to the right chapter please email membership@ieu.asn.au if your details have changed in 2021.

We have emailed you details on how to access your 2021 digital membership card. In order to reduce our carbon footprint we are using a 'green' membership card in 2021. If you are having any issues downloading it, email membership@ieu.asn.au for assistance.

Don't forget the wide range of discounts available via our partnership with Union Shopper. Visit their website <https://www.unionshopper.com.au/sign-up/> and create a free account and enjoy the benefits.

Thank you to all those chapter representatives who have returned their 2021 membership update. We really do appreciate the work you do, and we hope the compendiums go a small way to show our gratitude. If you received the email but have not yet returned the update, please do as we only have a limited number of compendiums available.

Our very best for a restful Term 1 break!

IEU membership team



Workplace wellbeing in need of some TLC

In just about every school community, teacher and support staff wellbeing has become a compliance box to be ticked, something bandied around once a term, a reminder to staff that the Employee Assistance Program (EAP) provides confidential counselling.

But the primary and almost sole focus, that of the wellbeing of children, swamps teachers with data walls and collection, growth points and Compass submissions. The fact that the EAP is the only significant support staff are offered, when most of our schools are supposed to be based around pastoral care and faith, indicates the dire need for change.

The welfare of teachers and support staff should go beyond EAP services. The barriers to providing a positive work environment, when we've been all but stripped of professional and personal autonomy, is demoralising the teaching profession.

It's ironic that the wellbeing of employees working within the Christian ethos, which devotes itself to the wellbeing of

souls, is sometimes lost amid the quagmire of curriculum and compliance. Last year saw staff working remotely and at school, with school leaders jettisoned into coping with a whole gamut of staff emotion, without themselves having the emotional intelligence or tools to do so.

Indeed, leadership in the 20th century paradigm is dying a slow and necessary death. The leadership model of the last century didn't have frameworks which taught leaders about staff wellbeing (or their own, from that matter). After all, a school without workplace support can make everyone feel like the work environment is simply treading water.

Leaders and policy makers within education need to rethink policies, practices and school systems. The notion of data collection to reflect perpetual growth (sometimes at any cost) and dealing with change with simplified terms of reference no longer cuts the grade.

Leaders need to engage in honest conversations about work practices and wellbeing in the most tangible and

human ways. If they do not, and if staff are unwilling and/or unable to speak and listen with them, we run the risk of falling back into practices that have already have failed.

Our policies and practices need to be human-centred, with children and learning as the prime purpose, but also with staff wellbeing alongside in their aims. Having real conversations, without fear of recrimination or accusation, can be much more potent than any online wellbeing project that few of us can afford the time to do.

It should be a core focus and not a check box, with trust, autonomy and kindness at its heart. The best way we can promote our profession is to believe that those within it have the tools, skills and support needed for a long and prosperous career, in workplaces where they feel valued.

Simon Goss IEUA NSW/ACT Branch Executive

Principals discuss key workplace issues

IEU Principals' Sub Branch held its AGM via Zoom on 13 February with a warm welcome to those participating for the first time: Belinda Burton from the Armidale Diocese, Anthony Weir from Sydney and Seb Spina from Wagga Wagga.

Sincere appreciation was expressed to Sidonie Coffey for her leadership of the sub branch over more than a decade, her role as an IEU Council delegate and for her great advocacy on behalf of principals. Sidonie will continue to support principals through her current Maitland-Newcastle CSO role and in a variety of ways via her ongoing IEU involvement.

Congratulations to the Principals' Sub Branch members who have accepted leadership roles for 2021:

President:	Noeleen O'Neill (Canberra Goulburn Archdiocese)
Vice President:	Kathy Neely (Canberra Goulburn Archdiocese)
Secretary:	Jude Ryan (Wilcannia-Forbes) Des Fox (Sydney Archdiocese)
Sub Branch Committee:	Peter Meers (Bathurst) Therese Seymour (Lismore) Chris Egan (Sydney) Belinda Burton (Armidale)

A range of education issues provided a focus for the sub branch meeting, including the IEU report on The Nationally Consistent Collection of Data (NCCD) concerns, the NSW curriculum 'reform' process, NESA and the impact of changes to PD for maintenance of accreditation and the IEU's participation in the Thrive By Five campaign. Appreciation is expressed to IEU officers Veronica Yewdall and Megan Bruce for their contribution on these matters.

Principals frequently raise issues about school staffing and the union has recently contacted principals and reps in the eight rural and regional dioceses to invite them to undertake a survey in relation to staff shortages in Catholic systemic

schools. The survey may also be extended to the three metropolitan dioceses in future.

Difficulty in recruiting teachers was identified as a major concern affecting government schools in a recent report commissioned by the NSW Teachers Federation (the Gallop Report). The IEU also understands that Catholic Schools NSW is currently developing a workforce strategy to address the same problems. Having more detailed information will assist our union to work with employers to try to find a solution.

In response to concerns from principals about announcements for NSW government schools about the roll out of the COVID tutoring program, the IEU has contacted the Catholic Employment Relations (CER) and all diocesan offices to seek information in regard to the timeline and delivery of the tutor program in the NSW Catholic sector. The IEU also issued a media release calling for appropriate consultation with principals and staff about the tutoring program and the preference to employ casual and part-time staff in the local school community to undertake the tutoring.

Enhanced recognition and remuneration for school support staff is a major equity priority for the IEU and the union is currently engaged in a Support Staff Working Party with CER to determine pay inequities between support staff in Catholic systemic schools and those in the NSW government sector. A report by IEU Industrial Officer Carolyn Moore was presented to the sub branch meeting and equity for support staff was also a focus for the IEU on International Women's Day this year.

Future principals' sub branch meeting dates were set for 1 May, 7 August and 6 November this year and 19 February 2022. Opportunities to meet at diocesan/regional levels are also most welcome, especially as the union begins to develop the next enterprise agreement claim for Catholic systemic principals.

Pam Smith Assistant Secretary/Principals' Organiser

North West Sub Branch Report

Reps and activists attend in good numbers

Fourteen reps and activists representing 10 workplaces attended the North West Sub-Branch meeting at Armidale Bowling Club on Friday 19 February.

I congratulate and thank the members elected to the North West Sub-Branch Committee:

President:	Helen Templeton
Vice President:	Raelene Maxworthy
Secretary:	Fiona O'Neill
Committee members:	Libby Lockwood; Denise McHugh; Judy Miller; Kate Clynch; Sharon Draper; Alex Wharton

Members raised the difficulty of attracting staff to regional schools and ongoing issues of work intensification. They also raised concerns about the development of online learning blurring the boundaries between term time and school holidays and how this also intensifies workloads.

The following two resolutions were passed and subsequently raised at Council on Saturday 20 March:

Resolution 1

That the North West Sub-Branch notes NESA has recognised that teacher workload has been significantly increased during COVID 19 and productivity, as a consequence has increased. To recognise the professional growth of teachers during this time, NESA Accredited Professional Development (PD) of five hours to all teachers in NSW.

As such, employers who have consistently argued that pay increases should be linked to productivity should also recognise the extraordinary productivity of their employees at this time and award proper pay increases.

Resolution 2

That the North West Sub-Branch supports the IEU in resisting the 2024 timeline for Curriculum reform. The 2024 timeline is not achievable, and it is unrealistic. It is a moral imperative to produce an excellent curriculum not a rushed curriculum.

I look forward our next meeting at 5.30pm on Friday 21 May at the Tamworth Hotel.

David Towson Organiser

UNION SNAPS




Central West Sub Branch meeting



Left: **Organiser Steve Bergan presents Rep Kath Egan at St Francis Xavier Primary School, Ballina, with a rep's compendium**



Mick Vella (right), Principal of Xavier Catholic College, Skennars Head, retired recently. Vella is pictured here with Stephen Wierzbicki, who was the last teacher exchange participant at the school. "Mick is such a fun, caring man," Wierzbicki said. "He's been an inspirational principal, a great union member, and he really gets what teacher exchange is all about. He will be missed by the whole school community and our union."



Joshua Brady, IEU Rep at St Laurence's Primary School, Dubbo, with Aboriginal Education Worker Sarah Goodwin



Congratulations to Gloria Taylor (second from left), former IEU Deputy Secretary, who received a Scroll of Honour at the Unions NSW AGM recently



Rep Robyn Nicholson of St Joseph's Primary School, Portland was presented with her IEU compendium



Penrith and Blue Mountains Sub Branch meeting



IEU Exchange Coordinator Helen Gregory with teacher Wendy Storok, of St John Paul College Coffs Harbour. Wendy was the last of the IEU's exchange teachers to return to Australia after teaching for a year in Ajax, Ontario, Canada.



IEU supports resource to prevent hazards at work

In February IEU Secretary Mark Northam and ACT IEU organisers were invited to a briefing conducted by ACT WHS Commissioner Jacqueline Agius.

The purpose of the meeting was to inform and seek IEU support in the promotion of Australia's only validated psychosocial risk assessment survey, People at Work.

Funded by Australia's work health and safety regulators and developed in collaboration with leading researchers, People at Work helps identify key psychosocial hazards in businesses across Australia and provides guidance on practical ways to manage them.

The risk assessment tool furnishes a five-year tenure and is free to every employer with more than 20 employees.

It is a five-step process that businesses can use to identify, assess and control risks

to psychosocial health at work. Historically, when addressing psychosocial risk, the approach has been narrowed, focusing on harassment and bullying.

The tool encompasses assessment of other risk factors such as fatigue, workload and workplace stress.

Engaging in the survey provides the employer with an opportunity to tailor the questions to their particular industry. The ensuing report gives de-identified information and a comprehensive risk assessment, so employers can act based on the survey results .

On the completion of the survey, workplaces will receive a report that compares their business results against a benchmark of similar Australian industries.



New Wollongong Teachers Health service

Teachers Health members in the Illawarra are now benefitting from state-of-the-art eyecare and dental services on their doorstep, following the opening of Teachers Health Centre in Wollongong. The centre joins five other locations across NSW, Victoria and South Australia.

Brad Joyce, CEO of Teachers Health, said, "We've invested in Wollongong because it's home to one of our largest membership bases in the state. It's our way of giving back to our loyal members in the region, providing extra value for their membership with us."

Representing the IEU at the opening were IEU Secretary Mark Northam, Teachers Exchange Coordinator and Executive Assistant Helen Gregory, IEU South Coast Branch President Glen Lowe, IEU Organiser Valerie Jones and IEU President Chris Wilkinson and Tina Smith IEU Organiser and President South Coast Labour Council.

"The new centre has been an asset to teachers and support staff in the Illawarra. We no longer need to travel to Sydney for consultations and it provides excellent services for all members," Lowe said.

Labour bites



Belarus struggles for freedom from Europe's last dictator

Since August 9, 2020, the Belarusian authorities have engaged in a campaign of mass terror, attacking citizens participating in peaceful protests denouncing election fraud. Since those disputed elections, thousands of workers have participated in peaceful protests to express their demands for free and fair elections and democratic governance in Belarus. Through strikes and other legal protests, workers and independent trade unions have shown they are key to this grassroots, citizen-driven defence of democracy.

President Aleksandr Lukashenko has responded with violence. Workers have been beaten, tortured and threatened with arrest and job loss for their efforts to exercise their right to freedom of association.

In a country whose strongman president has openly scoffed at women as too weak for politics and told them their place was in the kitchen, Belarusian women have become the face and driving force of a movement aimed at toppling a leader known as Europe's last dictator.

Approximately 300 people have been sentenced to more than a year in prison, including harsh prison sentences targeted against members affiliated with the Belarusian Congress of Democratic Trade Unions (BKDP).

Source: LabourStart



An inexorable tide of opposition to Myanmar's military coup

Myanmar's military government has intensified its crackdown on the country's pro-democracy protest movement, firing at demonstrators gathered in Myanmar's largest cities. Close to 2,000 people have been arrested and the death toll is now more than 70.

Demonstrations have taken place continuously across the country, taking the form of student protests, the halting of public transportation, and work stoppages that threaten to derail Myanmar's economy.

Women have stood at the forefront of Myanmar's protest movement, sending a powerful rebuke to the generals who ousted a female civilian leader and reimposed a patriarchal order that has suppressed women for half a century.

By the hundreds of thousands, the women have gathered for daily marches, representing striking unions of teachers, garment workers and medical workers — all sectors dominated by women.

The labour stoppage across all private and public sectors is disrupting some of society's most critical functions, including

the banking system. The disruption to the banking sector has seen those businesses that are still running now short on physical cash and with no way to pay employees.

Fuel imports have also come to a standstill, with Reuters reporting that Myanmar relies on foreign sources for around 98 percent of its fuel, and the country could run out of oil in two months.

In the early hours of 10 March, hundreds of soldiers and police swarmed a neighbourhood in Yangon, the country's largest city, that houses state railway workers who are striking against the coup. The raid comes just days after several Myanmar unions, including the Myanmar Railway Worker's Union Federation, issued a joint call for a nationwide work stoppage. They said the strike would be part of a broader effort for "the full, extended shutdown of the Myanmar economy."

State railway workers in Yangon and across the country were among the earliest organized supporters of the protest movement and their strike began soon after the coup.

Authorities have also moved to shut down independent reporting, both through arrests of journalists and the closure of media outlets.

Source: Khaleej Times, Radio Free Asia



Indian women strengthen farmers' protests against new laws

Thousands of women have joined protests by farmers on the outskirts of New Delhi to mark International Women's Day, demanding the scrapping of new agricultural laws that open up the country's vast farm sector to private buyers.

The demonstrations on Monday were held at multiple sites on the capital's fringes where tens of thousands of farmers have camped for more than three months to protest against the laws, which Prime Minister Narendra Modi's government says are necessary to modernise agriculture.

Wearing bright yellow scarves representing the colour of mustard fields, the women took centre stage at one key site, chanting slogans, holding small marches, and making speeches against the laws.

Women have been prominent at the forefront of the protests, which have posed one of the biggest challenges to Modi since he took office in 2014.

Many travelled with the thousands of male farmers who arrived at the protest sites in late November and have since organised and led protest marches, run medical camps and massive soup kitchens that feed thousands, and raised demands for gender equality.

"Today we are finding ourselves under attack at all fronts. As women, as peasants, as workers, as youth and students," said women rights activist Sucharita, who uses one name. "We are opposed to the laws that have been passed in favour of corporations."

Source: AlJazeera

IEU – putting the profession back into PD

The IEU is urging NESA to put the voice of teachers back into the professional development (PD) debate.

“NESA’s sudden decision to cancel all registered PD at the end of the 2020 school year was largely driven by political imperatives,” IEUA NSW/ACT Branch Secretary Mark Northam said.

“It’s now time to put teachers, and trusted PD providers such as the IEU, back at the centre of the discussion.”

The IEU has made a series of recommendations to NESA with a view to ensuring the new Professional Development and Maintenance of Accreditation policies serve the needs of the profession.

Members are concerned that the limited ‘priority area’ conditions will result in registered PD becoming more difficult to obtain, a view shared by the union.

“As an example,” said Northam, “NESA has indicated that a registered PD course will need to be a minimum of 90 minutes duration. This will mean a regular one-hour staff meeting dedicated to professional learning will no longer count towards a teacher’s 50 hours of registered PD.

“This has potentially wide-reaching industrial implications that NESA has not considered.”

IEU Professional Officer Pat

Devery said: “Given that one of the stated outcomes of the Maintenance of Accreditation Policy is to ‘improve flexibility and provide greater control for teachers over their professional learning’ the restrictive and inflexible nature of the new policies

demonstrates little trust in the professionalism of teachers”.

The union is keen to ensure any new policies and procedures surrounding PD do not result in additional teacher workload.

“For a start, we assert that PD courses should not involve additional out-of-course hours, unless they count towards a teacher’s total maintenance hours. Teachers don’t need homework,” Devery said.

“We are also insisting that the facility to upload elective PD should be simple, streamlined, and should not contribute to work intensification,” he said.

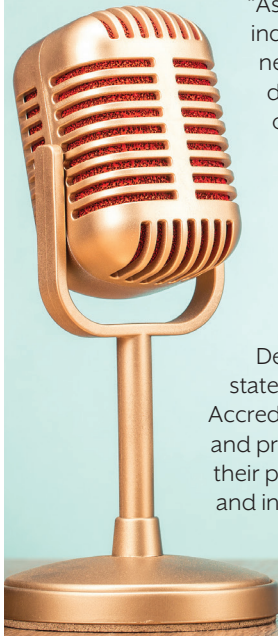
While the union still has concerns that the priority areas are too limited in their scope, it has suggested a possible solution would be to reduce the number of registered hours.

Beyond expanding the priority areas, reinstating ‘approved provider’ status to the IEU and the various professional teaching associations is also high on the union agenda.

“Our behaviour management courses were some of our most popular sessions and it is our view they should still be eligible for registered PD status,” Northam said.

Devery said, “At a recent consultation meeting with NESA representatives we were asked ‘How do you know if a PD course is any good? We told them, we know our courses are good because we ask our members, and they tell us. It’s time to start listening to teachers again.”

The union encourages members to let the minister or their local member know about any concerns they have regarding NESA’s PD and Maintenance of Accreditation policies. It’s time for teachers to be heard.



Support staff, we need your help

The IEU needs to hear from support staff in Catholic systemic schools about their roles so we can develop a claim for pay parity with Department of Education employees.

The ongoing challenges for a reasonable living wage for support staff, and parity with the department schools, has been taken on for Catholic systemic support staff with the establishment of the CCER/IEU Support Staff Joint Working Party.

The working party has 10 members, made up of five representatives from the employers and five representatives from the IEU (including myself). The IEU representatives include two industrial officers and three IEU members working in the areas of Aboriginal education support, administration and learning support.

Initially I was a bit anxious about the process, as I didn’t want to get bogged down and bamboozled with legal jargon. However, I left the first meeting in February feeling optimistic.

Having the advantage of three of our representatives working within the sector gives us a decided advantage, along with our two grounded, well informed, industrial officers.

There is a significant amount of work to be done prior to each of the next four meetings. The first step, possibly the most important, is to start an interview process with members working in all aspects of school support.

This information will form the building blocks for our claims. I appeal to all members to be a part of this process by contacting your IEU organiser or email Carolyn Moore carolyn@ieu.asn.au to

give an account of your role within the school you work in.

This is not an onerous process when compared with the possible benefits in the long run.

At the moment this only applies to Catholic systemic school support staff. It doesn’t cover school operational staff such as cleaners, maintenance staff and canteen employees, (whose counterparts in the public sector are under a different award), or independent schools. But any favourable outcomes should flow on to all school support staff in NSW. Hopefully, this is a starting point for parity across the board.

Carolyn Collins Vice President School Support Staff

A challenging first year

IEU Assistant Secretary Carol Matthews (centre) visits the South East Branch

It has been a challenging first year as President. From our first meeting in February 2020 when most members had suffered in varying degrees (and continue to this day to be traumatised) from the Black Summer bushfires to COVID-19, it has been a year of constant change and evolving stories.

Zoom allowed many members to attend meetings they might have otherwise struggled to make, although we missed face-to-face companionship.

In some ways it was easier to attend from our lounge rooms rather than embark on a three-hour Friday afternoon drive. Still, I am grateful to return to our normal format and venue.

The IEU was very supportive during 2020, offering many PD opportunities and ways to teach remotely. I know that many members were able to amass nearly 20 hours of PD last year.

Our members showed what a resilient, creative and flexible bunch we are,

changing teaching practice on an almost weekly basis.

I wish to thank the IEU for its incredible support over the past year and its dedication to making our working lives better.

I would also like to thank our executive for their support through this most difficult year.

Beth Worthy IEU South East Branch President’s Report



Opinion

Climate-proof your super

IEU member Brooke Thompson puts the case for clean, green investing.

Superannuation is perhaps our most substantial asset, and it is vital to our future wellbeing. But have we considered whether our super investments are good for the climate?

Many super funds are shifting out of fossil fuels for ethical reasons. With stronger commitments to transition to low-carbon economies in the United States, Europe and Asia, it is prudent to consider how our super is invested. Stock analysts highlight the economics of going green.

Is our super invested in companies that align with our moral obligations to keep the impact of climate change below two percent? How are we to know whether our super is invested in companies that are undermining the Paris Agreement on climate change?

Climate campaigner Market Forces has tabulated all super funds and their investments.

Does your super fund disclose the companies in which it invests? It is best practice for funds to do so. If it’s not clear, contact your fund and ask directly.

A recent groundbreaking court case, *McVeigh v REST* (Retail Employees Superannuation Trust), sets a new minimum standard of climate action for all super funds in Australia. In this case, a member accused the fund of failing to act in his best interests by not properly considering the risks the climate crisis poses to investments.

The fund conceded “climate change is a material, direct and current financial risk to the superannuation fund” and agreed to: target net zero portfolio emissions by 2050; disclose all investments; and identify, quantify and manage climate risks, having regard to the Paris Agreement.

Ask your fund to outline its strategy to reduce climate risk by divesting from companies that are undermining the Paris climate goals.

Alternatively, the Responsible Returns website lists environmental, social and governance (ESG) superfunds that enable you to select the criteria most important to you.

NGS Super responds

NGS CEO Laura Wright told *Newsmonth* the fund’s recently announced target of a carbon-neutral portfolio by 2030 is the natural next step in its integration of ESG [environmental, social, governance] and responsible investing principles.

“We know it’s an ambitious target, but we believe that we need to take real action, in a timeframe that aligns with scientific advice on climate change,” Wright said.

“Our members working in schools have a strong commitment to the future. We know our members are very concerned about these issues, and we’ve responded accordingly, because we believe that investing sustainably and for good will improve returns to members. It’s better to be investing money to make the world a better place if you can.”

More attacks on **YOUR SUPER**

With an election looming this year, it is more important than ever to understand and consider the various party positions in relation to superannuation.

Australia is a leading player on the world stage in terms of its substantial pool of assets to be used to support a workforce in retirement, thanks mainly to its compulsory nature and prudent investment. A cornerstone of the regulation of superannuation is the 'sole purpose test' which stipulates that superannuation savings must be used as retirement benefits for fund members and their dependants. However, some governments lose sight of the long-term benefits of super and undermine the system as a cash cow to use at their disposal. Here is a brief summary of recent attacks on the system underwritten by the current government.

Attack - delay the legislated 2.5% increase for all workers

This is the preferred position of many Coalition ministers who use COVID-19 and the weak economy as their excuse for not supporting the already legislated increase (a whopping 0.5% at 1 July). Their bogus argument, no doubt supported by employers' lobbyists, is that a small increase in super will stymie future wage increases. The Treasurer has also weighed in expressing concern about the increase which was blocked/postponed by the Abbot Government in 2014 which, as we know, was always kind to workers! Their argument does not stand up to scrutiny as empirical evidence and does not support the line that a small increase in super contributions now will result in a freeze on future wage growth. A 12% employer contribution by 2025 is the goal!

Attack - withdraw your money from super to purchase real estate

Certain backbenchers are advocating this position, again demonstrating their disdain for the compulsory nature of superannuation and fundamentally, the importance of the sole purpose test. However attractive this argument may seem, large withdrawals of capital from the super system now will result in a depleted balance and a much less dignified retirement, no doubt forcing many on to the Age Pension. The benefits of compounding investment earnings over a working lifetime would be greatly reduced. Actuarial estimates which I have read posited that this type of scheme could result in a 10% to 15% price increase for

real estate as well. Just what we need! Real estate prices soaring even further thanks to the inflow from depleted super accounts.

Attack - your future, your super 2021

The Australian Institute of Superannuation Trustees (AIST) supports the intent of this legislation but is critical of some measures contained in the package indicating that, if passed in its current form, the bill is "likely to cause consumer harm". The change of the wording of the 'best-interest' test to the 'best financial interest' brings certain repercussions which could adversely affect trustees' focus regarding regulatory oversight. Under trust law trustees have always had a fiduciary duty to act in the best interest of their beneficiaries. ACTU Secretary Scott Connolly, has described the proposed change as "insulting" considering what has been achieved in the industry fund sector. In his view the proposed change could result in trustees being distracted from the core function of achieving better retirement outcomes. He said, "In our assessment, it's pretty stark that it's really an attack once again on the best performing sector – the profit-to-member funds".

The AIST has used data from APRA to show that industry funds have outperformed retail funds by about 2% per annum on average over five years. Eva Scheerlinck, AIST CEO, reinforced the urgency of underperformance issues in the retail sector which should be addressed by the government. The current bill covers MySuper products only, and exempts administration fees (which on average are materially higher for retail funds) so it does not address underperformance in the entire sector. Thus, once again the performance of products provided by retail funds, will escape fair scrutiny. While the new bill purports to be cleaning up underperforming funds (with which the AIST agrees), the legislation fails to achieve this goal but does succeed in artificially boosting the apparent performance of retail funds vis a vis industry funds.

So, keep your eye on the super ball and protect it when you vote!

Bernard O'Connor NGS Super

**ngs
Super**

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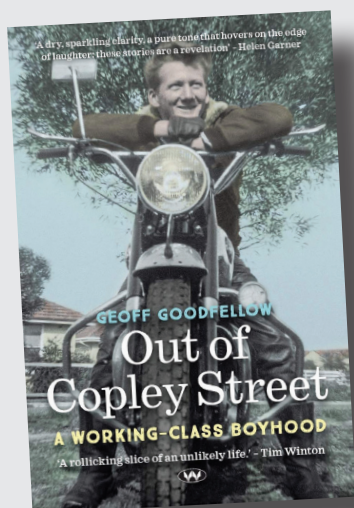
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Giveaways



Out of Copley Street – A Working Class Boyhood

Publisher: Wakefield Press

Author: Geoff Goodfellow

Australian literary icon Geoff Goodfellow is renowned for his brutally evocative poetry: famously performed on building sites, at factories and jails, and in mental institutions, as well as the traditional schools and literary festivals. Martin Flanagan says he reads 'like an angry red nerve'.

This is a poignant snapshot of working-class Australian life in the 1950s and 60s, expertly rendered with the vivid lived detail and wry knockabout humour that Geoff Goodfellow is famous for.



Listen, Layla

Publisher: Penguin

Author: Yassmin Abdel-Magied

Exploring the diaspora experience, race, politics and identity, Listen, Layla by Yassmin Abdel-Magied is an own voices novel for young listeners which bursts with passion, humour and truth.

Layla has ended the school year on a high and can't wait to spend the holidays hanging out with her friends and designing a prize-winning Grand Designs Tourismo invention. But Layla's plans are interrupted when her grandmother in Sudan falls ill and the family rush to be with her.

The last time Layla went to Sudan she was only a young child. Now she feels torn between her Sudanese and Australian identities. As political tensions in Sudan erupt, so too do tensions between Layla and her family. Layla is determined not to lose her place in the invention team, but will she go against her parents' wishes? What would a Kandaka do?



World's Cutest Animals

Publisher: Lonely Planet Kids

Author: Anna Poon

Warning: you may want to cuddle this book!

We've found the planet's cutest animals and squeezed them inside this adorable title. From fluffy pandas and penguin chicks to pygmy possums and inquisitive quokkas, discover a mix of family favourites and lesser-known critters, all accompanied with fun facts and big, beautiful photos.

Starting from North America, you'll travel through all the continents of the world to meet 100 outrageously cute creatures. Say a big 'hello' to the fennec fox from the deserts of Africa, the northern pygmy owl from the western United States, the European hedgehog, Siberian chipmunk, the New Zealand fur seal and the bearded emperor tamarin from South America.

You'll also meet endangered and nearly endangered species and learn how to get involved with different conservation efforts to help protect them.



Email entries to giveaways@ieu.asn.au with the title of the book you would like to receive in the subject line. Write your name, membership number and postal address in the body of your email. All entries must be received by 30 April 2021.

A CHANGE FOR YOUR SUPER THAT DOES THE PLANET GOOD

ngs Super | **CARBON NEUTRAL BY 2030**

ngssuper.com.au
1300 133 177

NGS Super has set a 2030 target for a carbon neutral investment portfolio, because we've read the science — and the time to act is now.

We believe that climate change is a risk to your retirement savings and to our planet. And that's a risk that we take seriously.

Moving to a carbon neutral investment portfolio will take a lot of work, but we know it's worthwhile. Because carbon neutral by 2030 is about brighter futures for us all.

Find out more at ngssuper.com.au/cn2030

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