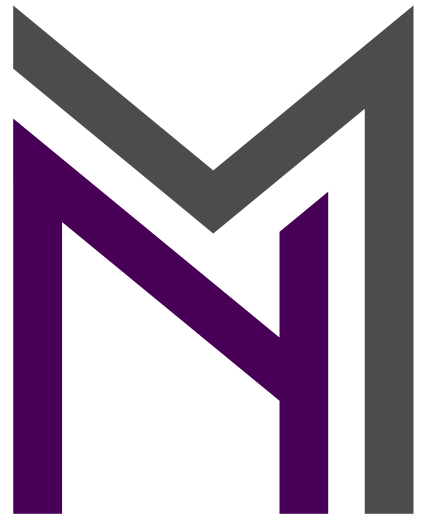




news month

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Minister open to ideas at IEU Council

Listening to the voice of teacher union members is important to her government, NSW Deputy Premier and Minister for Education and Early Childhood Learning Prue Car told IEU Council on 17 June, Sue Osborne writes.

Prior to Council, Car had met with IEU delegates during a visit to State Parliament earlier in June.

Minister Car told IEU Council delegates that there were no quick fixes to problems in the teaching profession without addressing wages and workload.

The “wide scope” of IEU membership meant the IEU was important to her government when it was seeking answers to the structural challenges facing education.

“Teachers have been screaming at previous governments to at least listen to them. I am proud to say I want to be an education minister for all schools and all students,” Car said.

“Education is a joint responsibility we all share. I think if we can work together towards a common goal, we can achieve a lot.”

She flagged major reforms that would get to “the root of the problem”. She acknowledged the teacher shortage, which she said had been “wrongly and consistently denied” by the previous government.

Improvements to public sector wages, including government school teachers, will be announced soon, and would improve the IEU’s ability to negotiate for its members, she said.

Cutting workload

Car said she was constantly asked about workload issues when she visited schools and there was a pressing need to “relieve unnecessary compliance”.

“The accumulation that has occurred over the years of this extra impost on teachers and other staff is just unacceptable.

“It has resulted in an ongoing erosion of time available to focus on the core teaching and learning of our children, including student assessment and feedback.”

The government school sector is undertaking an audit of its compliance and documentation, and she urged independent and Catholic employers to do the same. She praised the union’s efforts to reduce compliance through its work on Nationally Consistent Collection of Data (NCCD) and its recent poster on NESA compliance (see p10).

State of play on wages in Catholic systemic schools

We are seeing progress on wages for support staff, but teacher pay negotiations are dragging. Workload remains a huge issue.

Pay rises for teachers

The NSW Government has not yet made an offer for pay rises for teachers in NSW government schools. This is partly because the award that applies to teachers in NSW general government schools does not expire until the end of the year, unlike other awards applying to NSW public sector workers that expired in June.

Members will have seen media coverage about those general public sector negotiations, but nothing about negotiations for teacher pay rises. The IEU anticipates an offer will be made in coming months, after the other negotiations have been resolved. We acknowledge the important statements NSW Education Minister Prue Car has made about the need to address teacher pay, as well as workload. We will seek the immediate flow on of any agreed public sector teacher pay increases.

Pay rises for school support staff

A number of dioceses have already reclassified employees and paid the back pay to January. These dioceses include Sydney, Armidale, Wagga Wagga and Wilcannia-Forbes. The Dioceses of Wollongong and Parramatta are advising payment should be made in July. The Dioceses of Bathurst, Lismore and Maitland-Newcastle are still to confirm payment dates and we will be writing to them to urge that they pay the increases as soon as possible. Catholic Education Canberra & Goulburn has advised payment will not be made for some weeks. (The Diocese of Broken Bay had previously implemented the payments from January).

Pursuant to the Interim Settlement Agreement, dioceses must also match pay rises that are provided by the NSW Government to teachers and support staff in NSW schools before the end of the year (this does not apply to ACT teachers). According to media reports, the NSW Government has reached an agreement with the Public Service Association of NSW for a 4% pay rise to apply from July – this would apply to support staff in NSW government schools. The IEU has raised this with dioceses, and we anticipate that as soon as the new government sector award is made by the Industrial Relations Commission of NSW, all dioceses except Broken Bay (which is covered by separate arrangements) will match the 4% for our support staff members.

Who is entitled to the new Level 5A Aboriginal Education Officer classification?

There may a delay with the reclassification of Aboriginal Education Officers as dioceses wish to ensure all employees entitled to the new Level 5A classification, get it. The agreed wording is as follows:

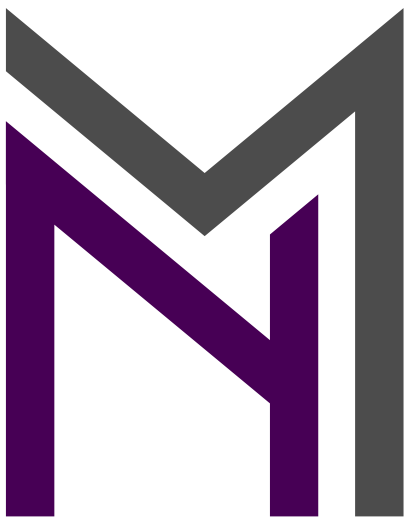
“A Classroom and Learning Support Services - Level 5A position is one where a General Employee engaged as an Aboriginal education officer is appointed to a role that, in addition to the duties set out for Levels 4 or 5, involves community liaison, family support or integration of Aboriginal perspectives into the operation of the school.”

Some dioceses are still working out who fits this new description. If you think you fit the bill and other staff in your school have already received their pay rise, but you didn’t, contact your IEU Organiser. You will need to provide us with a description of the work you do and preferably a written job description or job ad that describes the role.

If you are not sure if you have been reclassified, check your pay slip.

Carol Matthews Deputy Secretary

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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.

Continued from p1

Minister open to ideas at IEU Council



Her government would also work in close consultation with teachers on the rollout of the new curriculum.

Initial teacher education

Calls to reduce initial teacher training as a quick fix to shortages were “unconscionable and short-sighted.”. Next month’s national meeting of education ministers should support redesigning of teacher education courses to better prepare for the practice of teaching. “It is clear to me that we need better partnerships. This is not achieved by just slashing teacher training time, but by designing programs that might better address both the intellectual and practice components of your profession.”

Early learning

As Minister for Early Learning, Car said she had a passionate interest in this area. “I hold it to be so important for the life chances for so many of our young people, especially the most vulnerable”. She said it is a complex, challenging area to negotiate in, but said it is good that early childhood teachers are recognised as equal partners in the teaching profession through common accreditation. She acknowledged the new approach the IEU is taking in tandem with the AEU Victorian Branch and the United Workers Union for bargaining with employer groups (see p7). Car finished her address saying she looked forward to “continuing to engage meaningfully with your union

and your members in the development of the government’s agenda and the implementation of policy. “We will work together to achieve these outcomes. I’m so grateful for what you have done thus far. I can’t wait to work with you into the future.”

Questions from floor

The Minister allowed a generous amount of time for questions from IEU delegates which canvassed issues such as resources, more support for early career teachers and access to PD (she said “the days of PD being used as a political football are over” – advice from NESA would be forthcoming). She encouraged teachers to approach her with any suggestions or solutions.

IEU statement on the Voice

Endorsed at IEU Council on 17 June

The IEUA NSW/ACT Branch acknowledges the ongoing sovereignty of the traditional owners of the land on which we live and work. The *Uluru Statement from the Heart* is an invitation to the Australian people to walk with First Nations people to create a better future. It is a historic opportunity where all Australians can come together to realise our nation’s true potential. The IEU passed a resolution in support of the *Uluru Statement of the Heart* at its Annual General Meeting in 2020. The IEU supports the Statement’s core objectives of Voice, Treaty and Truth to achieve justice, recognition and respect for First Nations people. The Statement called “for the establishment of a First Nations Voice enshrined in the Constitution.” In March 2023, IEU Council passed a motion to actively campaign for a ‘yes’ vote in the upcoming referendum. As an education union, our work affirms the basic human right of all peoples to have equal access to education and employment without discrimination. As unionists, we believe that all workers and all people deserve to be consulted about

changes in the workplace and in society that affect us. We believe that by speaking up collectively, we can make positive change that benefits us all. The Voice to Parliament is a natural reflection of union values of consultation and collective voice. Enshrining a Voice to the constitution will enable Aboriginal and Torres Strait Islander people to provide advice to the Parliament on policies and projects that impact their lives. The IEU commits to support the ‘Yes’ campaign to deliver constitutional recognition. We acknowledge and respect that everyone is entitled to reach their own decision come the referendum. As unionists, we are proud to stand in solidarity with our Aboriginal and Torres Strait Islander brothers and sisters in the hope that our community will join us this year to bring about historic and positive change to our constitution and our society. As the *Uluru Statement from the Heart* concludes, “We invite you to walk with us in a movement of Australian people for a better future”.





I’m in your corner

Mark Northam
Secretary



Deputy Premier, Minister for Education and Early Learning Prue Car responding to a question from the MP for Blue Mountains Trish Doyle (27 March):

“It is so important that a key priority of any government is making sure that teachers can do what they are trained to do and what they do best. I know that members on this side of the House agree that in front of a classroom is where we need our teachers. We need our teachers teaching our children, not tied up with excessive, endless amounts of paperwork and unnecessary admin.”

Time for dioceses to emulate the Department of Education

A comprehensive review of teacher workload is critical to address the teacher shortage crisis.

Combing through diocesan policies to establish which can be dispensed with is important work.

A framework focused on teaching and learning is the way forward. Policies which no longer reflect NESA’s or TQJ’s intentions should be culled or moderated. The recent clarification provided by NESA in relation to programs and school registration requirements provide examples of tasks that can be reviewed and modified.

IEU organisers will be available in Term 3 to facilitate discussions at school level in relation to workload reviews. Importantly,

the union has also sought meetings with the dioceses to address workload concerns.

Pilot projects (if determined appropriate) must be supported with additional staffing. To impose new projects in the current situation is unacceptable.

Many dioceses have wrapped processes around NESA expectations in relation to ongoing accreditation. IEU members find these processes cumbersome and not reflective of the compliance sought by NESA. There is an opportunity for Catholic Schools NSW to act on workload. The union understands 10 of the 11 dioceses will come under the auspices of Catholic Schools NSW for school registration purposes.

Clearly a transition period will be necessary but a real opportunity exists for statewide consistency in compliance matters. Streamlining with a focus on teaching and learning in conjunction with a high level of support for NESA syllabuses as stand-alone documents is desirable.

To seek and lean upon additional programs from other jurisdictions rather than support and trust teacher professional judgement stemming from syllabus documents is clearly not productive.

The multitude of programs/initiatives/trials is dampening the enthusiasm of both existing teachers and prospective teachers. The evidence for the latter is the large casual workforce which is not seeking temporary or permanent work but rather opting for casual work.

The complexities of the teacher shortage are many. To start meaningful reviews of teacher workload is essential.

Pay rises on the way for ACT teachers

Carol Matthews
Deputy Secretary



Following an agreement between the Australian Education Union (AEU) and the ACT Government, a new **ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023-2026** (the EA) has been resoundingly endorsed by teachers in ACT government schools, with an 83% vote in favour. AEU members have also been calling for measures to address workload which have been included in the EA.

What has been agreed for ACT teachers in government schools?

The following pay rises are part of the package for this year to March 2026 (see below).

Additionally, from January 2024, a new pay structure is introduced which provides higher increases at particular steps, including a new graduate rate and a new top step. By the end of the EA in March 2026, the top incremental step will be \$129,107 and the new graduate rate will be \$91,937. This reflects an increase of 13% at the top step and nearly 20% on the starting rate over the life of the EA.

In addition, increased superannuation of approximately 0.5% above the legally required Superannuation Guarantee will apply for most of the period and the employer will make a co-contribution of 1% if the employee makes an additional super contribution of 3%.

Face to face teaching hours for new teachers have also been reduced under the EA.

Discussions with Catholic Education Canberra & Goulburn

IEU representatives met with Catholic Education Canberra & Goulburn (CE) representatives on Thursday 6 July. Although we discussed the ACT settlement in detail, no offer has been put to the IEU. Further, no commitment has been made by CE to match the one-off payment that the ACT Government will make on commencement of the EA applying to teachers in government schools.

The IEU advised CE that we will be insisting on an outcome comparable to the government settlement, irrespective of the precise form it takes. The IEU has called on CE to clarify its position without further delay.

ACT Christian school negotiations underway

The IEU met in Canberra on Thursday 6 July with representatives of the three ACT Christian schools, Brindabella Christian College, Trinity Christian School and Emmaus Christian School. The schools were represented by Christian Schools Australia (CSA). The IEU team included ACT Organisers Berna Simpson and Anthony Telford and Sydney-based Deputy Secretary Carol Matthews and Industrial Officer, Neal Bent.

The meeting was the first stage of negotiations for a new Multi-Enterprise Agreement (MEA) for teachers to replace the current MEA that expired at the end of June this year. The schools have already paid a ‘good faith’ increase of 3% from the first pay period from 1 July.

Members have advised the IEU they see this first payment as an interim payment, and we have passed on this view to the CSA.

Other IEU claims discussed were improvements to paid parental leave, the introduction of paid parental leave for fathers who are primary carers in the first year after birth, a claim for portability of personal/carer’s leave and improvements to some other forms of leave.

The IEU is also seeking clear guidelines for release for coordinators and for early career teachers and their mentors.

These discussions are taking place in the context of significant pay rises for teachers in ACT government schools and we have urged the schools to remain competitive in the salaries they offer.

Carol Matthews Deputy Secretary

Date	Salary increases
Commencement of EA	\$1250 cost of living supplement (<i>one-off payment</i>)
January 2023	\$1750
June 2023	1%
December 2023	\$1750
June 2024	1.5%
December 2024	1% plus \$1500
June 2025	1%
December 2025	1% plus \$1000
Total increases 2023-March 2026	5.5% plus \$6000



Independent schools Support and operational staff update

Some classifications of support and operational staff employed under the *Independent Schools NSW (Support and Operational Staff) Multi-Enterprise Agreement (the MEA)* will be entitled to pay rises following the recent increases awarded by the Fair Work Commission.

This is because of large increases fought for by the Australian Council of Trade Unions (ACTU) on behalf of unions (including the IEU) in your underpinning modern award, the *Educational Services (Schools) General Staff Award*, in both the 2022 and 2023 Annual Wage Cases (4.6% in 2022 and 5.75% in 2023). We have recently reviewed the rates in the MEA to see if it is keeping pace. Rates under an enterprise agreement should not fall below the applicable award.

We are concerned that for some classifications the MEA may now be

providing rates below the award. We have written to the Association of Independent Schools (AIS), about these concerns.

We will keep you updated but if you have a concern or just want to review your pay rates, please contact us.

Below are the classifications where specific concerns have been identified and raised with the AIS:

- General Operational Staff: Levels 1, 2, 3 and 5
- Child Care Workers: Step 1, Step 2 and Step 3, Advance Child Care Worker (Non-Diploma), Assistant Coordinator (Non-Diploma), Coordinator (Non-Diploma) and Coordinator, Step 1 (Diploma) (OOSH)
- Nurses: First, second, third, fourth and fifth year of service, and
- Psychologists: Wellbeing Service Staff, Level 4, Year 1 and Level 4, Year 2.

Early childhood education and care: Wages on the move

With the current cost of living crisis, times are tough. As you know all too well wages in the early childhood sector need a massive boost. The pressure from the IEU and early childhood education and care teachers across Australia is now gaining real traction. We are finally seeing action, and wages are on the move.

For those on the modern award, the *Educational Services (Teachers) Award*, the ACTU (on behalf of all unions) fought for and secured substantial increases through the Annual Wage Case.

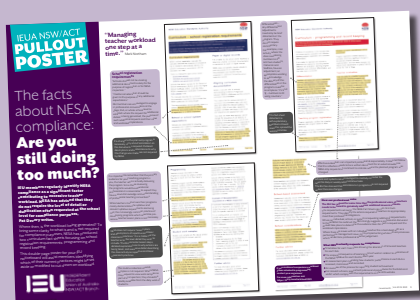
In 2022, early childhood teachers on the modern award received a 4.6% pay rise. And for those on the modern award, you should have received a 5.75% increase from 1 July 2023.

If you are not on an enterprise agreement, the award applies to you. You can of course be paid more than the award, but you should not be paid less.

Wage increases in the modern award have also helped us secure stronger increases in enterprise bargaining across the sector. Several early childhood workplaces are securing fairer wage outcomes in their agreement negotiations following the increase secured in the Annual Wage Case.

If you have a question about your rates of pay or are ready to commence bargaining in your workplace, contact the IEU today.

Michael Aird Industrial Officer



Members' feedback NESA poster

"Very helpful. Thanks very much!"

"This is great! I would love a similar spreadsheet for personalised plans. Thanks for all your work."

"I am no longer in a position where this affects me due to being semi-retired, but this is fabulous for today's teachers. Thank you and all who have worked towards this. It has been a long time coming. The different interpretations of what is required and then the idea of best practice! Can easily be clarified. Thanks again and keep up the good work."

"Great stuff, thank you."

"I really appreciate this. Many of our teachers are overloaded with work. We are questioning many tasks we are being asked to do. This is helpful. I will show this information to as many staff members as I can and try to increase the number of union members at our school."

"As a long-term casual teacher, I have been dismayed by the lack of paid PD offered by any schools to desperately needed casual staff.

"Accumulating the 100 hrs of PD in five years for full-time teachers is relatively easy as most schools factor this in as part of a teacher's yearly 'salary package', and schools help accumulate the hours during weekly staff meetings and pupil-free training days."

"A casual teacher's only recourse is to spend unpaid time completing online courses. I am seriously considering finalising a 35+ year teaching career in Maths, Science, Physics and Biology at the end of 2024 and spending my years before retirement as a truck/machinery operator.

"A number of my fellow casual colleagues are in a similar position and will wave goodbye to the profession when this arbitrary seven-year date clicks over at the end of 2024."

"I wonder how this situation will unfold when one week I'm perfectly qualified to teach and the next week I've had my accreditation revoked. How will this be viewed by the general public when dozens, perhaps hundreds, of casual teachers are prevented from saving NSW schools from being unable to run classes due to

the arbitrary end of the 2024 deadline.

"I reiterate, casual teacher numbers will 'fall off a cliff' due to this action at a time when there are ongoing declines in teacher numbers and no prospects of any government initiatives which will stem, let alone remediate this situation."

"How will people view the de-registering of Proficient Teachers at the end of 2024? I read with interest that the government ran an initiative to attract new teachers which cost \$24 million and attracted 17 new participants! This, as well as the foregoing observations, speaks to me of NESA's total lack of understanding of how to attract or more importantly retain teachers in the NSW teaching profession."

In the previous edition of *Newsmonth* we ran a pull-out poster advising teachers on avoiding unnecessary NESA compliance. The poster is repeated on p10.

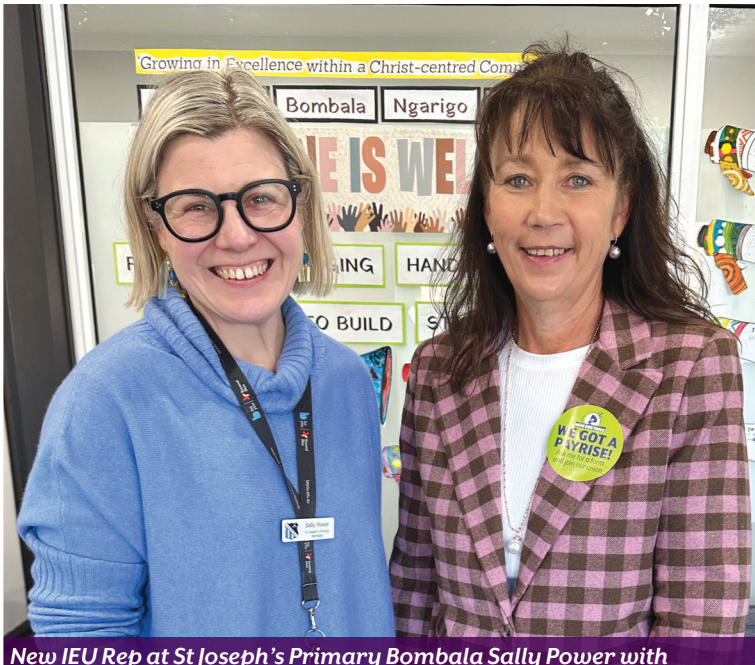


**Scan to download
the NESA poster**

Support staff: **We got a pay rise**



Support staff members at Marist Catholic College Kogarah



New IEU Rep at St Joseph's Primary Bombala Sally Power with Learning Support Assistant Mary Ventry



St Michael's Primary Baulkham Hills members Jennifer Holliday and Melanie Mostyn



Jacinta O'Flynn and Colleen Brennan of Christ The King Primary School North Rocks



St Francis Xavier's Primary School Arncliffe



Carmen Cassar of Christ The King Primary School North Rocks



St Anthony's Primary Girraween members Rowena Laurie, IEU Rep Sarah Graham and Sue Haigh



St Bernadette's Primary School Lalor Park



St John Vianney's Primary Doonside members Rhonda Kelly and Anne Therese Derrett

IEU support staff members in Catholic systemic schools have been proudly sporting stickers which say: 'We got a pay rise! Ask me for a form and join our union', following their recent pay rises.

Support staff members benefitted from the hard work of their colleagues who are in the union.

The union campaign included the Joint IEU/Catholic Employment Relations (CER) Support Staff Working Party that met

throughout 2021; two full-day stop works and a one-hour stop work in 2022 by IEU teacher and support staff members; media and social media coverage; numerous meetings with dioceses throughout 2022 and 2023 and a dispute notification in February this year by the IEU to the Fair Work Commission.

The sticker rams home the message that strength comes from unity. The more support staff members the union has, the

more gains it can achieve in the future.

IEU Rep Dot Seamer said, "It's been a long-winded campaign and it is nice to think that support staff are valued for their contribution to school life. Finally, we will be receiving pay parity with our colleagues in the [Education] Department".

Dot has been the Rep for Holy Spirit Infants School Abermain for some years. Her school has 100 per cent membership among support staff. She is unusual in being

a member of support staff who represent all union members at the school.

"There are increasing professional responsibilities for support staff. Our roles are diverse and complex in nature, which is why I enjoy the challenge," Dot said.

"We are dealing with families, students and staff and it's nice to think that we are being recognised for our role.

"Thanks to the IEU for their ongoing support of the campaign."



IEU Deputy Secretary Carol Matthews presents Principal Anthony Weir with his 40-year IEU membership gift

Children’s smiles span the decades

Principal Anthony Weir was presented with his 40-year IEU member gift at IEU Council on 17 June. Anthony is the Sydney Catholic Schools Rep on the IEU Principals’ Sub Branch. Here he reflects on the changes he has witnessed during his many years in education.

Forty years ago, I wore brown trousers, a short sleeve shirt and a tie for my first day of teaching. Having just completed my initial teaching degree I was confident I could write neatly on a chalkboard and design interesting stencils which I could run off on the Fordigraph machine.

The year was divided into three terms, some of which lasted 15 weeks. Smokers sat at one end of the staffroom table and the program for the year was handwritten on foolscap sheets and stored in a ring binder. I remember the smiles on the children’s faces on that very first day. Little did they know how nervous I was!

Fashion trends changed over the years as ‘professional dress’ became a thing. Smokers left the building and then the school grounds and are now seldom seen anywhere near a school. The chalkboard was replaced by the whiteboard which teachers described as ‘slippery’ to write on, after years of chalkboard scratchings.

The first computers began arriving in schools five years after I started teaching. Our school purchased six computers. The operating system as well as the applications were contained on a floppy disk which was inserted into the machine. The monochrome monitor made for very simple graphics and printing was churned out on paper with removable edges which were full of holes.

In my first 10 years I don’t remember a principal or leadership team member coming into my classroom unless there was an urgent message. The Basic Skills Test, the forerunner to NAPLAN, hadn’t arrived until my

seventh year of teaching. It was introduced to assist parents and we were promised that league tables would never be used against teachers or schools.

Parents rarely complained (even though there were some instances when they should have)! Staff knew little about what happened in anyone else’s classroom as there was no release time for planning. Staff meetings were held once a week with staff nominating a list of topics they wanted to discuss. It wasn’t until I had been in a leadership role for some time that my principal began suggesting we needed to visit classrooms and actually see what was happening in them.

By the time I had become an assistant principal, mobile phones were becoming a necessity, leaders visited classrooms and release from face-to-face teaching had been introduced. Programs now bulged out of lever arch files and parents had become much more interested in ‘where their child was’ in the classroom not their seat, but their ranking!

As a beginning principal 20 years ago, mobile phones were a must. It was probably the first time I considered wearing a suit to work. Strategic planning, annual planning and individualised performance goal setting had all become commonplace. Just over half of the nation had access to the internet.

Targets came, milestones and ‘check-ins’ became the norm as school systems grew to support the ever-increasing scrutiny of school business. Meetings increased as did the need to take a greater role in the wellbeing of the children, the staff and in some cases, the families. Looking to the future, the emergence of artificial intelligence will be another opportunity for growth as we look to maximise its potential.

I visit classrooms often and ensure I am rostered on supervision duty. Children continue to smile and bring me great joy as I watch them grow and develop. Even though 40 years have brought many changes, that joy of being a teacher has never waned.

Catholic independent schools bargaining

The IEU is currently negotiating with Catholic Employment Relations (CER) for new multi-enterprise agreements (MEAs) for teachers and support staff employed in Model A, Model B and Model C Catholic independent schools.

Model A Catholic independent schools

The existing Model A MEAs expired at the end of 2020 and staff have received administrative pay increases annually since then. CER’s current pay offer is:

- 1% from the start of the proposed new MEAs (in addition to the 2.04% already paid in 2023)
- 3% in 2024
- 3.5% in 2025, and
- a \$1000 one-off cost of living payment for permanent and temporary staff at the start of the MEAs.

CER has also proposed the new MEAs have a nominal expiry date of 31 December 2025.

The IEU considers the pay offer cannot be recommended to members. There are also significant issues outstanding apart from pay, including our claim for 12 weeks paid parental leave for a person who is the non-initial primary carer of a child (usually the father) when the initial primary carer (usually the mother) has returned to work or study. This condition has recently been agreed in Catholic systemic schools.

At the last bargaining meeting on 13 June 2023, the IEU responded with the following claims on behalf of members:

- 1% pay increase from a date to be agreed (in addition to the 2.04% already paid in 2023)
 - 4.5% increase in 2024
 - 4.5% increase in 2025
 - a \$1000 one-off cost of living payment for permanent and temporary staff at the start of the MEAs, and
 - a pay protection clause that guarantees Model A teachers and support staff receive at least the same percentage increase as staff in government and Catholic systemic schools in 2024 and 2025.
- We are awaiting a response from the employers.

Model B and C Catholic independent schools

The existing Model B and C MEAs expired at the end of 2021. CER have made the following pay offer:

- pay increase of 2.78% in 2023 (already paid), plus a one-off payment of \$750
- pay increase of 3% in 2024, and
- pay increase of 3% in 2025.

Our Council meeting on 17 June 2023 considered CER’s offer and concluded it was unsatisfactory.

At the bargaining meeting on 3 July 2023, the union pressed our original claims for improvements in paid parental leave; measures to address teacher shortages and to reduce teacher workloads; improvements to the support staff pay and classification structure; improvements for maintenance and outdoor staff rates of pay to reflect the higher rates payable in systemic schools; and improvements to long service leave entitlements for non-teaching staff.

What happens next

CER’s offers for Model A and Model B and C Catholic independent schools are well below our claims and below the anticipated public sector and Catholic systemic school increases for 2023 and beyond. Model A and Model B and C schools need to do more to show they value their teachers and support staff. In early Term 3, the IEU will provide further details of bargaining to members and set out actions Chapters can take to achieve a fairer outcome. Contact your IEU Organiser to arrange a visit.

Samantha Danalis Industrial Officer



IEU representatives (including Secretary Mark Northam, Deputy Secretary Carol Matthews and Industrial Officer Verena Heron) at the Fair Work Commission in Melbourne

New legislation opens door for pay rises for early childhood education and care teachers

On 16-17 August the Fair Work Commission will hear a landmark case to authorise multi-employer negotiations involving 65 national employers and 12,000 workers in the early childhood education and care sector (ECEC).

The application was jointly lodged by the IEU along with the United Workers Union (UWU), which represents ECEC educators in NSW, and the Australian Education Union (AEU), which represents ECEC teachers in Victoria.

It would allow supported bargaining for an enterprise agreement with a block of long day care employers in NSW.

The *Secure Work Better Jobs Act* reforms, which started in June, make it easier for unions to bargain for enterprise agreements with groups of employers.

A group of over 20 ECEC employers in NSW has agreed to be part of the application. As it is supported bargaining, the funding body, which is the Federal Government in this case, will also be a party to the discussions.

IEU Secretary Mark Northam said the new legislation paved the way to address long-term inequity in the ECEC sector.

"The ECEC sector plays a crucial role in the education of our young citizens, and improved recognition of their value and professionalism is long overdue," Northam said. "However, four-year university trained ECEC teachers in some long day care centres are only paid modern award rates.

"This means they could be earning \$30,000 a year less than school teachers with the same qualifications.

"Unsurprisingly, there is a crippling workforce shortage in the ECEC sector, with employers unable to recruit and retain staff. The 60 employers participating in this application nationally (with the three unions) want to pursue an enterprise agreement under the new supported bargaining stream. This is a historic step in utilising the new provisions.

"We hope improved pay should flow from this supported bargaining process quite quickly, as well as conditions which provide better access to professional development, so teachers can more easily maintain their accreditation," Northam said.

Online PD equips casual relief teachers to thrive and survive

In a recent professional development session run by the IEU, approximately 200 members came together online to enhance their skills and knowledge as casual relief teachers.

The session aimed to provide strategies and support to address the unique classroom management challenges faced by these educators, who are always stepping into unfamiliar environments.

Led by David Vinegrad, Director of Behaviour Matters, and a highly experienced educator with 40 years of teaching under his belt, the course focused on three key areas: prevention, response, and resolution of challenging behaviours.

Participants were equipped with valuable behavioural science knowledge and effective student management strategies.

Vinegrad emphasised the importance of effectively managing challenging behaviours in a timely manner to prevent their escalation. It was also stressed that being familiar with the school's policies is crucial in case situations become difficult to handle.

Additionally, having knowledge of child protection laws was highlighted and as a member of the IEU, casuels can always seek support and guidance from the organisation when dealing with challenging matters.

By offering practical strategies and valuable insights, this session empowered casual relief teachers to thrive in their roles and effectively manage the complexities of being the new face in various classrooms.

Vinegrad also emphasised the significance of early preparation. Casual relief teachers were encouraged to establish a diverse array of engaging resources, especially during their first introduction, to foster a productive and enriching learning environment.

The IEU will offer the course again in November, and final year students and graduate teachers are encouraged to attend.

Get a handle on the Voice: PD opportunity
On 1 August the IEU is offering another online session: Getting a Handle on the Voice Referendum: IEU in conversation with Thomas Mayo and Kerry O'Brien. Mayo and O'Brien will unpack their book *The Voice to Parliament Handbook*.

The Handbook covers some of the most frequently asked questions about altering the constitution and establishing an Aboriginal and Torres Strait Islander Voice.

Details: bit.ly/IEUMayoEvent



ACTU Secretary Sally McManus with Kylie Booth-Martinez and IEU staff and supporters at the Yes 23 rally on 2 July



Time to step up for the nation

Kylie Booth-Martinez
Vice-President Support Staff



On 19 June, I had the pleasure of attending the Australian Council of Trade Unions' (ACTU) Our Voice Aboriginal and Torres Strait Islander Conference held in Brisbane on the lands of the Turrbal and Jagera people.

First Nations peoples are the oldest living continuing culture. First Nations people should have a voice in their own country.

ACTU Secretary Sally McManus said First Nations People have historically shown the power of collective action, strike power and resistance – the most oppressed people have shown the greatest collective action. McManus said it's time to have pride in our country and its history, time to step up. Trade unions will be there for Voice, Treaty, Truth.

ACTU President Michele O'Neil spoke about how union history has not always been great. Unions supported the White Australia policy of 1901, this impacted the First Nations Peoples who were considered a 'dying race', not something to be proud of.

In 1940-1950, unions opened their eyes and saw the value of Aboriginal struggle. In 1963, the ACTU backed the campaign for wage equality for Aboriginal and Torres Strait Islander workers. Unions have grown.

Steve Mann, a proud Torres Strait Islander and the Queensland State Coordinator for the Yes 23 project said regardless of the outcome, we have created a space to be a stronger community, and a chance for conversation.

“This is an opportunity for all Australian to come together and contribute to building a stronger, fairer nation. It's time to open our nation's next chapter by voting 'yes' at the referendum.”

Milly Telford and Amy Gordan from Passing the Message Stick, a two-year project, shows us how to express the fundamental truth, and at the same time shift others to support us.

They gave some insight into how to have 'those' conversations by using the four 'V's, Value, Villain, Victory

and Vision. More information on this can be found at www.passingthemessagestick.org. Their message is that we need to win the narrative, 'yes' makes space for bigger change for our people and country.

The UWU (United Workers Union) are working hard to get the message to our people in NT. Their remoteness means information is not getting to them and in some places English is not the first language, so it's important to get it right.

The referendum won't be a tick-a-box, you will need to write 'yes'. For the mob in some of our remote communities, this will be difficult. Wayne Costelloe, UWU First Nations Leadership and Development Officer, spoke about what the Voice will deliver and reminded us how past policies, created by government without appropriate First Nations engagement, have failed.

In a room of strong First Nations unionists, the message was clear. This is an opportunity for all Australians to come together and contribute to building a stronger, fairer nation. It's time to open our nation's next chapter by voting 'yes' at the referendum.

Early Childhood Education & Care



IEU the union for early childhood teachers

The IEU wrote to Deputy Premier and Minister for Education and Early Learning Prue Car in May about teacher shortages and workload issues in early childhood education and care.

The union suggested increasing salaries for teachers in preschools by tying preschool funding to the making of enterprise agreements. The union gave practical examples from Victoria and Queensland. The Queensland Government pays services an additional subsidy per child to attract and retain early childhood teachers, particularly in remote or outer regional areas.

The Victorian Government pays services that are party to the *Victorian Early Childhood Teachers and Educators Agreement 2020 (VECTEA)* a higher subsidy per child. bit.ly/VICGovKindyRates

The VECTEA includes salaries of up to \$113,766, 15 days paid personal leave per year, paid infectious diseases leave, five days compassionate leave, paid parental leave of 16 weeks, child-free days for professional development and other purposes, maximum face-to-face teaching hours of 25.5 per week with a minimum of 12.5 hours for non-teaching duties including planning and attending meetings: bit.ly/FWCDDecisionVIC

We have also requested more support for teacher accreditation, including funding

early childhood teachers as mentors for provisionally accredited teachers, funded release to enable teachers to attend professional development and paid practicums.

We proposed that NESA provide some accredited professional development for teachers given the limited availability and expense of courses. The Federal Government recently announced \$72 million in funding, including a subsidy to give those studying early childhood education up to 20 days paid leave to undertake practicums and to attend mandatory and recommended training. For more information about the funding: bit.ly/ECECPDfunding

The union advocated for the NSW Department of Education to develop template policies and forms required under the National Regulations, that services can adapt to their specific contexts.

The IEU also requested that the requirements to access funding for children with special needs should be reviewed and should cover support for the entire duration that the child attends the centre.

NQF Staffing and Qualification Review
ACECQA has released a Public Consultation Document for the Review of the NQF Staffing and Qualification Requirements.

The consultation questions allow for feedback regarding options to enhance national consistency, support quality and reduce complexity of qualification requirements.

Included in the review are regulations 131 to 134, which cover the requirements for the employment of early childhood services according to the number of licensed places, describing the review as "...an opportunity to review the national consistency in line with transitional, savings and jurisdictional specific regulations varying these regulations".

As you are aware, NSW has maintained their superior requirements to employ early childhood teachers in services since the introduction of the National Regulations.

Regulations 239A and 242 cover the attendance of early childhood teachers in remote areas and employees taken to be early childhood teachers. ACECQA explains that these are transitional provisions, and the review provides "...an opportunity to consider the best approach for addressing these, considering ongoing workforce challenges".

Regulations 272, 324, 343 and 373 reflect early childhood teacher requirements in NSW, SA, Tasmania and WA respectively. The document explains that the "... level of variation in requirements and

provisions also presents a challenge for service providers operating across states and territories and can act as a barrier to workforce mobility".

The IEU maintains that maintaining the requirements to employ university qualified early childhood teachers is essential to ensure the most positive outcomes for children enrolled in ECEC. Our position is that the shortage of early childhood teachers would be better addressed by improving salaries and conditions to levels that will attract and retain qualified teachers, rather than lowering qualification requirements to a minimal national standard.

The IEU encourages members to participate in the survey to ensure the stakeholders seeking to reduce the number of teachers that must be employed in early childhood services are balanced by those who value qualified teachers.

To download the document and access the survey which closes on 4 August: bit.ly/ECECNQF

Lisa James Organiser

Present tense

Award increases

From 1 July, all award rates will increase by 5.75%, in line with the National Minimum Wage decision in June. This includes those in the Educational Services (Post-Secondary Education) Award, which is the industrial instrument that applies across the private college sector.

For ELICOS teachers, this will see the casual hourly rate for a Level 3 teacher increase to \$57.77, on Level 7 to \$64.32, and on Level 11 to \$71.48. The top of the scale (Level 12) for a permanent (non-casual) teacher is now \$76,391.80. Meanwhile for admin staff, a Level 2 employee will now receive at least \$52,865.70 at the top step, while a Level 4 employee can earn as much as \$61,467.98.

These are historically high increases, and they will be welcomed by all employees across the sector. They have been made possible thanks to lobbying of the union movement (of which your union is a part), including in submissions to the Fair Work Commission. Members should check their pay in the first full pay period after 1 July to ensure these increases are being passed on.

What's happening in Canberra?

The Albanese government continues to reform Australia's industrial relations laws, with further amendments to the Fair Work Act passing in June.

These changes boost flexible unpaid parental leave, guarantee superannuation as a right under the National Employment Standards (NES), and make payroll deductions (for things like union fees) easier for employers to manage, among other changes

These changes come on top of a suite of changes to the Act passed late last year, and the government has flagged that further changes are in the pipeline in the next six months (including better arrangements for casual employees).

Meanwhile, the government has also turned its hand to the operation of international student visas. Influential Labor MP Julian Hill has called for a "nuclear option" to force providers at "the bottom end of the VET sector" – so-called 'ghost schools', where students are really only enrolled as a front for cheap workers – to greatly improve standards or to close their doors.

Hill acknowledges that the vast majority of providers are doing the right thing, but argues that these rogue schools risk the reputation of the industry more broadly. There are no firm proposals from government just yet, but watch this space.

From the international desk

ELICOS teachers at British Council (BC) schools in Portugal held a highly successful strike in early June. The *EL Gazette* reports that teachers and

non-teachers formed picket lines across BC schools across Portugal, with around 85% of classes cancelled because of the action.

BC is trying to argue that individual teachers receive 2-3% increments each year, but teachers point out that 50% of staff are at the top of the scale, and that the base rates have barely changed for a decade or more. They argue that the actual increase for most teachers has been less than 1% per annum at best. Further action is planned for September.

The IEU supports the rights of workers wherever they may be, and any union is always stronger the more workers join. Encourage your colleagues to join the union for private college employees, the IEU. They can join over the phone (8202 8900), via email (membership@ieu.asn.au), or at bit.ly/joinIEU, and union fees are tax deductible.

Kendall Warren Organiser

The facts about NESA compliance: **Are you still doing too much?**

To accompany this poster the IEU has developed a sample list of activities which might be happening in your school, are not required by NESA, and which unnecessarily add to teacher workload.

In some instances, we have also provided suggested solutions or alternative work practices which might be adopted to address workload issues.

The common themes across schools include excessive unit evaluations, annotations and/or reflections, excessive detailed annotations for every lesson, and inconsistent standards of program requirements.

This sample list can be accessed from our website bit.ly/nesaworkloadlist

Where to from here?

If any of the sample list of activities, identified as excessive, are happening in your school, members are encouraged to commence a professional discussion with principals and school leadership teams in order to address the unnecessary workload issues these activities create.

IEU organisers and professional engagement officers are also available to assist in these professional discussions to ensure workload issues are meaningfully addressed.

Please encourage all your colleagues to join the IEU and be part of the solution in improving workloads and conditions.

**“Managing
teacher workload
one step at a
time.”** Mark Northam

School registration requirements

“Schools should not be creating additional documents solely for the purpose of registration or for NESA inspection.”

“Careful consideration should be given to the purpose of any additional expectations.”

IEU members are encouraged to engage in professional conversations at the stage, KLA, or whole school level to establish where the request for additional details is being generated, the purpose of such additional requests and their value and workload implications.

If a change to the planned program is necessary, only a brief annotation on the document is required. Detailed descriptions and a rationale as to why the change was made are not required by NESA.

It is important to remember that the primary audience for your teaching program is you, the teacher who is actually delivering the program. Since those reviewing the programs would be educational professionals it is reasonable to expect they have a sound knowledge and understanding of professional teaching conventions.

While teachers must ensure their programs clearly demonstrate the syllabus and relevant syllabus requirements are being met, the increasingly common practice of developing programs which resemble pre-service teacher lesson plans is not necessary

NESA does not require “lesson plans and descriptions of repetitive and basic classroom practices.” It is a matter for the teacher as to the level detail they wish to include. The IEU consider lesson steps, detailed explanations as to why actions are being taken, and excessive detail describing the class activity as repetitive and basic classroom practices.

The routine collection of work samples is not required. Where NESA may request to view work samples as part of an inspection, they should be readily available from the daily work of students.

Curriculum – school registration

NESA’s school registration manuals detail the curriculum requirements that schools must demonstrate they are meeting registration purposes.

To assist schools, this fact sheet describes and clarifies the requirements of the School Registration Unit about recordkeeping.

Curriculum requirements

NESA’s school registration manuals (the manuals) describe the evidence of compliance that is needed to demonstrate delivery of a school’s curriculum in accordance with the *Education Act 1990*.

- There is a manual for each school sector:
- [government schools](#)
 - [individual non-government schools](#)
 - [systemic non-government schools](#)

Schools that deliver courses for the Record of School Achievement (RoSA) and/or the Higher School Certificate (HSC), must also follow NESA’s Assessment Certification Examination ([ACE website](#)) rules.

The manuals describe the curriculum documentation required to demonstrate that NESA syllabuses are being taught.

This documentation should typically exist in a school. **Schools should not be creating additional documents solely for the purpose of registration or a NESA inspection.**

School or school system expectations

Schools are responsible for ensuring processes are in place to implement NESA’s curriculum and policies.

A school or schooling system may have expectations in addition to the evidence of compliance described in the manual. **Careful consideration should be given to the purpose of any additional expectations.**

Programming

Teachers include information in their programs to indicate the syllabus content they plan to teach and how they intend to teach it.

A teaching program typically details syllabus outcomes, syllabus content and teaching strategies. Teachers may choose to include other information in a teaching program such as assessment or they may choose to record this separately.

The amount of depth and detail included in a teaching program is a matter for the teacher.

Teachers should ensure that the teaching program clearly demonstrates that the syllabus is being delivered and any relevant syllabus requirements are met. **Lesson plans and descriptions of repetitive and basic classroom practices are not required for school registration purposes.**

Schools may require additional elements to be included in teaching programs. **However, these should be carefully considered so they are not an unnecessary burden for teachers.**

Student work samples

Student work samples are the natural artefact of implementing the school’s planned curriculum.

For school registration purposes, **NESA does not require student work samples to be routinely collected and kept by teachers.**

During an inspection (including when a school is selected at random), an Inspector may request a few samples of student work that demonstrate implementation of the curriculum. **The samples should be those available on a day-to-day basis and may include anything relevant to delivery of the teaching program that a teacher can readily access if required. Examples include current student workbooks, completed tasks, activities or displays on a classroom wall.**

Registration requirements

Curriculum documentation and records needed by schools for registration requirements.

Clarifies areas which are commonly raised with schools and needed for school registration purposes.

Paper or digital records

It is a matter for the school and/or teachers to determine whether curriculum documentation is maintained as paper or digital records.

NESA does not typically require schools to print documents for an inspection. Documentation and records may be presented in whichever format the school holds the records.

Aligning curriculum documentation

NESA's manuals refer to schools demonstrating evidence of alignment between NESA's syllabuses and the school's curriculum documentation.

This means that the various elements of curriculum documentation align with each other and reflect the relevant syllabus. For example, units of work (title, sequence, duration) correlate with those in the scope and sequence and assessment plan.

This does not mean that teachers cannot change the sequence of unit delivery or duration of time allocated to a unit of work. Adjusting curriculum delivery in response to student needs is good practice. Teachers have the flexibility to decide how such adjustments are made and recorded. Brief electronic or handwritten annotations on the scope and sequence or noting the change through program registration are both valid ways of recording such changes.

Schools sometimes collect work samples for collaborative conversations such as grading. This is not a registration requirement and is a matter for schools.

Schools offering courses for the RoSA must maintain a small number of work samples for moderation purposes. This only applies to Year 10 and Year 11 courses. The NESA website outlines requirements for [retaining work samples for RoSA](#). These will not be requested as part of a NESA inspection for registration purposes.

Sample of documentation requested at a NESA inspection

Curriculum documentation is being reviewed as part of an inspection, an Inspector will contact the school in advance to identify and confirm the specific materials to be provided.

For an existing school, an Inspector will typically ask to see curriculum documentation for **one or 2 subjects from one Stage of learning** to demonstrate implementation of syllabuses.

Below is an example of what may be requested for a primary school being inspected in Term 2 with Stage 3 English identified as the focus key learning area: Timetable
Scope and sequence for the Stage 3 Term 1 teaching program or unit(s) of work
Assessment plan for the year
Samples of student work to demonstrate delivery of the teaching program.

A sample of curriculum documentation provides a record of how the school delivers English syllabus and allows an Inspector assess curriculum alignment.

Further advice

For more information about school registration or inspection processes, please contact the School Registration Unit on schoolrego@nesa.nsw.edu.au.

Differentiation – any differentiation adjustments need only be brief statements in the program. They do not require commentary.

For example, in an activity where the class is exploring numbers to 20 and two students, Cameron and Sadhika, have an adjustment, an appropriate wording to acknowledge the delivery of this differentiation in the program could be as simple as “CV and SJ – numbers to 10 using counters.”

This fact sheet statement is self-explanatory. Members should read this, spread the word and smile.

Reflection and evaluation should not be a recount of each lesson or conducted in relation to each teaching and learning strategy delivered to the class. Rather, it should indicate whether the program was delivered in the scheduled timeframe and briefly state how the unit may be taught more effectively next time.

Some teachers and schools may choose to conduct ongoing evaluation as a unit is delivered, while others may prefer evaluating at the conclusion of the unit.

School-based assessment

Assessment naturally occurs when teachers deliver their programs. It may be as informal as an observation of the class or a scheduled activity and the teacher determines individual student progress. Formal [assessment](#) should be documented and align to the program but does not need to be integrated into programming materials. Teachers and schools may choose how they record and retain student achievement results.

School considerations

NESA encourages all schools and schooling systems to carefully consider any programming requirements placed on teachers including mandating daily or weekly evaluation and registration, and other activities related to programming.

Further advice

For more information about curriculum and school-based assessment, please contact the Curriculum Standards team at NESA on curriculum@nesa.nsw.edu.au.

If you continue to experience workload issues related to programming, contact your organisers.

For more information visit <https://bit.ly/nesafactsheet2023>

Curriculum – programming and record keeping

The following advice from the Curriculum Standards Directorate relates to school-based decisions about programming and recordkeeping.

Evidence of compliance in the manuals does not include teacher evaluation and reflection, teaching program registration and curriculum differentiation.

It is a matter for teachers and schools to determine the method for recording teacher reflection and evaluation, teaching program registration and curriculum differentiation, and how often that is conducted.

Differentiation

Teachers will implement various methods for recording differentiation in their programs such as brief statements to indicate what changed since planning commenced. There is no expectation that a teacher writes comments regarding each aspect of each lesson or for each teaching strategy.

Teachers will develop programs inclusive of outcomes based on the most appropriate curriculum options selected for a [student\(s\) with disability](#) during the [collaborative curriculum planning](#) process. If a student(s) with disability requires [adjustments](#) to teaching, learning and/or assessment this should be reflected in the program.

Teaching program registration

Program registration certifies that a teacher delivered their program based on NSW syllabuses.

NESA does not have a requirement related to the method or how often a program is registered.

Where there is no change to the original plan, a simple record of date of completion

indicates a program was delivered without amendment.

Program registration enables teachers to concisely record any significant changes to the planned program following implementation, and how these changes may require future adjustments in syllabus delivery across the Year or Stage.

Teacher evaluation

It can be useful for a teacher to personally evaluate their teaching programs and consider the scope and sequence. This helps determine if they would like to make changes to the way a program is delivered in the future. The focus of the evaluation is how effective the unit was in achieving its objectives and ways that the teaching program could be improved when taught again.

NESA has no requirement about how evaluation is completed or how much detail is required. These are all matters for the teacher and/or school to determine.

Teachers and/or schools may choose to combine program registration and evaluation into a single process. It may depend on the length of a unit being delivered as part of a program.

If the same program is delivered to multiple classes in a calendar year, it may be appropriate for teachers to register and evaluate on a single program rather than each teacher register and evaluate on their own copy of the program.

Effective evaluation is an important professional responsibility. It does not follow that this reflection needs to be a written document for an external audience. NESA only require brief comment to indicate where the planned program was changed.

Schools and systems are encouraged to carefully consider the need for daily or weekly administrative tasks. The IEU has stressed that annotations in programs are not required unless there are changes.

Hear our professional voice

The IEU has argued for some time that the professional voice of teachers needs to be heard to genuinely address workload issues in schools.

The requirements set out in the NESA Fact Sheets are not minimum requirements. They identify the actions required of teachers to appropriately meet their professional obligations.

Where an individual, school, or system is requesting additional requirements to those NESA has outlined, the IEU strongly suggests a professional discussion should take place to determine the evidence basis for such a request and the workload implications.

Where there are issues with an individual teacher this is best dealt with as a performance management issue, not by implementing whole school processes which undermine professional teacher judgement.

What NESA actually requests for compliance

- Timetables for each year/class showing the allocation of time and teachers for each KLA.
- The scope and sequence of learning/units of work in relation to outcomes of the NESA syllabus for each KLA for each year.
- An assessment plan indicating how students' performance in each KLA is assessed, monitored and recorded.
- An overview of the process for reporting student achievement.
- For relevant schools, assessment policies and procedures for the RoSA and WHSC which comply with the requirements on the ACE website.

New staff bolster IEU ranks



Jennifer Tait
Organiser Jen Tait plans to use her experience of school visitation and advocacy to good advantage in her new role. Jen’s career to date has focused on supporting students who are blind or have low vision. A strong interest in Special Education led Jen to her first position at the Royal Blind Society as an Access Technology Teacher, and then to NextSense (formerly the Royal Institute for Deaf and Blind Children) at North Rocks. After four years she moved to London to teach general Special Education. But

returning to Sydney, she was keen to work with students who are blind or have low vision again.
“I had to leave vision to realise that is what I wanted to concentrate on,” Jen said. She returned to NextSense for 18 years, working as a Specialist Teacher (VI), supporting a variety of mainstream independent schools who have blind or low vision students enrolled.
She was also the IEU Rep representing the vision team at the school and was involved in negotiations for a new enterprise agreement covering the itinerant teachers in the Deaf/ Hard of Hearing and Blind/Low Vision teams at NextSense, which is part of the Association of Independent Schools (AIS).
“When I was visiting teachers, I saw the pressure they are under, and the admin burden placed on them, and I felt the need to do more to support my colleagues in the teaching profession,” she said.
On moving to the IEU, Jen said, “I was ready for a change. My previous role involved teaching students directly as well as supporting teachers and school staff.
“I wanted to transfer my advocacy skills from the disability space to the education space. Things have been challenging in schools for many years now and change is long overdue. It is an exciting time to be a part of the IEU helping to create that change.”



Christina Ellul
Christina comes to the union armed with almost 30 years’ experience as a teacher and coordinator in the Catholic sector.
She has spent most of her previous career at Good Shepherd Primary School in Plumpton in western Sydney.
“I’ve been teaching and leading and loving it. I loved working with my colleagues, and I loved the students and the culture,” Christina said.

“I’m passionate about supporting my students but also colleagues.”
An IEU Rep with 20 years’ experience, Christina is familiar with the kinds of issues she will be encountering as an organiser.
Christina will have a joint role at the IEU, acting as an organiser visiting schools, but also as a professional engagement officer.
“I love being challenged and working collaboratively with people. I like presenting and helping people. I enjoy the team spirit within the union. It’s all about coming together to be stronger and make things happen.
“You can’t fight on your own. I saw that as a Chapter Rep. When our Chapter stood together as a team, we achieved more change for the better.”
With qualifications in counselling and meditation, Christina has a variety of skills at hand.
I will be proud to be part of a team that fights for change.”



Michael Aird
Michael joins the IEU as an industrial officer. A part of the union movement since 1995, he has a wealth of experience in a variety of backgrounds.
Most recently he has been with the CFMEU in the manufacturing division, which could encompass anything from timber to textile workers.
In particular, he enjoyed supporting textile workers from western Sydney, mostly women with English as a second language.

“This group tends to be not well paid or well treated. It was a tough organising environment, where they really needed a union,” Michael said.
Changing the laws to help this group, and seeing the employment of young Chinese and Vietnamese speakers as union organisers, was a satisfying experience, he said.
“I would love to see Vietnamese women taking a leading role at the CFMMEU in the future.”
An admitted solicitor, Michael practised industrial law with Maurice Blackburn some years ago and helped the IEU with a few cases at that time. With his parents both high school teachers, and his wife a union educator and IEU member, he has associations with the teaching profession.
“It’s a profession I admire, and I look forward to being involved with some of the big campaigns like the fight for fair pay for ECEC teachers.
“But also working with individual members who may have been unfairly dismissed or in another dispute and getting a fair outcome for them – I find that extremely satisfying.”



Brigitte Garozzo
Education has been the gateway to numerous opportunities for the IEU’s new communications coordinator, and she is passionate about doing work that supports educators of all persuasions.
She comes to the IEU with a wealth of relevant experience, having worked as a campaigner and graphic designer with the Greens and an organiser at the National Tertiary Education Union (NTEU).
She also worked on postgraduate program management at the University

of Glasgow, and most recently at the NSW Department of Education’s School Leadership Institute as a project manager, where she was acutely aware of workload issues facing teachers and school leaders.
The first in her family to attend university, her lived experience shows that quality teaching can change people’s lives.
“As a working-class kid, education influenced me in so many ways, and as a queer woman, it has also been a place of hope and liberation. As Paulo Friere said ‘Education is freedom’,” she said.
Her goals at the IEU include facilitating effective communications and ensuring the smooth running of operations within the communications team and the wider union.
“The more effective we are as an organisation, the better we can deliver for members, the happier they are at work, and ultimately, the better the education they provide will be,” Brigitte said.
A union member since her part-time job in high school, Brigitte is a strong believer in the union movement in all sectors.
“Unionism is central to my life and my praxis – without unions and collective struggle, we have no strength in the fight for a better world”.

Sue Osborne Journalist

MEMBERSHIP news

Welcome back to Term 3 and we hope you all enjoyed the break.

As we move into the final semester of 2023, you may have changes to your personal, workplace or workload details.
If this is the case, please let us know even if these changes will not occur until Term 4. Our inbox is checked daily membership@ieu.asn.au or you are welcome to phone us direct on 8202 8900-press 1 for membership. Your employer will not advise us of changes on your behalf even if they are processing your union membership payment via payroll.

Union dues are tax deductible, if you haven’t already submitted your return and you pay via direct debit, credit card or BPAY, contact membership@ieu.asn.au for a statement.
If you are paying via payroll deductions through your employer, your union dues will be automatically included on your income summary, available via your MyGov account.
Thank you again for your support and best wishes for the term ahead.

Membership Team

Professional engagement

Is it really needed for compliance?

IEU Professional Engagement Coordinator Pat Devery sets out the next steps in addressing unnecessary administrative workload.

By now members should be well acquainted with the NESAs Fact Sheets on school registration recruitments and programming and record keeping.

NESA produced these Fact Sheets after listening to concerns from the IEU about teachers being asked to complete unnecessary administrative work in the name of compliance.

See p10 for a double page pull-out poster in which the IEU provides some commentary seeking to guide teachers on how to use the Fact Sheets to address workload issues.

The IEU has developed a sample list of activities which might be happening in your school, and are not required by NESA.

The common themes across schools include excessive unit evaluations, annotations and/or reflections, excessive detailed annotations for every lesson, and inconsistent standards of program requirements.

Members also identified overuse of General Capabilities and Cross Curriculum Priorities, uploading and linking student work samples, and excessive collection of work samples as contributing to work intensification.

In Catholic schools, members reported they were required to record the Catholic World View or Catholic Values repeatedly throughout programs, with excessive explanations and in every KLA. The NESAs Fact Sheets advise schools to carefully consider the purpose of any additional expectations.

This sample list is available on the IEU website for consultation by IEU chapters. In some instances, we have also provided suggested solutions or alternative work practices which might be adopted to address workload issues.

If chapters identify activities identified as excessive in their school, they are encouraged to commence a professional discussion with the principal and school leadership team to address the unnecessary workload issues these activities create.

IEU organisers and professional engagement officers are available to assist in these professional discussions to ensure workload issues are meaningfully addressed. We have developed a draft chapter motion should it be required.

Please encourage all your colleagues to join the IEU and be part of the solution in improving workloads and conditions.

Link to sample activities see bit.ly/nesaworkloadlist



It's time to give some credit to elective PD

Commencing Term 3, NESA has advised that teachers will no longer be required to lodge their elective PD on eTAMS and provide a 300-character statement as to how the activity met the Standard Descriptors.

Teachers will now be required to maintain a simple log which lists the date and duration of the course and the standard descriptors it addressed.

Only the accredited PD requirements must still be completed on eTAMS.

The union considers this a significant improvement to the elective PD process. It puts teachers back in control of their PD program and it displays a professional trust of teachers, for which the union has long been asking.

In the past, teachers have often considered elective PD to be of lesser value than accredited PD. Members are encouraged to reassess this concept as elective PD should be more readily available, more suited to individual needs and, more often, free of cost.

There is no reason for any member to undertake more than the mandatory 50

hours of accredited PD unless it is readily and freely available.

Members are strongly encouraged to pursue elective PD which suits their interests and professional needs.

Examples of electives might include:

- any course and/or activity in a priority area that is not accredited
- efforts to integrate ICT into teaching practice
- activities involving legislative requirements (eg anaphylaxis, child protection, sectoral/school policy requirements etc)
- meeting professional ethics and responsibilities, including courses on meeting teacher accreditation requirements
- strategies for effective engagement with parents, carers and the community
- mentoring or coaching that supports your teaching practice
- educational leadership
- relevant further study, and
- professional commitment activities (for HALTs).

Roles and responsibilities that are part of your duties as a teacher are not counted as elective PD, including programming, procedural staff meetings, event coordination and excursions, writing reports and parent/teacher meetings.

NESA has provided a template log which can be downloaded from their website which clearly indicates to level of detail they require: bit.ly/nesalogtemplate

IEU members are advised that there is no obligation for their personal PD information to be retained on a central data drive or made available to the principal. Should this occur, members should contact their IEU organiser immediately.

Pat Devery
Professional Engagement Coordinator



IEU members win Unions ACT awards

Two IEU Reps were presented with Unions ACT awards at IEU Council on 17 June.

The awards recognise the “significant and meritorious contribution of rank-and-file union members to their co-workers, working people and the union movement”.

IEU ACT Vice President Angela McDonald of St Thomas Aquinas Primary Charnwood received the May Day Award and Rep Eugene Lehmensich of St Mary MacKillop College Canberra received the Delegate of the Year Award

“It’s an absolute honour to be awarded the May Day Award from Unions ACT at June Council. The original May Day protests grew out of the struggle for the eight-hour day and the work of unions continues to this day,” Angela said.

“The IEU, along with our fellow union members, continues to work for better outcomes for people and not just those working in education. This is evident in supporting the ‘yes’ campaign. A First Nations Voice aligns with our core union values of consultation, representation and inclusion,” she said.

“I have learnt so much through my involvement in the union. I encourage all of you to continue to engage with the unions work. Connecting with the IEU on Twitter and Facebook is a great way to start.

“Being a union member is not about the ‘one’ person or entity. It is about the solidarity of being in the collective, a united voice. My award is not about me; it is a wonderful way to celebrate all of you, who do what you do each day and walk together with me.”



IEU ACT Vice President Angela McDonald and IEU Rep Eugene Lehmensich receive Unions ACT awards from IEU Secretary Mark Northam

NGS CYBER BREACH

NGS issued the following statement regarding a cyber breach of its data:

On Friday 17 March, we discovered that a cyber attacker had gained access to some of our systems for a short period of time. We immediately shut down our network and began investigations. We also launched comprehensive cybersecurity protocols and enhanced network monitoring.

Importantly, your super savings and the fund’s assets have been always secure. We sincerely apologise this has happened. You can be assured we remain highly alert and continue to monitor our systems for signs of any suspicious activity.

What should I do if my TFN was impacted?

In response to the attack, the Australian Tax Office (ATO) applied broad protective measures restricting access to Tax File Numbers (TFNs) across the NGS membership, irrespective of whether the TFN was accessed as part of the attack. In making this decision, the ATO considered the number of cyber incidents that have affected a broad number of Australians this year, as well as the potential risk to personal information.

We have been in continual contact with the ATO to find a safe and appropriate way for these restrictions to be lifted, and they have now been lifted for the majority of NGS members. If the protective measures remain in place for you, you can still transact with the ATO, including lodging your tax return, by calling them on 1800 467 033, Monday to Friday 8am–6pm (AEST) to have the protective measures lifted for 48 hours.

What other help available to me?

NGS has engaged IDCARE, Australia’s national identity and cyber support community service. They have expert case managers who can work with you if you think your information may have been misused. IDCARE’s services are at no cost to our members. If you wish to speak with one of their expert case managers, please complete an online ‘Get Help’ form at www.idcare.org/contact/get-help, or call 1800 595 160 (Monday to Friday 8am – 5pm AEST excluding public holidays).

Please use the referral code NGS23. You can also access credit reports through Equifax and Experian to protect your information. If you need help or have questions, please call our Helpline on 1300 133 177. The Helpline is available Monday to Friday, 8am–8pm (AEST/AEDT).

STAND WITH GOMEROI AGAINST SANTOS

PROTECT LAND, WATER AND CLIMATE NO TO COAL SEAM GAS

RALLY AND ROADTRIP

SATURDAY AUGUST 12 | 9:30 AM
NEILSON PARK COONABARABRAN

10:30am Depart for a mobile protest with stops in the Pilliga

2pm park and gather in Narrabri at the car park behind the Visitor Information Centre, for 3pm march to the Santos office

Contact Shane Reside, MUA Sydney Branch Organiser on 0400 526 313 or shane.reside@mua.org.au

Members of the Gomerioi community of Coonabarabran invite you to this event, supported by Unions NSW



Enviro Grants

NOW OPEN

Members are now invited to apply for the IEU's Environment Grants for 2023 (details below). Last year's winners are well advanced in their projects, such as Thurgoona Preschool.

Educational Leader Mel Symington said the project had brought community connection, learning and excitement for the children, teachers and families.

The Aboriginal Connections/Bush Tucker Education project involved planting a bush tucker garden with the help of some First Nations families attending the centre.

Children, teachers and educators have been involved in the creation of the garden, caring for the plants and the picking and cooking the food.

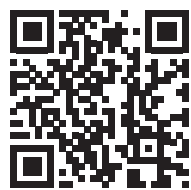
The project also created a connection with James Fallon High School, whose students came and performed a traditional dance at the garden's opening.

"We've got a yarnning circle, so we wanted to connect alongside that, bringing more understanding of connections to the land," Mel said.

"The Bush Tucker Garden was a space that we could embed within our programs to educate all the children. They can learn how to cook, prepare meals and learn about history and connect it back to the land," she said.

"The children have been very much a part of it from the beginning, they helped prepare the space when we began bringing in all the garden beds and they were planting and learning about each plant."

To apply for this year's grants, sponsored by TMB, scan QR code or see ad below.



Around the Globe

Cambodian union leader Chhim Sithar jailed



Director of Human Rights Watch, Phil Robertson, says "From the very start of the casino workers' strike, the Cambodian government has sided with NagaWorld management to persecute Chhim Sithar and the union's leaders and crush the strike".

Chhim Sithar's visit to Australia leads to re-arrest

In November 2022, Chhim Sithar participated in the World Congress of the International Trade Union Confederation (ITUC) in Melbourne, as a guest of the Australian Council of Trade Unions (ACTU). During her time in Australia, she met with the Cambodian community and held meetings with MPs interested in hearing about the concerning situation in Cambodia.

Chhim Sithar was re-arrested at Phnom Penh airport on 26 November 2022 upon her return from Australia. Authorities alleged that she had violated her bail conditions by travelling overseas, but Sithar and her lawyer refuted this as she had travelled to Thailand in September and October without consequence and they were never informed of such conditions.

"Even when I am not in prison, I cannot freely exercise my right to be a union leader. I cannot give up because of the threat of prison. I have to stand up for workers' rights." Chhim Sithar

United to fight for Chhim Sithar

The ACTU is working together with Amnesty International and Human Rights Watch to call upon Cambodian authorities to immediately drop the charges against Chhim Sithar and unconditionally release her and her fellow union members who have been detained in their staunch defence of workers' rights.

The charges against Sithar are a clear attempt to silence her and to intimidate other union leaders in Cambodia. They are also a violation of Cambodia's obligations under international human rights law. The imprisonment of a union leader also undermines workers' rights to organise, bargain collectively and take industrial action.

Send a message to Cambodian Prime Minister Hun Sen

Sign the petition calling on Prime Minister Hun Sen to immediately drop the charges and free Chhim Sithar and her fellow unionists and stop the attacks on trade unions in Cambodia.



Here are some other ways to help

- Write to your elected representatives and ask them to raise Chhim Sithar's case however they can.
- Share information about Chhim Sithar's case on social media and with your friends and family. #FreeChhimSithar

Together, we can make a difference in the fight for workers' rights in Cambodia.

Around the Globe brings you international news about injustices and workers' rights. If injustice exists anywhere, it exists everywhere.

Katie Camarena Journalist

Chhim Sithar is a union leader in Cambodia who has been fighting for workers' rights for many years. She is the President of the Labor Rights Supported Union (LRSU) of Khmer Employees of NagaWorld casino, where she has worked since 2007. In May this year, Chhim Sithar and eight other trade unionists were convicted on charges of "incitement to commit a felony or disturb social security". She was sentenced to two years in jail. Chhim Sithar and her fellow trade unionists have been persecuted unjustly for exercising their right to freedom of association, freedom of expression and for peaceful assembly.

Casino workers on strike

In April 2021, union leaders and workers began a series of strikes at NagaWorld Casino after the company laid off 1329 workers. Chen Lip Keong, a Malaysian billionaire and businessman, is the founder of NagaWorld's parent company, NagaCorp, and is both the CEO and controlling shareholder of the casino. NagaWorld holds the casino license to operate in Cambodia's capital, Phnom Penh. The license is valid to 2065 with a guaranteed monopoly until 2035. The strike actions by workers at NagaWorld have been ongoing and continue to the present day.

Pandemic used to crackdown on trade unions

Union-busting has long-plagued Cambodia's labour relations history and in recent years, the Cambodian government has used the COVID-19 pandemic as an excuse to increase its crackdown on unions. NagaWorld is just one example of how authorities in Cambodia arbitrarily designate strike action as illegal while using social distancing and other public health measures to forcibly remove and detain striking workers for COVID-19 testing.

On 3 January 2022, the bogus charge of "incitement to commit a felony" was used against Chhim Sithar over a strike that called for the reinstatement of dismissed NagaWorld workers. She was held for 74 days in pretrial detention and then released on bail with charges pending in March 2022.

IEU members are invited to apply on behalf of their schools, colleges or early childhood centres for one of six grants of \$3000 each, sponsored by Teachers Mutual Bank and the union, to help with environmental projects. TMB and IEU have a proud history of funding education projects that bring sustainability initiatives to life.

Typical projects include habitat conservation; biodiversity and tree-planting; outdoor learning areas; vegetable gardens; water and energy saving; waste, recycling and composting; and Aboriginal and Torres Strait Islander environmental projects.

Eligibility criteria include the project's viability, a link to a broader environmental education strategy, and effective project management.

Applications open: **Monday 17 July 2023**

Applications close: **Friday 6 October 2023**

We ask successful applicants to provide a brief video presentation and photos at completion of the project so we can see its progress and benefits.

Winners will be announced in early October 2023, with a formal presentation proposed for the AGM.



Teachers Mutual Bank
We put you first

IEU Independent Education Union of Australia
NSW/ACT Branch

For more information on the application process, please contact environment@ieu.asn.au

Sub Branch reports

Sub branch meetings are an opportunity for Chapter Reps and IEU members from each region to receive updates from IEU organisers.

They're also a way for Reps and members to provide feedback to the union about what is happening on the ground in workplaces.

There are 19 geographical sub branches across NSW and the ACT, plus the Principals' Sub Branch. Sub branches meet four times a year, usually in the first three or four weeks of each term.

Each sub branch sends four or five delegates to quarterly IEU Council meetings.

Council is the union's decision-making body, bringing together about 80 member delegates from throughout NSW and the ACT.

The IEU Executive of 22 members is elected every three years by members.

All Chapter Reps and any IEU members who'd like to increase their union activism are warmly invited to attend their sub branch meeting.

Contact your Rep or organiser if you would like more information.

Ku-ring-gai Sub Branch

The Ku-ring-gai Sub Branch includes schools, colleges and early childhood centres in the northern suburbs and north shore of Sydney.

The Ku-ring-gai Sub Branch meets at Hornsby RSL Club on the Tuesday afternoon of Week 3 every term.

The Term 2 meeting involved a mix of primary and secondary teachers and support staff, Ku-ring-gai IEU Organiser Charles Wheeler and guest Peter Criticos – also an IEU Organiser.

Constructive discussions were had around NESA accreditation, changes to federal industrial laws and of course the IEU's strong support for a 'yes' vote in the upcoming Voice referendum.

But by far the hottest topic of conversation were developments in the Diocese of Broken Bay. Members, Reps and IEU officers have worked tirelessly over many months to have our voices heard – the resulting effect being the new Broken Bay specific Enterprise Agreeemnt and Work Practices Agreement, containing a broad swathe of improvements.

Members are delighted with Broken Bay pay rates which sit 1.5% above those in the Department of Education and are most encouraged by the inclusion of a 'pay protection clause' in their agreement which guarantees that any improvements gained in the Department be immediately passed on to Broken Bay employees. The significant wins in parental leave improvements were also lauded.

The positive reaction from members to the Work Practices Agreement (WPA) inclusion of vastly improved support for early career teachers was most telling.

First-year-out teachers will now receive an additional two hours of timetabled release, and their mentors will receive one hour per week. Members applauded this significant union win.

Our next meeting will be held at 4.30pm at Hornsby RSL on Tuesday 4 August. If you are an interested Ku-ring-gai Sub Branch unionist, it would be lovely to have you there!

Charles Wheeler Organiser

Central West Sub Branch

The Central West Sub Branch includes schools, colleges and early childhood centres in Bathurst, Lithgow, Dubbo, Orange and Bourke and surrounding areas.

Catholic systemic schools members are disappointed that Catholic Education Diocese of Bathurst (CEDB) has little interest in settling the WPA or improving support for beginning teachers.

IEU organisers are mapping schools where 84 early career teachers are employed and will survey them to see what support, if any, they or their mentors and supervisors receive.

Results so far show it is ad hoc, with some yet to receive any. It's not good enough that the CEDB claim they are the most generous of dioceses in this regard.

Some schools are still struggling to employ teachers and yet there seems to be little apparent incentive offered by the employer to entice teachers to the Central West.

A good example of this is Cowra, a well serviced country town, but our school is struggling to find teachers, to the point where a conditionally qualified teacher with less than one year's teaching experience is coordinating two subject areas.

The sub branch also appreciates the opportunity for IEU Reps to attend Reps Training in Dubbo prior to the next meeting and acknowledges this training has the support of the CEDB Director Christina Trimble.

The sub branch congratulates the union for its perseverance in achieving pay increases for support staff and improvements to paternity leave in what was a difficult industrial climate.

This would not have been achieved without the support of those members who took stop work action in solidarity.

We should remind non-members of this and encourage them to join as we continue the fight for improved teachers' salaries and manageable workloads.

I encourage support staff to wear their green stickers with pride and encourage the non-members who gladly accept the pay rises without contributing to the fight to join the IEU.

Independent schools are also struggling to get a 1% OOPS (one-off payments) to offset the unprecedented cost of living pressures facing staff and to recognise their hard work and loyalty in recent years. At least one school is categorically refusing despite overwhelming support from staff.

The Central West Sub Branch supports the 'yes' vote in the upcoming referendum and would note that it was the motion from this branch that was put before IEU Council last year.

In the early childhood sector, it is exciting to know that many items on the IEU's list of actions presented to Dr Aly at last November's roundtable discussion has been adopted and backed by the Federal Government to create a more sustainable ECEC workforce.

Hopefully they will continue to take heed of our recommendations and put in place measures to address low pay, workload issues and teacher shortages which are causing a workforce crisis in this profession.

Patrick Devery Organiser

Cumberland Sub Branch

The Cumberland Sub Branch includes schools, colleges and early childhood centres in Parramatta, Mt Druitt, Castle Hill, Marsden Park, Blacktown and nearby suburbs.

The Cumberland Sub-Branch met on 15 May at Club Blacktown.

The concerns raised by chapters reflect the pressures felt by schools in meeting student needs, covering classes, increases in absence and staffing shortages.

Some Catholic systemic schools reported changes being made to timetabling without staff consultation. This is having a detrimental impact as teachers are required to swap classes, change the required planning and in worst case scenarios, change their family commitments if there are after-school classes.

Other schools, mostly independent, are reporting issues in their dealings with HR and how records of conversations and commitments are not being followed through.

Two common issues arising are beginning teachers and their ability to access structured and consistent support; and meetings being called with principals and/or HR and the tone of the meeting changing to that of performance.

We advised Reps that it is crucial to seek advice if they are not sure before committing to anything and with regards to meetings, to ensure that they are accessing support, taking minutes and maintaining confidentiality should matters regress.

Upcoming meetings are on Monday 31 July and 6 November.

Where Reps cannot attend, we encourage them to invite other members to attend to represent their Chapters.

Lubna Haddad Organiser/Cumberland Sub Branch Convenor

IEUA NSW/ACT SAYS VOTE YES TO A VOICE TO PARLIAMENT

Authorised by Mark Northam, Secretary, Independent Education Union of Australia NSW/ACT Branch

TIME 1983 CAPSULE

Fire up your flux capacitor and jump in your DeLorean, it's time to fly back to 1983.*

In our occasional history column, we return to the time when mobile phones were rare as hen's teeth and as big as a brick, hair was high and shoulders were wide.

Ronald Reagan was *Times* Man of the Year, the Eels were NSW NRL Premiers for the third consecutive year (will the Panthers match their record this year?) and we were listening to Tim Finn and Midnight Oil. Gandhi won the Academy Award and Robert de Castella was Australian of the Year for running a lot.

Anyone who remembers the '80s recalls living with the ever-present fear of nuclear war, as the Soviet Union and the West slugged it out. Seems like some things never change.

Bob Hawke defeated Malcolm Fraser on 5 March to become the 23rd Prime Minister of Australia. Susan Ryan became the Federal Education Minister, being the first woman in the ALP to serve in cabinet. Ryan was the sole woman to serve in the first three of four of Hawke's cabinets. So thankfully, some things do change. The NSW Labor government was led by Neville Wran. Ron Mulock was the state Education Minister.

In international union news, no one could forget Lech Walesa and his Solidarnosc (solidarity) movement in Poland, the non-violent struggle for free trade unions and human rights.

In union news closer to home, the Independent Teachers Association (ITA), as the IEU NSW/ACT Branch was then known, had 9520 members. The Independent Schools' Staff Association in the ACT (ISSA) had 450 members (now 32,000+ combined). There are 139 people who joined in 1983 that are still current members.

The Independent Teachers Federation of Australian (ITFA) had 17,000 members. The Independent Education Union of Australia (IEUA), as it is now known, currently has 75,000 members making it one of the top ten unions by membership in the country.

The pay in non-government schools for a first-year out (two/three years trained) teacher was \$14,490; the top step (four/five years trained) was \$25,295. Check our website or contact your organiser if you would like to know the equivalent rates today.

In a lengthy article in the March '83 *Newsmonth*, Secretary Michael Raper justifies the ITA's involvement in the Australians For Nuclear Disarmament rally, saying, "As teachers, we are always dealing with the future. There seems to be little point to our working lives if the future of our students is one of fear and/or destruction caused by massive nuclear arsenals or an outbreak of nuclear war."

This position was not a unanimous one. The Cumberland Branch passed a resolution against the ITA's involvement in such "extraneous activities". The Cumberland position was the minority one. On 27 March 1983 1,300 Teachers Federation and ITA members marched together for nuclear disarmament and peace. The ITA/IEU has been involved in Palm Sunday marches and rallies since that time.

The prospect of corporal punishment being banned from non-government schools was raised in various articles in *Newsmonth*. Such a ban was still some years away.

Our union was campaigning on the provision of casual relief teachers to cover student absences. It was not accepted by employers at the time that the absent teacher should be replaced by a casual relief teacher. The ITA noted non-government schools were much worse off than state schools in this regard. While employer attitudes have (mostly) evolved, the current shortage of teachers, including casual relief teachers finds many members experiencing what teachers of the 1980's were campaigning against.

In 1983 the union organised a symposium entitled, 'Human Sexuality and the School' to discuss whether sex education should be taught in schools. The Festival of Light, a group claiming to be representative of Catholic parents lobbied against the proposal.

It may be difficult to imagine in this age of chronic teacher shortages, but redundancies were a real and present threat for many of our members in the early eighties (and at times since then). What is also difficult to fathom is that there was then a "preference clause" in the award. This meant that absolute preference must be given to an ITA member over a non-member where someone was to be dismissed via redundancy. What made this clause even more critical was that there were no paid redundancy provisions in the award at the time.

The Industrial Registrar supported the ITA in disallowing a group of Catholic principal members who were seeking to establish a breakaway principals' union. The IEU is proud to represent its principal members who remain one of our highest density sub branches.

The IEU congratulates the 139 members who joined in 1983 and have maintained continuous membership since then. If you have not yet received our token of appreciation for this remarkable service, please contact your organiser.

Sue Osborne Journalist
David Towson Assistant Secretary

**We concede that the original Back to Future film wasn't released until 1985 but time travel permits us stealing this reference prematurely in any event.*



David Watkins receives his 40-year IEU membership gift from the IEU at Arden Anglican School Primary Campus, Beecroft



IEU Secretary Mark Northam presented Jennifer Turnbull of Arndell Anglican School Oakville with her 40-year IEU membership gift



Sue Weeks (left) receives her 40-year IEU membership gift from MacKillop College Bathurst Chapter Rep Renae Marjoram



40-year IEU Member Debbie Sands is presented with her gift by IEU Rep Mark Sheridan at Catherine McAuley Primary School Orange



Cathy Duffy of St Thomas the Apostle Primary Kambah ACT receives her 30-year IEU membership certificate



Colleen Walsh receives her 40-year IEU membership gift from IEU Rep Susan Bodle at St Michael's Primary School Blacktown



Tina Ruello
President



The level of member activism in workplaces – such as our schools – is dependent on the function of union chapters at grassroots. In fact, your chapter is a fundamental unit of the union’s structure. The IEU has helpful organisational material, online and in print, for chapter representatives and their chapters.

For many members in schools, the IEU representative is the embodiment of the union, and the Rep’s knowledge and skills are sought at times of stress, dispute and crisis. Reps, however, should not feel that they need to face workplace issues alone, nor do they possess industrial experience to go in it alone. This is where open and frank discussions with union organisers is key. A strong and active Rep makes for a strong and active chapter.

Distinctively, member activism is productive engagement in chapter meetings. Meetings give members a sense of power. Solidarity. Members can hear and see and feel that they are not alone; that others have similar issues, and that together, solutions can be found.

An effective chapter representative has their finger on the pulse of the school environment, and can gauge the tenor of the workplace – often because many of the concerns are raised in this context. The unified role of union Rep and

chapter is crucial in maintaining workplace practices and conditions. I urge you to strengthen your chapter and support your rep. Arm yourself with enterprise agreements, work practices agreements and multi-enterprise agreements, and know your rights. You have a united voice. It is strong. Use it.

On another note...

At the time of publication, it is NAIDOC week and the scope of activities and events in my LGA are wide and varied. This year’s theme, ‘For our Elders’, is in celebration of the remarkable roles Elders have played in their communities and families and for their “tireless work and advocacy, fighting for constitutional recognition” (Indigenous Law Centre, UNSW).

They are the trailblazers, whose mettle and fortitude, led to the Uluru Statement and a summons for an Indigenous Voice to Parliament. We should pay our respects and listen.

I acknowledge the IEU Aboriginal and Torres Strait Islander Advisory Committee and their work in this context. The committee reminded us at June Council that decades (56 years!) have passed since the last referendum to include Aboriginal and Torres Strait Islander Peoples in the Constitution.

Now is the time to give legitimacy to their collective Voice. In agreement with the committee, we are “not at risk of losing anything other than the opportunity of truly understanding [the nation] for the first time.” Well said. We’re listening.

We have it in us to make this historic change. In solidarity.

Hard work pays off

Bernadette Baker
Vice-President Systemic



The hard work and determination of members over the past 18 months or even longer will pay dividends in the future.

Since we started the journey to update the expired enterprise agreement, there has been significant effort to ensure that teachers’ working conditions are strengthened and improved.

Over this time, employers have struggled to come to the table to address our claim. Only after we took the claim to the Fair Work Commission was progress made possible.

Broken Bay had already made positive moves to support their staff.

Finally, the 10 dioceses agreed to be signatories to allow systemic employees to see salary increases, improved parental leave, and importantly substantial improvements for support staff.

The progress on this claim has only been successful because of you, the members. Your consistent actions, your ability to continue to stand strong, take industrial action multiple times and wear the yellow shirt is part of a collective that is morally and industrially strong.

As a union, you – the members – are behind the IEU’s successes in this campaign. Therefore, your colleagues are an important part of our success. Belonging to the collective makes us all stronger. Together we can achieve great things. Set yourself a challenge: 100 per cent membership in your chapter.



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Do you need financial planning advice?

In the no good, very bad old days, the financial planning industry was unregulated. That meant that anyone could hang a shingle on their door saying ‘financial planner’.

This led to some poor outcomes for consumers who were unaware that their insurance or superannuation broker was receiving a ‘trailing commission’ annually deducted from their account. Even worse was when planners directed members’ investments into poor performing funds because they (the planners) received a higher commission. This led to numerous scandals relating to the loss of members’ money and left a scar on the financial planning sector.

As a result of this unsavoury situation, the government imposed new regulations on the industry over a period of years, which required financial planners to be certified through training, examinations and university degrees in a related subject such as Finance, Economics or Accounting. When these new requirements became law, many financial planners left the industry, leaving a shortfall of professional, registered financial planners. However, true professionalism for financial advisers was created.

With the build-up of superannuation balances, Australians are increasingly in need of financial planning advice. Up to now, super funds have been limited in what advice they can provide to members – ‘general product advice’ only can be provided as an estimated five million Australians approach retirement. This ‘intra-fund’ advice offered by super funds includes guidance on contributions, insurance needs analysis and investment options in relation to their own fund only, being the only personal advice allowed without the member having to pay a fee.

Financial Services Minister, Stephen Jones has recently announced measures (not yet legislated) to make financial planning advice more affordable and available through superannuation funds. This is a welcome measure which in essence is an expansion of the intra-fund advice previously available to members. When legislated, the Quality of Advice Review Recommendations is expected to enable super funds to look at members’ overall financial situation more broadly when providing advice.

In addition to the broadening of advice

provided by super funds to members, emerging AI technology may be used to provide help to members. This could assist members who are looking for an additional level of online clarification of technical superannuation and financial planning concepts. However, despite early indications of promising outcomes, it is unlikely (at least in the initial implementation of AI) that members would be able to generate a trustworthy full financial plan without the involvement of and advice from a licensed financial planner.

A review of how your super is invested is important. A tweak of your asset allocation at age 30, 40, 50 or 60 may change the overall account balance you have when you finally retire. The spectrum between high growth, moderate growth, conservative, and cash investment options is enormous. Depending on your age and appetite for risk, your asset allocation may change throughout your working life. And your insurance needs will certainly change! Sound advice from a registered financial planner can help you adjust both your investment strategy and your insurance cover to suit your needs.

NGS Super offers financial planning to members to assist them in their decision making via several channels. Intrafund advice is available to all members at no cost via the member online portal or through the NGS Super Helpline. You can also access a comprehensive advice service through their employed financial planners. All the financial planners are licensed and work on a fee-for-service basis. This means that members pay literally for the hours worked to produce the plan. That’s the cost! There are no commissions paid to planners and no more of the evil ‘trailing commissions’. For members with relatively simple questions who don’t need a full plan, general advice is available via the Helpline, NGS Super Specialists or NGS Financial Planners.

The reforms under the Quality of Advice Recommendations will indeed help millions of members receive the advice they need on questions such as, ‘How much will I need for retirement?’, ‘How long will it last?’, ‘Should I put more into my mortgage or into my super?’, ‘Is my insurance right?’.

The NGS Super Helpline can be reached on: 1300 133 177. A call centre consultant will then direct you according to your needs to a phone advice consultant, a super specialist or a financial planner to assist you. The world of superannuation is certainly complex and the world of insurance is not always easy to comprehend so think about the benefits of professional help.

Bernard O’Connor
(former NGS Super Company Secretary)

ngs
Super



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

IEUA NSW/ACT Branch Executive

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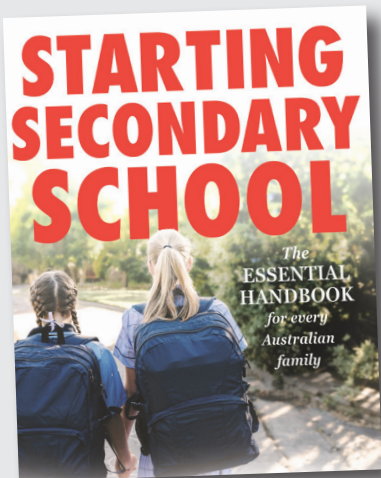


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Giveaways



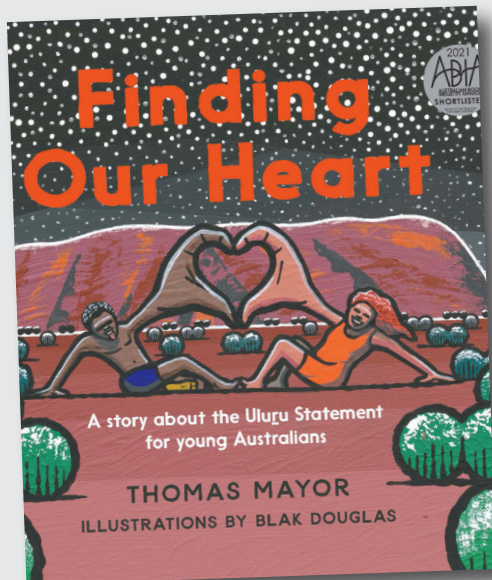
Starting Secondary School, The Essential Handbook

Authors: Michael Carr-Gregg and Sharon Witt
Publisher: Penguin Random House

A parenting guide that deals with one of the most significant transition periods of a child's life – starting secondary school. "We want to give you and your child the best opportunity to thrive in secondary school. By the end of this book you're going to feel a whole lot more capable of dealing with what Year 7 throws at you".

The jump between primary and secondary school marks one of the biggest transitions in a student's life.

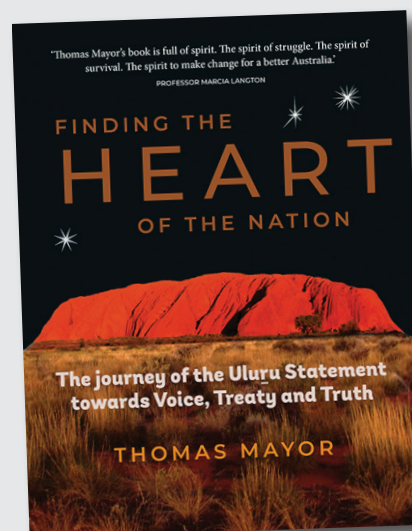
Starting secondary school is a whole lot more complex than it once was, but this invaluable resource will help your family face this major milestone armed with knowledge and confidence.



Finding Our Heart

Author: Thomas Mayor
Illustrator: Blak Douglas
Publisher: Hardie Grant Books

"When we all came together at Uluru, we invited all Australian people to accept our voice and culture as a gift." Can you help us find the heart of the nation? A book for young people about understanding Australia's past, so we can have a shared future.



Finding the Heart of the Nation

Author: Thomas Mayor
Publisher: Hardie Grant Books
This is a book for all Australians.

Since the *Uluru Statement from the Heart* was formed in 2017, Thomas Mayor has travelled around the country to promote its vision of a better future for Indigenous Australians. He's visited communities big and small, often with the Uluru Statement canvas rolled up in a tube under his arm.

Thomas believes that we will only find the heart of our nation when the First peoples – the Aboriginal and Torres Strait Islanders – are recognised with a representative Voice enshrined in the Australian Constitution.

"Thomas's compelling work is full of Australian Indigenous voices that should be heard. Read this book, listen to them, and take action." – Danny Glover, actor and humanitarian.



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 25 August 2023.

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