

Education



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QUARTERLY





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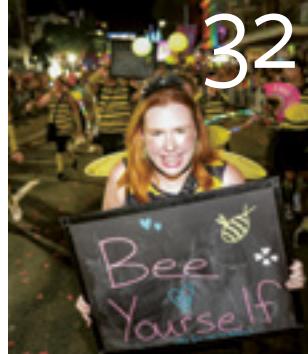
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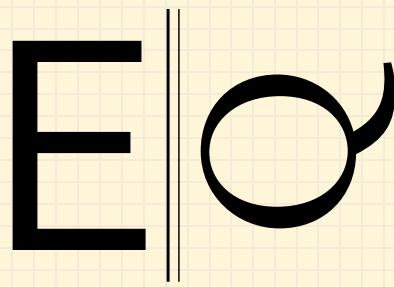




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Cover: Some members of TAFE Teachers Association Executive celebrate Federation's recent wins for members working in the TAFE system

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PRESIDENT WRITES

Henry Rajendra, President

Politicians must deliver full funding for public schools

As this edition of *Education Quarterly* goes to print and the date of the federal election has yet to be announced, the word ‘target’ appears to be prominent in the media and politics.

According to Oxford Languages, the world’s leading dictionary publisher, one meaning of ‘target’ is “a person, object, or place selected as the aim of an attack ... criticism or abuse”. Sadly, in a world that continues to be plagued by war — conflicts in which Australians have lost loved ones, or empathise and identify with the victims, or are simply confronted by the magnitude of the horrific images on the nightly news — too many people in our communities have been targets of antisemitism, Islamophobia and racism.

This local experience of a global problem is not just “fallout” from tragic wars fought in lands far away. It is enabled by the toxicity and divisiveness of a wider political discourse that reflects powerful interests masquerading as the promise of a better future for ordinary working people, their families and communities.

In this context, unity and empathy are trumped by fear, loathing and division. The pun is intended.

As we move towards the federal election, opposition leader Peter Dutton appears to be fashioning himself on his American idol. His position on Ukraine, reaffirming Australia’s support in the face of American indifference and collusion with Russia, was an anomaly.

At the time of print, Dutton’s list of post-election targets includes the public service, unions, workers’ rights, superannuation, free TAFE and the related vocational education reforms of the Albanese Government.

His list will grow.

He has never given any meaningful commitment to public school funding. The future of Medicare will always be in doubt. And a Dutton government cannot be trusted on clean energy for as long as the nuclear option and a defence of his mates in the coal industry remain the centrepiece of his plans.

Another definition of target is “an objective or result

towards which efforts are directed”. At first blush, it appears to be a more promising definition. But the devil is always in the detail.

The NSW Government recently revealed key performance targets for public schools. At the time of its announcement, the policy amounted to an aspirational expression of results, without the necessary direction of effort in terms of full funding from both levels of government.

New reports have revealed confidence in public education sits at just 51 per cent, with a target to lift this to 53 per cent by 2027. The full range of targets, including lifting attendance and year 12 completion rates, will be impossible to achieve without proper resourcing.

No public school in NSW is funded to 100 per cent of the Schooling Resource Standard, the minimum public funding level that governments agreed more than a decade ago was required to meet students’ educational needs. Yet every private school in the state is funded at or above the standard.

Right now, principals and teachers across NSW public schools are doing an amazing job but they are being asked to do too much with too little. Student needs are growing fast but the funding hasn’t kept up.

So, what will full funding mean for public schools? It will help lift student engagement and student achievement. Closing the resource gap is also an essential part of closing the achievement gaps between students from different backgrounds. Full funding will allow schools to cut class sizes, give children more intensive one-on-one attention and provide more specialist support such as school counsellors.

This column started with an implied and ambitious yearning for world peace. That task may feel impossible, but the path forward is uncomplicated: a high quality, free, secular and compulsory public education for every child on their journey to adulthood and a productive and meaningful life.

This federal election, think of public schools and TAFE when you vote.

IN BRIEF

UNION DEMANDS DUAL-QUALIFIED SCHOOL COUNSELLORS

Federation is turning up the heat on the Minns Government over its still-unfulfilled promise to recruit and promote more dual-qualified school counsellors.

While the Minns Government has reiterated its election commitment to recruit an additional 250 school counsellors statewide, it has walked back its commitment — consistent with Federation's longstanding position — that those counsellors hold dual qualifications in teaching and psychology. Teachers know that dual qualification is a vital requirement for school counsellors to support student need and improve learning and life outcomes.

The 2021 Gallop Inquiry report into the value of teachers' work recommended that, as a matter of priority, the Department must provide school counsellors at a ratio of at least one counsellor for every 500 students. It also recommended a corresponding increase in the education of senior psychologists by 2023 to address the significant rise in student mental health issues.

Before the 2023 state election, NSW Labor promised \$75 million to recruit an additional 250 full-time equivalent (FTE) school counsellors in their first term of government — a commitment Labor described as “the first step towards reaching a ratio of one counsellor for every 500 students”.

After many months of Federation pursuing the matter with the Department, however, concerns started to arise. Writing to the Department in December 2024, Federation reiterated its “significant concerns” that the Department's School Counsellor in Training proposal would not see an additional 250 dual-qualified school counsellors entering the School Counselling Service.

In February, the Department responded that it was “actively working towards the NSW Government's commitment to adding 250 full-time equivalent School Counselling Service positions by 2027”. It made no mention of dual-qualified school counsellors.

“The Department's failure to honour the commitment made by the Minns Government is unacceptable and will deny thousands of students access to the necessary mental health and learning support they deserve provided by dual-qualified school counsellors,” Federation stated at its February Council.

Council flagged that where necessary, Federation would consider all industrial, political and media strategies should the commitment not be realised.

\$9.8 MILLION SET TO BOOST NUMBER OF TAFE TEACHERS IN NSW

The Albanese and Minns Governments are partnering to invest an additional \$9.8 million to train Vocational Education and Training (VET) teachers as part of the NSW TAFE Paid to Learn program.

Under the National Skills Agreement, the Australian and NSW governments will match funding of \$4.9 million each, aimed at strengthening the VET workforce.

The NSW TAFE Paid to Learn program recruits skilled professions from high-demand industries and supports them in completing the Certificate IV in Training and Assessment, the required VET teacher qualification. The program has had an enormous impact in the years it has run, especially in regional, rural and remote areas.

BIG WINS FOR TAFE TEACHERS

TAFE teachers have welcomed a new three-year Enterprise Agreement (EA) that locks in pay rises, more super and better conditions for casual teachers.

The three-year agreement includes a 3.5 per cent pay rise from 1 February 2025 and 3 per cent pay rises in February 2026 and 2027.

It also includes a \$1000 taxable, one-off cost of living adjustment payment (plus superannuation) each year if the cost of living in Sydney (as defined by the Australian Bureau of Statistics' Consumer Price Index) rises by at least 4.5 per cent in the preceding year. The adjustment payment will be pro-rated for employees who do not work on a permanent or temporary full-time basis and will be paid in July of each year.

In a big win for TAFE's large casual workforce, casuals will now be offered permanent employment after six months unless they wish to stay employed on a casual basis.

TRANSFER ARRANGEMENTS

The agreement commits Federation and TAFE NSW to jointly develop transfer arrangements across the TAFE system. Reinstating such a regulated staffing process is the surest means to ensure every college is fully staffed in a transparent manner, teachers are afforded opportunities to transfer within the TAFE system and that students are guaranteed an appropriately qualified teacher in front of every class.

HIGHER EDUCATION QUALIFICATIONS

To enhance the professional learning and development of TAFE NSW teachers, the parties agreed to work collaboratively to encourage and support TAFE NSW teachers to pursue the attainment of higher education qualifications such as a

FUNDING NEEDED TO LIFT PUBLIC CONFIDENCE

New NSW Department of Education performance targets have revealed confidence in public education sits at just 51 per cent, with a target to lift this to 53 per cent by 2027.

These targets, which include lifting attendance and year 12 completion rates, would be impossible to achieve unless public schools receive the state and federal funding they need to best support their students, staff and communities.

“No public school in NSW is funded to 100 per cent of the SRS, the minimum level governments agreed was required more than a decade ago. Yet every private school in the state is funded at or above this standard,” Federation President Henry Rajendra said.

“Right now, principals and teachers across NSW public schools are doing an amazing job but they are being asked to do too much with too little. Student needs are growing fast but the funding hasn't kept up.

“Full funding of public schools will lift student engagement and student achievement. Closing the resources gap is also an essential part of closing the achievement gaps between students from different backgrounds.

“NSW is one of only two states without a long-term agreement on the future funding of schools. This needs to change now.”





TAFE teachers campaigning for the three-year EA in February.

recognised undergraduate or postgraduate degree qualification in Adult Education.

"This new EA is just one example of how our campaigning has led to TAFE teachers being treated more respectfully by government," said Lead TAFE Organiser Phill Chadwick.

"It continues our run of collective wins for TAFE and provides a solid basis on which to continue building in the future," he added.

Members will earn more superannuation, with the super guarantee rising from 11.5 per cent to 12 per cent from 1 July 2025.

The EA will also give TAFE teachers and related employees more say in the Annual Teacher Review process and replace the term 'Part-Time Casual Teacher' with 'Casual Teacher'.

More details about the new EA can be found on Federation's website.

FEDERATION WINS THE END OF A PRIVATISED TAFE

Following Federation's long and hard-fought battle against the marketisation of vocational education, the former NSW Liberal/National government's Smart and Skilled policy has been relegated to the dustbin of history, alongside other failed neoliberal policies.

Federation secured an agreement with the NSW Government and TAFE NSW in December last year, which will see the removal of TAFE from the contestable funding market, in line with the recommendations of Education NSW's Vocational Education and Training (VET) Review. This paves the way to rebuild TAFE NSW with direct and guaranteed funding.

NSW Minister for Skills, TAFE and Tertiary Education Steve Whan worked closely with Federation to understand the needs of our TAFE students and their communities and has publicly enshrined this commitment from the NSW Government.

Introduced in 2015, the Smart and Skilled policy resulted in TAFE entering the competitive VET market, which resulted in the sacking of more than 5000 staff in TAFE, casualisation, course cuts, TAFE campuses mothballed and closed, outrageous fee hikes

for students, rampant managerialism, increased workloads for TAFE teachers and the downgrading of teacher qualifications.

VET students bore the brunt of ballooning dodgy private providers in the market, fewer TAFE course offerings and campuses to access, as well as increased fees, which rendered TAFE inaccessible to many.

Unsurprisingly, all this directly correlates to the chronic skills shortage NSW finds itself in.

Federation members, particularly those from our TAFE Teachers Association, are to be congratulated for their campaign efforts in the past two years and to those members who have carried both the national and state campaigns here in NSW to save TAFE for over two decades. This win is yours to savour.

As we watch permanent TAFE teachers return, infrastructure spends resume and professional development opportunities for our TAFE members increase, the tide has finally turned for this outstanding public education institution we can again be proud of.

Amber Flohm is the Deputy President

WE CAMPAIGN TO WIN: PAGES 10 AND 11



Collaborate to succeed

Whether fighting for better wages and conditions or working on a children's book, Windang Public School Federation Representative Angelina Maranesi understands the value of pursuing a common goal with workmates, students and the wider community.

Over the years, alongside her fellow Federation colleagues, Angie has marched during the More Than Thanks campaign, lobbied local politicians in support of For Every Child, door-knocked to raise public support for the Gonski reforms, handed out Federation flyers at polling booths during elections and worked on the campaign supporting the Voice to Parliament.

She is also Vice President, Councillor and Minutes Secretary of Illawarra Teachers Association.

Angie joined Federation in 1990. "It was a values decision," she said. "That's what you do — you support public education, that's your responsibility. We don't do it thoughtlessly, we do it to support each other so we have more power collectively."

Her appreciation of the value and fulfilment Federation membership can provide deepened after she became more active in the union.

"When I started going to union meetings that was a gamechanger for me," Angie said.

"I realised, 'This is what I believe in. These are my people.'"

SUPPORTING EACH OTHER

Angie believes the growing demands of the teaching profession and the increasing strain on public schools makes union membership all the more important, especially for the next generation.

"The climate of teaching now, we expect so much from teachers. They come in in their first year and get bombarded, and they can get overwhelmed ... In a collective like Federation, you get to see a different perspective, which can be really helpful," she said.

"I don't think some public-school teachers, especially if they're not active in Federation, realise that our public system is fragile."

"I left school at 16. I was working in a fish 'n' chip shop. If it wasn't for a great free TAFE system that had the HSC, I wouldn't be here," Angie added. "I feel like a product of what public education had to offer. I think it's really important that we keep that and that we protect it."

GROUP WORK MAKES IT GREAT

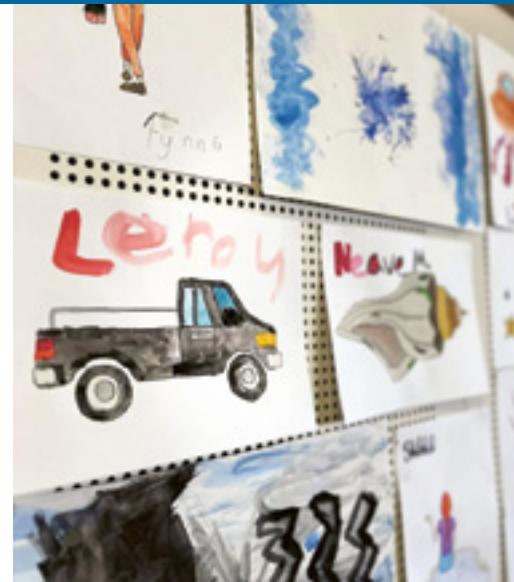
Last year, Angie self-published *The Island and the Bridge* — a children's book set in Windang, neighbouring Warilla and the small island that sits between them.

The story of how *The Island and the Bridge* came together is just as compelling as the book itself.

"I felt it was important to make the book a collective work — something the whole school could be proud of," Angie said.

To pull it off, she teamed up with Archibald Prize-nominated artist and graphic designer Melissa Ritchie, who also attended Windang Public.

The pair organised days in the school library over a period of six weeks where groups of students could create artwork for the book. Kids in the younger grades painted the backgrounds, middle-grade students painted houses, vehicles, trees and sea life, and students from years 5 and 6 did the more intricate



Above (from far left):
Longtime Federation member Angie Maranesi with artist Melissa Ritchie, at a Port Kembla May Day march, campaigning for domestic violence leave and supporting our Fair Funding campaign

work. Students painted drawings of the main characters done by Ritchie to keep them looking consistent.

“The kids were amazing,” Angie said. “The big kids would help the little kids, everyone was running around filling up water jugs and washing paint brushes. I had no idea how to get 200 kids to get input into this book, but we pulled it off.”

Besides helping the artwork come together, having input into the book gave Windang Public students a gold-standard example of project-based learning. Working together on an ambitious long-term project — and knowing that their work would be published in the wider world, not just in the classroom — gave the kids a sense of pride and accomplishment that can only be taught through real-world experience.

When *The Island and the Bridge* was launched in October 2024, the whole community rallied around it. Local businesses and individual donors sponsored the print run, and the launch received plenty of attention from local politicians and the local newspaper. The book sold out of its initial print run of 500 copies, with many parents buying the book to see their child’s hand-painted signature on the back page.

Angie said the book’s publication marked a “wonderful moment” in her teaching career and is testament to how public education can enrich a community.

“It was just beautiful,” Angie said. “The kids were so proud. We hung all the artwork the kids had done all around the school hall. It’s in our local libraries now, they’ve all got copies, and the local community really got on board as well. A lot of the kids who worked on the book are actually the grandkids of people I grew up with.”



“I felt it was important to make the book a collective work — something the whole school could be proud of”





We campaign to win

words *Kerri Carr*

The staying power of Federation members committed to achieving a stable recurrent funding model for TAFE has been rewarded.

Focused, persistent campaigning since April 2012 has achieved a commitment from the Minns Government to remove TAFE NSW from the contestable vocational education and training (VET) funding market within 12 months, replacing the Smart and Skilled model that gave no certainty to TAFE colleges over future resourcing.

Over the years, Federation has consistently asserted TAFE should be the centrepiece of vocational education and not treated as just another provider in the training market.

CONTESTABLE FUNDING'S HUGE TOLL ON TAFE

To access Commonwealth funds for the VET system, in 2012 the states and territories agreed to introduce contestable funding. The VET funding model was based on a student voucher system, where VET providers (TAFE, for-profit and not-for-profit) depended on student completions for funding, rather than recurrent funding allocations.

The NSW version of contestable funding, Smart and Skilled, resulted in:

- real funding cuts to TAFE NSW. In 2013, TAFE NSW received \$1.8 billion — the same that it received in 2011. The cuts undermined TAFE colleges' capacity to successfully compete for funding and resources in the increasingly deregulated market

- a drop in student places — most notably in regional areas — consequently contributing to skills shortages
- hundreds of cancelled TAFE courses
- cuts to course teaching hours, while still demanding the same student learning outcomes
- increased class sizes
- more than 5700 teachers and related employees being made redundant or not being replaced
- the closure or partial closure of 19 TAFE colleges and campuses since 2014 and the sale of Scone TAFE campus to Racing NSW
- student fee and debt increases.

HOW WE ACHIEVED OUR GOAL

Focused on their constant goal of securing recurrent TAFE funding, Federation members conscientiously undertook campaign actions to grow community awareness, generate media interest and engage politicians.

Members protested on TAFE campuses and outside state MPs' offices.

They attended Community Day of Action events, held at Darling Harbour and regional venues, on 18 November 2012.

Federation's Stop TAFE Cuts van traversed the state to build community awareness, while stalls at markets, fairs and festivals helped spread awareness of the campaign.

TAFE members handed out leaflets at railway stations and outside community cabinets, and branch activists collaborated with unions and union groups, such as Unions



NSW, the Combined Construction Unions Group and Local Union Community Councils.

The union conducted targeted seat campaigns during state and federal elections and also campaigned on the issue during by-elections.

Activists arranged letters-to-the-editor writing campaigns, culminating in significant responses in local newspapers, while members organised delegations to MPs, both

state and federal.

In 2015, hundreds of TAFE members attended hearings of the NSW Upper House inquiry into vocational education and training.

Forums helped keep the issue alive. The National Future of TAFE Conference in 2017 discussed governments' responsibility to fund TAFE, as speakers advocated for TAFE's role to be elevated within the tertiary sector for the public good. A roundtable in 2019 brought together TAFE stakeholders to discuss ideas to rejuvenate TAFE. Our Centre for Public Education Research's symposium on 18 March 2022 — held a decade since the Council of Australian Governments' National Partnership Agreement on Skills Reform — provided a comprehensive analysis on the deleterious effect of the neoliberal agenda on TAFE, students, teachers and the skills base and productivity of the nation.

Federation engaged in dialogue with state and federal government politicians of the day — those with the power to make change. By making them aware of the deleterious effects contestable funding was having on TAFE, we sought to persuade them to drop contestable funding for TAFE and instead guarantee TAFE funding.

The union also spoke with non-government political parties. Conversations with NSW Labor in opposition led to:

- then-opposition TAFE spokesperson Prue Car holding the Coalition government to account through questions in parliament and in media events and interviews

- NSW Labor agreeing to guarantee 70 per cent of vocational education and Training funding for TAFE ahead of the 2023 state election.

We supported the establishment of the NSW VET Review by the NSW Department of Education in July 2023.

Via survey responses, submissions and roundtables, Federation members told the NSW VET Review what was needed to ensure that TAFE could rebuild and regain community confidence as a high-quality public education institution. Federation senior officers met with the panelists on various occasions and engaged throughout the review process via representation on the VET panel's Stakeholder Reference Group.

When the panel published its recommendations — which included removing TAFE from the contestable funding market and providing direct funding to TAFE — Federation called on the NSW Government to immediately:

- implement the recommendations ahead of the then-upcoming Budget
- abolish the Smart and Skilled funding model.

Member engagement in our political, industrial and media campaigning related to the VET Review panel's findings and recommendations was integral to NSW Labor allocating \$83.1 million over four years to grow the TAFE teacher workforce.

Ongoing dialogue with federal Labor while in opposition led to the commitment that an Albanese government would guarantee 70 per cent of VET funding for TAFE. After Labor was elected at the 2022 federal election, Federation set to work on realising that election commitment.

In October 2023, Commonwealth, state and territory governments signed up to a new National Skills Agreement for 2024–28 that included baseline funding agreements for TAFE.

Then-acting president Henry Rajendra said: "We strongly endorse the Federal Government's plan to invest \$12.6 billion to expand and improve access to TAFE and vocational education."

Through the Australian Education Union, Federation also welcomed the Albanese Government's \$600 million investment in skills and training as part of the 2024–2025 Federal Budget.

During negotiations for the TAFE Teachers Enterprise Agreement 2025, Federation secured a guarantee from the Minns Government that TAFE NSW would be removed from the contestable funding market within 12 months, as recommended by the NSW VET Review.



Our members campaigned hard to restore TAFE funding

Secure TAFE jobs for 1700 members

Words *Jessica de Carvalho and Kerri Carr*

On 20 January the lives of some 1700 long-term casual TAFE teachers changed significantly for the better. Thanks to Federation members' persistent campaigning for secure jobs, they transitioned to permanent full or part-time employment and are now enjoying all its benefits, such as job security and pro-rata holiday and leave entitlements.

"Being offered a permanent position at TAFE is amazing," said Federation member **Phoebe Besley**, who teaches graphic design at **Design Centre Enmore**.

"I think it sends a really, really great message that teachers are valued," she said.

"We will be paid properly for the work that we do and the commitment that we [have] to our students."

Olena Rizk, who taught English to refugees and migrants with the Adult Migrant English Program as a part-time casual teacher for three years before becoming permanent, is very grateful for the union's determination.

"I give the biggest thanks from me to the Teachers Federation and the union workers who keep pushing, keep encouraging people," she said. "They never give up. It is just amazing."

Since the arrival of Ukrainian refugees in 2022, Olena has worked as a pathway guidance officer at **TAFE Digital**, providing bilingual support. She said conversion to permanency has brought a sense of relief to affected teachers in her section who have rent or mortgages to pay, who have young kids, who are single mothers.

"There are more smiles, peace of mind and good morale in my teaching department. It has been a massive positive change," she said.

Shekhar Bhutkar, a project management teacher at **Ultimo TAFE**, was overjoyed when he got the news that he would be made permanent. He said stable employment would enable him to focus and concentrate on the subject matter and become a better teacher.

He said he's found "solace" in knowing that there is a "voice for teachers". "It's important to be part of the union."

Debbie Pritchard, who teaches Wildlife and Exhibit Animal Care at **Wyong TAFE**, taught as a part-time casual for 20 years before becoming permanent. She said younger teachers made permanent would especially feel the benefits of maternity leave and relief from mortgage stress.

PERSISTENCE PAYS: THE TIMELINE

Insecure employment is stressful and anxiety-inducing. Federation members are a determined bunch and never gave up on seeking job security for long-term casual TAFE teachers.



2020–2021	March 2021	30 September 2021
Federation and Australian Education Union presented submissions and witnesses to the Senate Select Committee's job security inquiry	Changes to federal casual employment laws required medium-to-large employers to indicate whether they would offer their casual staff who had been employed more than 12 months conversion to permanent positions	TAFE NSW cited "reasonable grounds" for not offering permanency to any of its more than 7700 part-time casual teachers. Then-Federation president Angelo Gavrielatos said: "These teachers work alongside their permanent colleagues. They do exactly the same job, have exactly the same responsibilities, have exactly the same requirements to maintain currency and competency, yet are not afforded security of employment. This is a disgrace."



"You have so many different emotions that run high being a casual [employee] — [wondering] whether you are still going to have work that week, next term, next year," Debbie said.

"[I] remember the stress...at Christmas time...trying to figure out what [I had] available in the household budget for presents or to go on a holiday, when there was actually no money coming from one side of the household income because I was casual."

Jessica Xu, a literacy, digital and numeracy teacher at **Ultimo TAFE**, believes the peace of mind that comes with job security will allow teachers to put all their attention on students and their education.

She "absolutely suggests" that everybody should become a member of their union. "The union has helped me a lot," she said.

Help make our next goal a reality

There's always more to achieve. Currently members are working to ensure TAFE NSW gains the additional funding required to grow course offerings and wrap-around services for students. You can help make a difference by encouraging your non-member colleagues to join the union and by participating in our campaign activities.

TAFE members (top to bottom) Phoebe Besley, Olena Rizk, Shekhar Bhutkar, Debbie Pritchard and Jessica Xu now have job security

October–November 2022	February 2024	June 2024	January 2025
TAFE members take industrial and political action calling for job security	Federation's AEU-supported Secure Jobs, Worth Fighting For campaign led to the Closing the Loopholes legislation	NSW Skills, TAFE and Tertiary Education Minister Steve Whan announced \$83.1 million over four years to grow the TAFE teacher workforce	More than 4000 new permanent teaching positions are announced, including 1700 conversions from part-time casual



End underfunding once and for all

Federation is fighting to win full funding for NSW public schools, for good

Teachers from all over the state have one message for the NSW and Federal Governments: let's make a deal that fully funds NSW public schools.

Federation President Henry Rajendra called out the ongoing lack of adequate public school funding, saying it compromises educational outcomes for students and puts additional stress on teachers.

"Without adequate resources, public schools are struggling to provide the opportunities that every child deserves," Mr Rajendra said.

"Every student, no matter where they live or their background, should have access to the same level of support and resources."

In February, Federation Council called on the Federal Government to "lift its funding commitment to 25 per cent of the Schools Resource Standard (SRS)" and demanded the NSW Government "abandon the Morrison government-era funding loophole that allows states to artificially inflate their contribution to the SRS".

Council determined the union would continue to work with both governments to reach a new schools funding agreement that gives all NSW public schools the levels of funding they need and deserve, and without delay.

'I REALLY WANT THAT MONEY'

Jason Bulfon is a teacher at **James Cook Boys Technology High School** in Kogarah. With the election coming, he has one thing on his mind.

"I really want that money!" he laughs. "This is what we're all here for. We all have this shared passion. We want the best for our students and for the teachers — not just for any personal reason, but for the social collective idea of better opportunities for future generations to come."

Jason said a fully-funded public school would make an enormous difference in the classroom.

"There's so many things that come to mind," he said. "Besides making classes smaller so you could actually dive deeper into those lessons and bring out that detailed understanding and authentic learning experiences for the student, it would let students engage in activities or

opportunities that they never even thought of — things like going on excursions."

Jade Richardson, who teaches at **Aberdeen Public School** in the upper Hunter, agrees.

"Full funding would make an incredible difference at my school," she said. "We have underfunded kids in every single classroom in my school. We have kids with special needs who rely on teachers working overtime just to prepare differentiated lessons. It would mean kids actually being able to reach their potential when they're meant to — not when we have the time and the resources, only to fall behind again when the resources get taken away. It would make such a difference to not just the students, but the teachers."

For **Andrew Clifton**, the teaching principal of **Euabalong West Public School** in the Central West, full funding would make an enormous day-to-day difference in teachers' lives.

"Full funding would mean more teachers," he said. "More teachers to be able to cater for students who need extra help. More teachers to be available when other staff are off because they're sick or they have family matters or they're at professional development, so that we don't have to collapse classes for the day and teaching and learning can continue happening as normal."

A WORRYING PICTURE

Australian Curriculum, Assessment and Reporting Authority (ACARA) data published by the Australian Education Union (AEU) in February shows the wealth divide between private and public schools is only growing wider.

According to the ACARA data, total recurrent income per student is now 20 per cent higher in private schools in NSW than public schools. The capital expenditure gap is also increasing, with NSW private schools spending \$1.3 billion more on school infrastructure than public schools in 2023.

This is despite NSW public schools having a higher proportion of students with additional needs, including 2.5 times the proportion of students from the lowest quartile of socio-educational advantage and 2.9 times the proportion of Aboriginal and Torres Strait Islander students.

"We have a lot of students that need extra support, especial-



ly our students with disabilities, our Aboriginal and Torres Strait Islander students, our kids for whom school is their safe place,” said **Terrigal Public School** teacher **Alicia Nugent**. “We need those kids to have these funds so we can get them through. These kids deserve it, and it needs to happen.”

As the disparity widens, public schools and their communities suffer. Australian Bureau of Statistics data released in February revealed that enrolments in public schools barely rose between 2019 and 2024, while enrolments in private and Catholic schools skyrocketed.

In that five-year period, enrolments at public schools across Australia increased by 24,683 students. Over the same time frame, private schools recorded an extra 108,009 enrolments, while enrolments at Catholic schools rose by 50,503 students.

Worryingly, that trend is accelerating. In 2023, public school enrolments actually declined in NSW, Queensland, Tasmania, the Northern Territory and the Australian Capital Territory. Enrolments in non-government schools, meanwhile, grew strongly in every state and territory.

Overall, non-government school enrolments rose by a whopping 2.7 per cent from 2023 to 2024. Government school enrolments rose by just 0.2 per cent.

These numbers confirm what public school teachers already know: chronic underfunding and neglect of public education by successive federal governments, and the pouring of public money into the private school system, has seen public school enrolments steadily decline.

Careers advisor **Melina Ragusa**, who works at **Murrumbidgee Regional High School** in Griffith, has seen the effects of the funding disparity first-hand. “In my job, I get to see what’s on offer in public and private schools,” she said. “The government has allowed private schools to have an extremely high level of facilities. I want some of that for our kids. It hurts me when I hear about schools having multiple swimming pools and 17 ovals, and I look at my public school and I’m still fighting for funding. We could do a hell of a lot more with more funding.”

‘NOW IS THE TIME’

Asked to describe what a fully-funded public education system would look like, Jade Richardson can think of too many possibilities to list.

“It would mean so much. It would mean everything,” she said. “It would mean the day going by smoothly. It would mean extra support for students with behavioural needs. It would change everything from the time the bell rings to the time the day finishes. It would mean the resources that we need being given out fairly — not sitting next door to a private school that has three pools while we don’t even have enough chairs for our students.”

With a federal election coming up, **Hunter School of Performing Arts** Human Society and its Environment teacher **Natalie Hudson** has a question for Prime Minister Anthony Albanese. “Why would you not want to be the Prime Minister whose legacy this was?” Natalie wonders. “To be the Prime Minister that was able to bring into power the full funding of public schools across this nation? That would absolutely be something that I think the Prime Minister would want to do, and particularly a Labor prime minister.”

“We have been campaigning for over a decade now to have our schools at 100 per cent resourcing standard. Now is the time for him to act,” **Boronia Park Public School** assistant principal **Alex Lau** said of the Prime Minister. “If he doesn’t, then we’ll campaign to make sure that every single person knows that our governments are continuing to fail our students because our schools aren’t at 100 per cent funding.”

Andrew Clifton said: “The system’s broken and it needs fixing, and the only way to do that is with funding. We’ve been waiting for this for so long – since the promise of Julia Gillard. The time to get this done is now.”

Award success drives culture change



words *Amber Flohm*

Federation members have commenced the 2025 school year as never before, with implementation of the new Award tangibly improving working conditions.

Starting the year with **four school development days** cannot be described as anything but a resounding success! More than 90,000 teachers completed mandatory training during this time, as well as professional development across the curriculum and in collaboration with colleagues. This not only delivers on long-held Federation policy, it aligns with recommendations from the 'Valuing the teaching profession' inquiry (also known as the Gallop Inquiry).

The union has been overwhelmed by the positive stories of the work teachers engaged in during the four school development days, particularly across the two days of teacher-directed and led time. The opportunities created by giving teachers two days to undertake their work uninterrupted and with colleagues onsite has been nothing short of inspiring. The collaboration among teachers shone though as they honed in on their students' learning to address curriculum and wellbeing outcomes.

A principal captured the sentiment perfectly when she recounted: "There was a sense of calm and preparedness that I saw across my schools' classrooms that I'd never seen before in my over 30 years as a teacher." While unsurprising to teachers and principals themselves, providing teachers with time to plan, program, collaborate and develop will always ensure the best results for students.

Flexible work arrangements have already resulted in classroom teachers and executive teachers dropping back to part-time work to better manage their responsibilities with family, work and care, as this new Award measure intended.

Teachers delaying their retirements, resignations averted and new Award staffing measures are contributing to the attraction and retention of teachers to help ease the staffing shortage.

A **maximum one-hour meeting time** has also lifted spirits, as has the implementation of the **right to disconnect**. Both these measures free up teachers' time, giving them more opportunity to focus on their students and their own wellbeing.

Federation members always highlight the collegial nature of the teaching profession. What we are seeing to date is how that very same collegiality has facilitated and boosted the morale of members who have embraced the new culture change bought about by the implementation of this new three-year Award.

The greatest beneficiaries of this lifted morale, of course, is not just our teachers but the students they teach.

2025 started in a way that has never been experienced before, thanks to the significant betterments arising out of the new Award.

Federation will now ensure that the remaining measures negotiated and agreed with the Department continue to benefit members and the profession, while securing further commitments with respect to workloads.

Amber Flohm is the Deputy President



Michael Hepi



Eleanor Lewis



Teresa Calder



Adam Skinner

Members enjoy improvements

SCHOOL DEVELOPMENT DAYS

"This is the first year I've been able to stand in front of my staff and not have to say: 'we are going to hit the ground running.' When teachers can breathe, they can be creative for their students."



Michael Hepi, principal, Sawtell Public School

"The two-day teacher-led school development days allowed my colleagues and I to work together to plan for the year while also giving me the time to hone in on each individual student in my class and their learning needs. It's been the best start to a school year I've had in 10 years of teaching."

Eleanor Lewis, classroom teacher, Parramatta Public School and Federation Executive member

ONE-HOUR MEETINGS

"Having a maximum one-hour meeting time after school has been so good for us. It has meant that the mornings have been freed up so we can concentrate on getting ready for our students for the day."

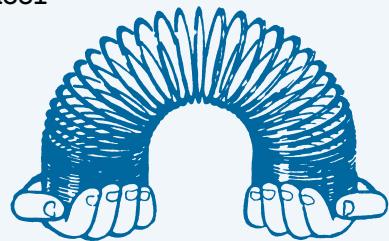
Eleanor Lewis, classroom teacher, Parramatta Public School and Federation Executive member



FLEXIBLE WORK ARRANGEMENTS

"I worked with my principal to reduce my days over the next two years under the new flexible work arrangements. This year I'm working four days and next year that will reduce again to three days as I transition to retirement. This has helped both myself and the school as we find it difficult to replace teachers, especially in my role as funding and support teacher."

Teresa Calder, learning and support teacher, Bradbury Public School



RIGHT TO DISCONNECT

"The right to disconnect has been an absolute game changer. It's allowed myself and the teachers in my faculty to focus on the work they need to do after school operating hours without constant disruption."

Adam Skinner, head teacher, Hunters Hill High School and Federation Executive member



**AWARD
IMPLEMENTATION
RESOURCE**



Members of the LGBTIQA+ SIG; Em Roberts; Nigel Hunt; Anthony Murphy; and members of the Peace, Environment and International Issues SIG



Pursue your passion

Federation's special interest groups (SIGs) are forums to cater for members with mutual enthusiasm in particular areas. Members meet, raise issues affecting their schools/TAFE colleges and work to provide the union with details of local contexts and experiences, feedback on Federation policy and suggest possible resolutions.

Just a few of our special interest groups are:

CAREERS ADVISERS

Members are concerned with:

- schools being entitled to a full-time careers adviser but not appointing one
- careers advisers being placed on teaching duties unrelated to their career advisory role
- positions being filled by casual, temporary or permanent teachers at the school rather than being advertised through staffing
- the increased workload and disruption to the programming of careers activities due to the Educational Pathways School Implementation Plan.

HEALTH AND SAFETY REPRESENTATIVES

Members of this SIG are Health and Safety Representatives (HSRs) and Deputy HSRs elected by the Work Health and Safety Work Group at their school or TAFE.

The Health and Safety Representatives SIG has been discussing psychological hazards and the Department's progress towards providing support, student behaviour, school mergers and mould and asbestos issues.

Nigel Hunt, a member at Stanmore Public School, said he joined the SIG to connect with others facing similar health and safety challenges and to get support.

"The SIG provides a great space to share ideas and stories and stay informed," he said.

At first, Nigel didn't feel fully equipped for the HSR role but said support and guidance from the SIG and Federation had made a huge difference.

"Knowing there's a space where issues can be voiced, validated and addressed is reassuring. The SIG provides not just solutions but a sense of connectedness and solidarity," he said.

Nigel said the SIG has given him a sense of purpose and validation.

"It's reassuring to know we're making a difference together."

LESBIAN, GAY, BISEXUAL, TRANSGENDER, INTERSEX, QUEER, ASEXUAL+ (LGBTIQA+)

This group's work involves raising LGBTIQA+ matters that affect members in their workplaces, and with reference to our Gender, Sexuality and Identity policy, suggesting action that the union and members can take. This includes sharing positive examples of inclusive practise, highlighting helpful resources, and posing questions relating to issues that arise in the workplace. The LGBTIQA+ SIG discusses ideas and issues that members can raise at their local

“It’s reassuring to know we’re making a difference together.”

associations and schools and is involved in the preparation and organisation of Federation’s involvement in Sydney Gay and Lesbian Mardi Gras as well as several regional pride events.

Em said they joined the SIG to find community and meet other fellow LGBTQIA+ teachers.

“I grew up in North Sydney and I took on my first ever teaching position in Hay [in the Riverina] right after the 2017 referendum. I went from having a lot of LGBTQIA+ friends and family members close by to being very isolated, and was also navigating how to deal with and combat homophobia in the workplace. Through attending Federation conferences and Council, I joined the SIG thanks to the amazing LGBTQIA+ friends I’ve made through our union,” they said.

“I am extremely grateful for the work our members do in helping shape Department policy to improve the schooling experiences for LGBTQIA+ students, as well as ensuring that LGBTQIA+ staff and their allies feel safe and included in the workplace. I’m incredibly proud as a teacher in a regional school to hear about the different Pride events that happen across NSW. Sharing queer joy is my favourite aspect of the SIG.”

“I have been fortunate...to teach at an amazing school in the Eurobodalla region, and it was a great privilege to talk about Queerobodalla with the SIG members at [Federation] Council,” Em said. “I feel privileged to be part of a community of knowledgeable and passionate teachers. It’s also been empowering to have the more difficult conversations around challenging bigotry in the workplace, which has allowed me to educate and empower others.”

Em said one of their most rewarding experiences as a member of the SIG was marching with Federation Mardi Gras float in 2022. “I think joining the SIG is a great way to connect with other like-minded teachers dedicated to queer joy and improving the lives of our staff and students. I think in a way it can also help your LGBTQIA+ students feel represented and seen. It has connected me with some of the most amazing people ever and has also given me the tools to be a positive force in my school.”

PEACE, ENVIRONMENT AND INTERNATIONAL ISSUES

Federation’s long-held position is that all wars are fought against children. The union is committed to peace and remains opposed to all forms of war.

Human disasters in Palestine and Ukraine, ongoing significant loss of life in other armed conflicts including those in Myanmar and Sudan, and the accelerating climate crisis have sharpened the focus and activity of members of the SIG.

SIG members have joined Federation’s contingent at each rally in Sydney’s Hyde Park, as well as regional locations, to protest the Israeli government’s ongoing attacks on Gaza. These rallies have been unprecedented in their level of sustained engagement.

The SIG was consulted on a role statement for Association Peace Contacts and assisted with the development of a Trade Union Training course for Association Peace Contacts, which seeks to develop our union’s capacity to campaign effectively on peace related issues.

Members of the SIG also supported Federation’s first Teachers for Climate Action conference held in March.

SCHOOL COUNSELLORS

The School Counsellors SIG meets online to talk about issues affecting school counsellors and to provide advice to Federation on those issues.

Topics have included the implementation of the rollout of additional school counsellor positions, updates to the School Counsellor Allocation Methodology and strategising around the protection of the school counselling service.

SPORT

Members are concerned about the under-resourcing of schools affecting the delivery of quality sport and physical activity programs. The Department of Education’s School Sport Unit and all primary and secondary schools need to work together to deliver sport programs and representative sport pathways. However, this goal requires appropriate funding, staffing and equity of access for all students, regardless of school location and socio-economic status.

The SIG continues to focus on addressing:

- the narrowing of the curriculum and barriers affecting student participation, including inadequate green space available to schools, inconsistent program delivery and the increased costs of external facilities and bus transport
- inadequate release time and support for school sport organisers
- workload for those teachers who take on the organisation and delivery of sport programs

- teacher access to sport-related professional learning and opportunities to attend school sport events.

Anthony Murphy, a member at Eagle Vale High School, said the Sport SIG allows school sport organisers — a position that can prove to be quite lonely — the opportunity to vent, discuss, learn, inform and interact with other school sport organisers from across NSW.

"Prior to its formation, there was no other outlet that allowed these teachers to do this. The fact that it is a group made up of primary and secondary teachers, School Sport Unit personnel and Federation Officers makes it a unique conglomerate that, hopefully, will shed light on the important work of the people involved," Anthony said.

"I enjoy being part of the Sports SIG. Having been involved in school sport at many levels, and now working in another component of it, I feel that I am able to make strong contribution, particularly in regard to Departmental policy concerning school sport and assist those with less experience. I also enjoy taking in other perspectives, seeing how others operate, the way they implement the varying programs. Good teachers are good learners, so to hear the experiences of others and see how I can utilise these within my own programs makes each SIG session very worthwhile."

SWIMMING AND WATER SAFETY

Equitable access to the School Sport Unit's Swimming and Water Safety Programs remain a key concern. Barriers include accessing appropriate pool spaces, the exorbitant costs of bus transport, staffing shortages of qualified teachers with required swimming accreditation and available program places falling short of the number of students who need to learn to swim to survive.

Members work with Federation to unpack issues with program delivery, resourcing and the precarious teacher employment arrangements that can occur due to difficulties with pool booking times and scheduling arrangements.

TEACHER-LIBRARIANS

SIG members have worked on addressing:

- schools failing to fill a permanent teacher-librarian vacancy as per the staffing agreement
- workload difficulties faced by teacher-librarians reaching all classes in a central school and support classes because the Department of Education has not factored in all students' needs
- fair allocation of administrative support for the school library
- teacher-librarians allocated key learning classes, preventing them from fully implementing their role under the Department's School Library Policy.

SPECIAL EDUCATION TEACHERS

Read the Enabling Equity column (right) to learn about our newest SIG.

If you are interested in joining any of our groups, fill out the form on our website (select Special Interest Groups from the Get Involved dropdown menu or scan the QR code).



ENABLING EQUITY

New special interest group for special education teachers

JOHN SKENE Disability Officer

The latest Nationally Consistent Collection of Data on School Students with Disability (NCCD) report in 2024 found that 28 per cent of school students in NSW were identified as living with a disability. More than 30,500 students with disability are enrolled in approximately 4560 support classes across the state.

If you're passionate about supporting students with disability or you would like to know how you can better provide for students with disability in your school and classroom, you might be interested in joining Federation's new Special Interest Group (SIG) for special education teachers.

Formed as per a decision of Federation Council in September 2024, the new Special Education Teachers SIG is a space for educators to share resources and tips for how teachers can support students with disability.

As teachers' jobs become more demanding and students' needs become more complex, it's easy to feel daunted or isolated. Joining a SIG can be a great way of overcoming that feeling.

SIGs are places where members can share their experiences, ideas, doubts and vulnerabilities with people who are in a similar situation.

SIG members might be in different schools (or even different towns) but being able to connect with other members based on common experiences and values is a fantastic way to feel more confident and positive in your work.

Whether you work in early intervention, support units, Schools for Specific Purposes or mainstream schools, membership in the SIG is open and welcome to all financial Federation members.

You can also access a lot of helpful information on how to support students with disability through the Department of Education's training portal.

Federation's Centre for Professional Learning (CPL) also offers two courses that may be of interest — Supporting students with Autism in K-6 and Supporting students with Autism in 7-12 — and is looking to create more seminars specific to supporting students with disability in the future.

You can find information on how to join the Special Education Teachers SIG on our website or by scanning the QR code.



YARNING IN PROGRESS

We're here to help

RUSSELL HONNERY Aboriginal Education Officer

Federation's Aboriginal Education – 25 Year Approach: *The Way Forward* policy states that "the real-life situation faced by Aboriginal students and their communities remains the most pressing human rights issue in our society that confronts the Australian nation ... Significantly raising Aboriginal students' achievement in education to the levels achieved by non-Aboriginal students must be the highest priority of all Australian governments, education departments, schools and other learning institutions."

As 2025 gets underway, it's important that Federation's 1500 Aboriginal and Torres Strait Islander financial members know about the dedicated resources and support our union provides, and what the union is doing to improve the lives of Aboriginal and Torres Strait Islander students, teaching staff and communities.

As Federation's Aboriginal Education Officer, I serve as Federation's Aboriginal representative to the Australian Education Union, the Department of Education Aboriginal Advisory Committee and the NSW Education Standards Authority's Committee on Aboriginal Education.

It's my responsibility to advocate for the rights and wellbeing of our Aboriginal and Torres Strait Islander members in these forums, and make sure that decision-making in these spaces doesn't happen without us.

Federation's Aboriginal Councillors, Aboriginal Education Committee, Aboriginal Members Committee, Aboriginal Executive Member and Aboriginal Observer to Executive are also here to help Federation's Aboriginal and Torres Strait Islander members, both in their working lives and in all areas of public policy. Our annual Aboriginal Members Conference brings current and future teachers from all over the state together to meet, socialise, strategise and build solidarity.

The union is here to serve you, but we can't help if we don't know that you're in need. If you have an issue at work or know of something you think we should be aware of, please don't hesitate to contact me at aborignaleducation@nswtf.org.au.

Yabun Festival

Federation members had a fun and rewarding day at the 2025 Yabun Festival, one of Sydney's biggest annual celebrations of Aboriginal and Torres Strait Islander culture.

Besides hosting all-day arts, crafts and jewellery-making sessions, our Federation-sponsored Jarjums Tent included a Mums and Bubs reading space, a Messy Makers sensory play workshop and a Kids Dance Workshop run by Jannawi Dance Clan's Katie Leslie.

Many thanks to all the Federation staff and members who staffed our stall or who came by to say hello!



A CASUAL WORD

Accessing your maternity payment

If you're a casual teacher and you're expecting the birth of a child, it's important to know what kind of leave, payments and entitlements you can access through your employer.

Unlike permanent and temporary employees, casual teachers are not entitled to paid parental leave. However, casual teachers who are pregnant may be eligible for a lump-sum maternity payment equivalent to 14 weeks' pay at the rate they were earning in their last week of work before taking leave.

To qualify for the maternity payment, a casual teacher who is pregnant must have completed at least 40 weeks' **continuous full-time service** prior to their child's anticipated date of birth.

Section 4.2.2 of the *Teachers Handbook* outlines what qualifies as "continuous service", including:

- all periods of paid leave, previous adoption, parental and maternity leave without pay, sick leave without pay, school vacations, public holidays and up to a total of five days leave without pay
- all periods of maternity leave taken not more than nine weeks prior to the anticipated date of birth
- full-time and part-time temporary teaching service and **full-time casual teaching service**.

There are also periods that do not count towards the 40 weeks' continuous service for eligibility of payment, but they do not break the 'continuity of service' if taken. This means certain accumulated entitlements, such as extended/long service leave will not be lost. These circumstances include:

- any absence from duty for a period, or periods of leave without pay, which exceeds a total accumulated period of five days
- an absence of a casual teacher from full-time service at the beginning of the school year, who was in full-time employment at the end of the preceding school year, and although available for full-time employment, is not employed full-time before the 21st calendar day of the school year.

It is also recommended that people check their eligibility for the Commonwealth Paid Parental Leave scheme.

If you need help applying for the maternity payment, or you're not sure if you qualify, contact Federation's Professional Support team at **(02) 9217 2100** or **professionalsupport@nswtf.org.au**.

KNOW YOUR RIGHTS

Teaching sport in high schools

SAM CLAY Deputy Secretary (Research, Industrial and Professional Support)

What are the Award provisions relating to teaching of sport in high schools?

Clause 16 of the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award specifies that teachers, head teachers and deputy principals may be required to teach up to three 40-minute periods of sport (or the time equivalent) each week. Arrangements vary between schools and teachers in schools that do not operate a timetable based on 40-minute periods, which often have sport supervision loads that are less than 120 minutes per week.

As an alternative, there is capacity for a principal to have a teacher undertake two 40-minute periods of face-to-face teaching in lieu of sport, with the agreement of the teacher concerned, or to undertake sports supervision on weekends. It is this provision which some schools rely on when they run integrated sport.

Can a teacher be required to undertake alternative face-to-face teaching periods in lieu of sport?

No. A teacher would need to agree to be timetabled onto alternative face-to-face teaching periods throughout the week in lieu of sport supervision.

Can a secondary teacher undertake more than three 40-minute periods of sport per week?

A timetabled teaching load requiring a teacher to deliver more than three 40-minute periods (120 minutes) per week of sport supervision would be contrary to the provisions within the Award. The only exception to this would be if the school operated a two-week cyclical timetable where sport allocation was not split evenly across the two weeks. However, the teacher must still only be timetabled for a maximum of 240 minutes of sport across that two-week cycle.

What is integrated sport and does it change these provisions?

While most NSW public high schools continue to have a common time when sport is timetabled, some schools deliver sport to specific cohorts of students at different times of the week. Integrated sport may either apply to all students within the school or to one or more cohorts with the remaining students timetabled for sport at a common time.

Operation of integrated sport within a school does not change the Award provisions. Teachers may still be required to deliver up to 120 minutes of sport per week and must agree if they are to be timetabled to alternative face-to-face teaching time in lieu of sport.

WOMEN IN EDUCATION

Beyond the morning teas

LEEANDA SMITH Women's Officer

UN Women Australia commemorated 30 years since the United Nations Beijing Declaration and Platform for Action on International Women's Day, 8 March.

In 1995, at the Fourth World Conference on Women in Beijing, 189 governments agreed on a comprehensive plan to achieve equal rights for all women and girls. The platform for action focused on "critical areas of concern" including political participation, peace, the environment, ending violence against women, employment and the economy. Over the decades, women have ignited powerful movements worldwide, breaking barriers, influencing policies and laws and improving the lives of millions. But for all these advances, too many women and girls still face systemic inequalities, preventing them from reaching their full potential. At times it feels that for every advance there are 10 retrograde steps making the gulf between wins and losses ever wider.

UN Women Australia's theme for International Women's Day 2025 was "March Forward: For ALL women and girls", calling for action to unlock equal rights, opportunities and power for all and a feminist future where none are left behind.

At the theme launch, Carmen Lawrence — who was minister assisting the prime minister for the status of women in 1995 — said: "The Beijing Declaration was a watershed moment for women's rights globally, but our work is far from finished. As we 'March Forward', we must redouble our efforts to dismantle the persistent barriers to gender equality."

This is manifestly true. Despite progress that we are rightly proud of, it is clear that we are not where we should be and many of the promises made in the Platform remain largely unfulfilled for millions of women worldwide.

UN Women Australia chief executive officer Simone Clarke asserted that International Women's Day events "serve as a powerful platform to amplify voices, share insights, and mobilise action".

By all means we can celebrate and highlight our achievements on special days, but we must also commit to making this a pivotal year for feminism.

Let's work together to find ways to keep the pressure on governments and employers to turn their 'morning tea' promises into action — not just on International Women's Day but at every opportunity.

Demand gender equality, call out violence and insist on change so everyone can benefit from an equitable world.

CELEBRATE, LEARN AND ACTIVATE

This year also marks an important milestone for Federation, as it will be 50 years since the start of the Women's Program. In 1975, with a Whitlam Government grant, Federation was able to establish the Women's Coordinator position and begin the important affirmative action plan that continues to support women's engagement and participation in the union.

Our union remains committed to this important empowerment program.



A long history of affirmative action.
From top: The Anna Stewart Program supports women members to increase their engagement in Federation campaigns, a women's Trade Union Training course in 2007, Women's Conference 2024

Join us at Women's Conference on 23 August to celebrate, learn and activate.





Jess,
Member of NSWTF and
Teachers Health

Join the health fund that gives more back

At Teachers Health, our members (including many proud NSWTF members) come first. For over 10 years we've returned more in benefits than the industry average. Last year that meant 90c in every \$1 of premiums went back to members.

We're another great benefit of your union membership, so choose the health fund that puts your health and wellbeing first. Choose Teachers Health.

Plus, join with Hospital and Extras by 30 April* to get 6 weeks free cover.

**TEACHERS
HEALTH**

We're for teachers

As a NSWTF member,
you and your family are
welcome to join.

Scan the QR code or call
us on 1300 764 288



MULTICULTURAL MATTERS

We need to enshrine human rights for all

MANDY WELLS Multicultural Officer/Organiser

No matter our life circumstances — who we are, where we are from, our cultural, socio-economic or religious background — we all deserve to be treated with dignity and respect.

Human rights are inalienable rights to all in our world, yet we continue to witness attacks on these rights often with impunity.

Crucial to all forms of governance is that justice prevails. Tackling the causes of disadvantage, inequality and systemic barriers to access, equity and inclusion should be an expectation of those who lead. So too should government accountability.

When we know our rights and responsibilities under law, we can empower ourselves and our communities to stand up and speak out. More importantly, we can make governments accountable for their policies and the protection of our human rights. Global peace is increasingly under threat by ongoing acts of war and violence. World events see a notable rise in the distrust of democratic institutions coupled with divisive politics overriding expert-driven government policy. This fear and division can weaken democracy and threatens social cohesion. The world must not look away when human rights are being denied or abused. Global solidarity and collective solutions are needed now more than ever, and governments must be held to account.

By engaging in democracy and critically reflecting upon what we see happening around us, we can counter misinformation and prevent the spread of mistruths. **We can also uphold our positive duty to act whenever we witness abuse, harassment, racism and discrimination.** We need to work together to demand an end to human rights abuses and the adherence to the mandates of international law.

In the absence of an Australian Human Rights Act, responsibility to abide by international and national laws is not always demanded of our government. Those affected by racism, discrimination and unequal opportunities have the onus of actioning remedies themselves. **A fair and just democracy should not place this burden on individuals.**

As Australians, we have a strong sense of fairness, rights and freedoms but we are yet to enact legislation that demands governments be held to account for these. Individual state laws and policies need the umbrella of a federal Human Rights Act to put our rights under one piece of legislation and make their protection and accessibility available to all in our communities. This would also guarantee a future process of providing the necessary funding for policies inherent to our human rights.

To safeguard our rights today and to protect our future generations tomorrow, we must strengthen the provision of public education through achieving the full funding of our public schools. We must also revitalise Australia's commitment to human rights and work towards achieving an Australian Human Rights Act.

A true democracy depends on both.

Read more

Search the Australia Human Rights Commission's website at humanrights.gov.au for:

- Revitalising Australia's Commitment to Human Rights report
- Stats & Facts in the Education section.

EARLY CAREER INSIGHTS

Tips for relocating for work

JULIE McMULLEN Editor

When entering the teaching profession, it's not uncommon for early career teachers to relocate for work opportunities. This might involve moving to a rural or remote area to gain experience working in close and interesting communities or to capitalise on the transfer system; or moving to a larger city to gain experience working in a large school setting or a different demographic.

There are many professional and personal advantages of relocating and gaining teaching experience in different locations across the state, however, it can often be a difficult transition, whether embarking on the adventure solo or with a partner or family.

The most common advice from members interviewed about their experiences relocating to work are:

Check your allowances and incentives

When relocating, especially to rural or remote areas, you may be entitled to some additional allowances or incentives. These may include Teacher Housing, rural and remote relocation support payments and retention benefits. Teachers working in 4-, 6- and 8-point schools may also be able to access additional personal leave days. Look at ways that you might be able to utilise these benefits to suit your lifestyle. You can find out more about the benefits and incentives on the Department's website.

Get to know what support networks and services are available

Research the area before moving and consider what support networks are available and what you might need to access. This might also mean exploring options in nearby towns as an alternative. Services might include access to health providers including mental health, gyms or pools. Remember, all teachers have access to the Employee Assistance Program Service.

Attend your local Federation Association meetings

Federation Association meetings can be one of the best ways to connect with other teachers, especially outside of your school's environment. Not only do Association meetings serve as a means of staying informed on union and education business but also as a means of advocacy and activism. Association meetings are a great way to learn more about the local community and set up connections across schools. Check the Events calendar on our website.

Local courses and conferences

Another way to help create connections and develop teaching skills is by attending local courses and conferences. Federation runs beginning teacher courses and conferences across the state, where you can meet like-minded people at a similar point in their career. This can be an invaluable support system during your early teaching days. Check our website under the Courses and Conferences tab.

Join a sports or hobby group

Look for local sports or hobby groups that you are interested in. One of the best ways to transition to a new area is to meet people outside of work. In the teaching profession, it is incredibly easy to be consumed by the workload and forget to make time for interests outside of teaching and planning. Local libraries are a great resource that often host different groups and hobbies. In many towns the libraries are the hub for young families, particularly mothers' groups.

TAFE TALK

Know your worth: Commencement salary advice for new permanent TAFE teachers

PHILL CHADWICK Lead TAFE Organiser

The new Enterprise Agreement for TAFE teachers and related employees contains some excellent news for casual TAFE NSW employees. Clause 39.2 states the duration of casual employment will be six months "unless it is by voluntary choice of a TAFE NSW casual employee".

If you're moving from casual to permanent employment on either a full-time or part-time basis, it's important to check whether you're on the appropriate commencing salary. Your skills, qualifications and experience are valuable — not only to you and your students, but to your employer. You deserve to be properly compensated for the time, effort and money you have put into your professional development.

The TAFE NSW Teacher position description prescribes a "minimum of three years post-qualification experience in industry relevant to your qualifications, gained no longer than five years previously" to receive a commencing salary at step 10 on the common incremental salary scale. However, if you have completed an approved teacher education program, or have at least three years of vocational and/or industrial experience above the minimum required for your position, you are entitled to a higher commencement salary.

The conditions to qualify for a higher commencement salary are laid out in more detail in the TAFE NSW Teachers' Commencing Salary Procedure and the TAFE NSW Teacher position description, available on the TAFE NSW staff intranet. Take particular note of section 7.4, Criteria for appointment along steps 11-13 on the common incremental salary scale:

7.4.1. Subject to paragraph 7.4.2, teachers are required to meet the following additional requirements to be appointed at a salary step along steps 11-13 on the common incremental salary scale:

(1) Step 11

(i) successful completion of an approved teacher education program; or
(ii) three years of vocational and/or industrial experience above the minimum vocational and/or industrial experience prescribed for the position.

(2) Step 12

(i) successful completion of an approved teacher education program AND three years of vocational and/or industrial experience above the minimum vocational and/or industrial experience prescribed for the position; or
(ii) six years of vocational and/or industrial experience above the minimum vocational and/or industrial experience prescribed for the position.

(3) Step 13

(i) successful completion of an approved teacher education program; and
(ii) six years of vocational and/or industrial experience above the minimum vocational and/or industrial experience prescribed for the position."

If you think you're entitled to a higher commencement salary, please contact Federation on **(02) 9217 2199** or email postschools@nswtf.org.au.



Words Misty Adoniou

ESW and federal governments have declared initiatives to make curricula “evidence-based” but teachers have always used evidence-based practices and curricula in schools.

Politicians use “evidence-based teaching” as shorthand for “the approach I favour” or “the approach that worked for someone I know” or even “the approach I have a vested interest in” and either misunderstand or deliberately misrepresent what evidence is.

- **Evidence is NOT proof.**
- **Evidence is NOT static or absolute.**
- **Evidence is NOT neutral.** Studies are designed to gather evidence within a theoretical paradigm.
- **Evidence IS contextual.** Evidence gathered in one context is not proof similar evidence will be generated in another context. The contextual variability of classrooms is a nightmare for clinical scientists, whose methods are highly dependent upon controlling variables. It is impossible to recreate classroom conditions in a lab. Even when studies are conducted in classrooms, it is impossible to control the variables and replicate the conditions from one classroom to another.
- **Evidence IS open to interpretation.**

TEACHERS ARE TRAINED TO GATHER EVIDENCE

Researchers reviewing data sets or conducting clinical experiments are not the only people gathering evidence to inform teaching practice. Teachers gather evidence every hour, every day, in every classroom in Australia. Teachers are scientists.



It is why teacher education institutions train teachers in the scientific method. Over their four-year degree, primary school teachers are taught how to conduct their own studies, gathering evidence from their own classrooms to build robust evidence-based practices that work in their contexts for their students.

EACH LESSON PLAN EQUATES TO A LAB REPORT

Teachers plan and record their studies in a document called a lesson plan — the equivalent of a lab report — for every lesson they conduct.

The lesson plan starts with a **learning goal** — or hypothesis — which describes the learning that will occur. These goals come directly from the government-mandated evidence-based curricula.

The plan then states **how achievement against the goal will be measured** — through observation, collection of work samples, interviews, testing or other methods.

Materials and resources required to achieve the learning goal are listed.

Conditions for the learning are described with **time allocations and organisational structures for the lesson**, e.g. in pairs, whole class, self-assigned groups, teacher-assigned groups and how much time will be allocated to each task.

The plan describes how the teaching will **deal with known variables**, such as audio support for a learning-impaired student or supplemental written and visual instructions on task cards for a student with autism.

The **method** is a sequential and detailed account of what will occur during the lesson to achieve the learning goal. It is shaped by the informing theory for the lesson.



Teachers conduct scientific gathering of evidence with every planned lesson they teach



An **assessment** is conducted of the students' achievements against the learning goal and **the results are recorded**.

Finally, an **evaluation** occurs, a discussion of the results. Was the learning goal achieved? By whom? Why did it work or not work? Were there limitations? What adjustments need to be made for the next lesson?

Teachers conduct this scientific gathering of evidence with every planned lesson they teach.

Teachers spend all day, every day building evidence-based teaching practices. Yet their voices and their findings are strangely absent from these most recent and most earnest evidence-based directives from government.

ANALYSE THE EVIDENCE

Every time an educator hears the term “evidence-based practice”, it is incumbent upon the educational scientist within each of us to ask:

- Evidence of what?
- Why was it generated? What question were they seeking to answer?
- How was the evidence gathered? What was the informing theory?
- Where was it generated?
- When was it generated?
- Who were the study participants?

This allows us to decide whether it is a practice we need to trial in our own context — whether it is solving a problem that we have — and to understand its limitations due to contextual differences and the possible need to make adjustments to its implementation.

For example, let's say the proposed practice or program has evidence it improves decoding skills in six-year-old monolingual urban students with language delays. A target school's testing shows their six-year-olds have good decoding skills but their 10-year-olds have poor comprehension skills. Thus, there would be no reason for the school to trial the proposed evidence-based practice as it does not address their issue.

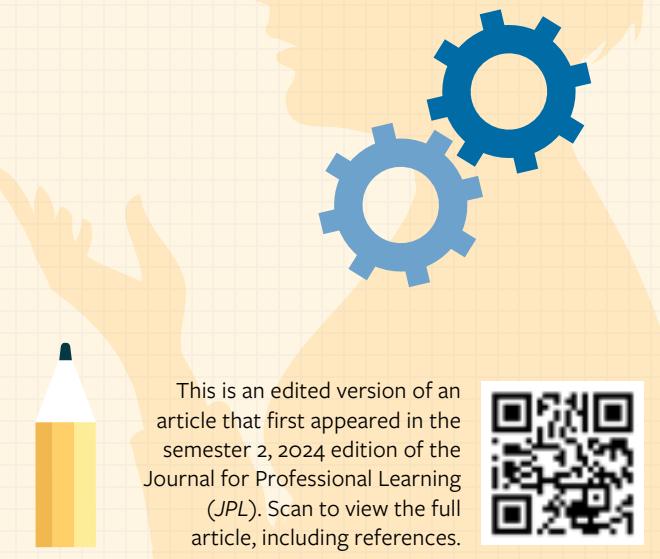
Another target school in a low socioeconomic status regional area has six-year-old multilingual students with

poor decoding skills. The school may trial the practice but make adjustments for the fact that the evidence base is for a student cohort in a different location and with different language needs.

If the practice is also shown to be effective for their cohort they should report the results to their peers so the entire education community can learn from their study. Equally, if it is found to be ineffective for their cohort, they should drop the trial and report the results. They should not continue blindly with an “evidence-based practice” that is ineffective in their context or irrelevant to their needs simply because it has been mandated.

This is actually what “evidence-based practice” means — trialling evidence-based research in your own teaching context, seeing whether it works and being agile and informed enough to adjust the practice, or reject it, when it isn't working.

Misty Adoniou is an Adjunct Associate Professor in Language, Literacy and Teaching English to speakers of other languages at the University of Canberra



This is an edited version of an article that first appeared in the semester 2, 2024 edition of the Journal for Professional Learning (JPL). Scan to view the full article, including references.





Teaching and assessing for student growth

Words Professor Jim Tognolini

ED

The most effective way to progress a student's skills, knowledge and understanding in achievable steps is to undertake teaching and learning activities close to their position on a course's developmental continuum.

You can find a subject's developmental continuum — the list of outcomes describing what students are expected to know and be able to do at various stages — in the relevant syllabus document. These outcomes provide the basis for the development of teaching and learning (including assessment) sequence and activity.

To help students progress along a subject's developmental continuum, use professional judgement to consistently cycle through:

- analysing assessment data to pinpoint each student's position on the continuum
- designing and undertaking classroom activities to help students become more proficient in the course's outcomes
- creating and implementing assessments to gather evidence that will help you understand each student's progress along the developmental continuum.

HOW TO DETERMINE A STUDENT'S POSITION ON THE DEVELOPMENTAL CONTINUUM

You can identify a student's position along the developmental continuum by comparing your 'image' of what the student knows and can do (informed by assessments) to the broad standards of a syllabus, and use your professional judgement to say, on balance, that the student is located at a 'stage 3' (or 'level 3' or 'band

3') at this point in their learning because that course performance descriptor best aligns with the image of the student.

Generally, the information that emerges from a student completing classroom tasks, answering questions, talking to other students and taking classroom tests, standardised tests or examinations is expected to be consistent with the student's image. Sometimes it is not, so ask: "Why not?"

It could be that a student has some difficulties identified by their performance on the test, demonstrating a need to collect further evidence to see if that student's image needs adjusting. Alternatively, reasons such as illness would not warrant a substantive change in the image.

To enable the fairest images of a student to emerge:

- use a range of suitable assessment methods
- use your professional judgement to assimilate information from multiple assessment methods.

By constantly assessing students, taking the latest information back to the image and making informed decisions as to what to do next, assessment is fully integrated into teaching.

USEFULNESS OF DIFFERENT ASSESSMENT METHODS

The adjacent table shows the usefulness to teachers of various assessment activities ordered from more-useful to less-useful in producing the image.

MONITORING PERFORMANCE AGAINST SYLLABUS STANDARDS

For students to demonstrate where they are along a developmental continuum, they must be given the

opportunity to show what they know and can do in relation to the outcomes of the subject. Tasks, activities and test items provide them with this opportunity. If very able students are not given the opportunity to show that they have developed in their learning by giving them opportunities to demonstrate greater levels of cognitive depth, then it is not possible to locate them on the developmental continuum with consistency or accuracy.

Diverse sources of evidence about student growth should converge. For example, if in a particular case there are different signals coming from external tests, then classroom observation will be valuable in adopting a forensic approach to understanding why such discrepancy has occurred. The product of such analysis should lead to a more effective understanding of — and, eventually, improvement in — student learning.

THE STUDENT IMAGE FORMED BY PROFESSIONAL JUDGEMENT

It is important to look carefully at the information gathered from different assessment activities and their respective contribution to the overall student image.

Just because a multiple-choice test can be marked objectively does not mean that it is free from professional judgement in its construction, or that it always gives more valid information. When writing objective test items, consider what knowledge and skills can be demonstrated by students and use that expectation to make decisions regarding choice of test format and item content.

For some purposes, a multiple-choice item may be the most efficient way of testing particular knowledge. In other cases, by providing a frame for student responses, the construction of a multiple-choice item may be seen to limit the opportunities for students to show creative use of the

knowledge and skill they possess. Depending on the purpose of the assessment, a better solution may be achieved by substituting an open ended short-answer question for the multiple-choice item. Every time a formal test is devised a series of judgements need to be made to ensure that the information gained helps our understanding of student achievement.

QUALITY OVER QUANTITY

When creating an assessment program, remember the quality of evidence collected to assess student progress is more important than the amount of evidence collected.

RELIABILITY OF CLASSROOM ASSESSMENT

In considering classroom assessment practice, it is essential to distinguish between judgements based on formal written work, such as essays and assignments of varying structure and content, and those based on dynamic interactions in the classroom.

Different classroom teaching and learning situations vary in opportunities to observe and record information to inform judgements about student achievement. Teacher assessment practices differ in the extent of data collection and recording (ranging from detailed protocols to 'on-balance' judgements of achievement of assessment criteria). As with external tests and examinations, it would be expected that different requirements would show different degrees of reliability.

Reliability of a measure may be improved by making the assessment(s) underpinning the measure longer and by improving the properties of the assessment tasks. Assessments based on everyday observations of students engaging in classroom activities and conversations are generally more reliable than assessments made based on a one-off test.

Assessment tasks may be critiqued to remove ambiguities, or the difficulty of the tasks may be adjusted to make them more consistent with the average ability of the student group being tested. Some parts of the task may be substituted with items that are inherently more reliable (e.g. short answer or multiple-choice), or the marking scale may be refined to obtain greater clarity of the relationship between the quality of an answer and the marks/grade awarded.

Professor Jim Tognolini is Director of The Centre for Educational Measurement and Assessment, within the University of Sydney School of Education and Social Work. He regularly teaches courses for Federation's Centre for Professional Learning.

This is an edited version of an article that first appeared in the semester 2, 2024 edition of the *Journal of Professional Learning (JPL)*. Scan to view the full article, including references.



EXAMPLE OF STUDENT ASSESSMENT METHODS		EXAMPLES OF OTHER METHODS
MORE USEFUL	Classroom observations, questioning etc.	Ad hoc observations with minimal data collected for post hoc analysis
	Classroom assessments administered and marked by an individual teacher	Questionnaires with minimal effort to validate them before administration and little attempt to carry out post hoc validation
	Classroom assessments (could include tests, checklists, project work, etc.) where there has been some degree of collaboration with other participating teachers in constructing the assessment and achieving comparability across different markers across the school	Surveys with self-report data where there has been some effort to validate the questionnaire, interview or observation schedule before administration
	Published achievement tests administered in the classroom (NAP self-administered tests on civics and citizenship, science literacy and ICT)	Well-constructed, self-reported and validated surveys and teacher quality data where the judgement of the evidence is made independently against standards and the evidence is available for further judgements if required
	Standardised achievement tests (e.g., NAPLAN and HSC)	Controlled census-type data collections (e.g., attendance data, student welfare data)

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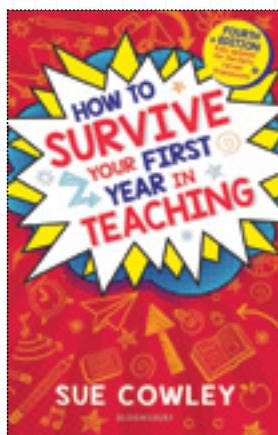
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BY JAMIE CLARK. MELTON, WOODBRIDGE, UK: JOHN CATT, 2024

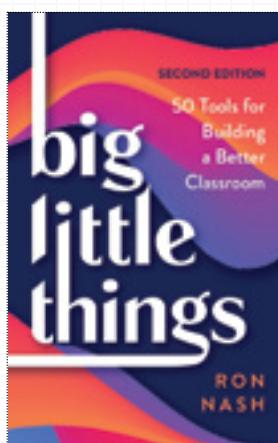
"Ask any teacher and they would say workload is one of the biggest blockers to their professional development. Simply put, most teachers are time-poor and too busy to engage with educational research to improve their classroom instruction. One-pagers are ultra-concise, A4-sized summaries that share important ideas about good teaching. In this practical volume, Jamie Clark presents more than 55 evidence-informed one-pagers that help educators reflect on their practice, build pedagogical knowledge, and prompt professional conversations with colleagues" (back cover).



How to survive your first year in teaching [fourth edition]

BY SUE COWLEY. LONDON: BLOOMSBURY EDUCATION, 2023

"In this fourth edition of the ever-popular bestseller *How to survive your first year in teaching*, [bestselling education author Sue Cowley] supports new teachers through the stresses, strains, highs and lows of their first year in the classroom. She's there with practical advice to guide you through each term, from preparing for day one, lesson one, advising on time-saving lesson plans, easy-to-implement behaviour management tips and how to help children who have special education needs" (back cover).



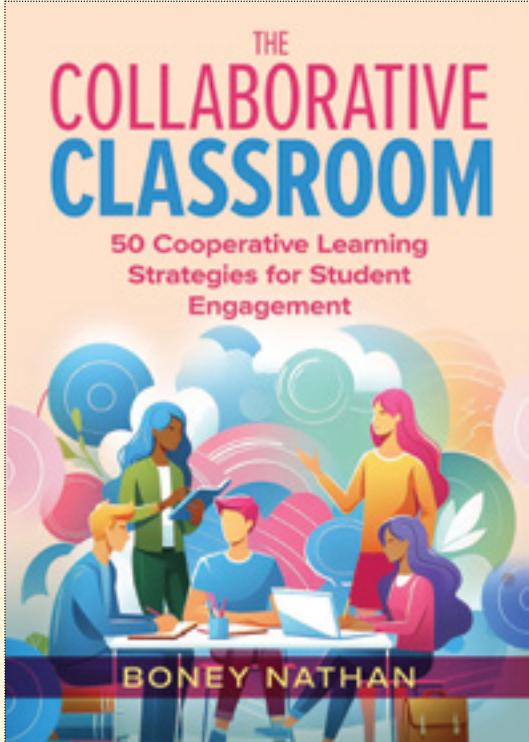
Big little things: 50 tools for building a better classroom [second edition]

BY RON NASH. LANHAM, MD: ROWMAN & LITTLEFIELD, 2024

"Having observed and coached in hundreds of classrooms since 1994, Ron Nash has come to a few conclusions about what makes teachers tick and classrooms click. The best teachers attend to those seemingly little things that cost nothing, even as they create classroom climates where students can't wait to walk through the door every day. The big little things that great teachers do have students up, moving, pairing,

sharing, laughing, and learning in an atmosphere full of trust, respect, and high expectations" (back cover).

What's hot in the library



The collaborative classroom: 50 cooperative learning strategies for student engagement

BY BONEY NATHAN. MELBOURNE: AMBA PRESS, 2024

“Unlock the power of cooperative learning. Packed with 50 practical strategies, each accompanied by clear instructions and adaptable examples, this resource equips teachers with the tools they need to seamlessly integrate high-impact teaching techniques into their classrooms. From setting goals to fostering positive interdependence, *The collaborative classroom* covers all the essential elements of cooperative learning, promoting active participation, collaboration, and engagement across diverse subject areas and grade levels. Whether in traditional or remote learning environments, educators can confidently plan and implement cooperative learning activities, preparing students for success in the classroom and beyond” (back cover).

HOW TO BORROW FROM THE LIBRARY

Contact the library to borrow resources or reserve them via the library catalogue, which can be accessed via the Federation website. A postal service is available. *Hot Topics* Guides on popular subjects and *Library Bulletins* may be found in the Member Portal.

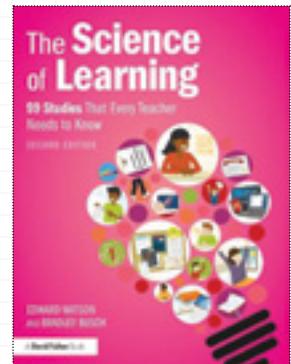


The science of learning: 99 studies that every teacher needs to know [second edition]

BY EDWARD WATSON AND BRADLEY BUSCH. LONDON; NEW YORK: ROUTLEDGE, 2021

“Demystifying key concepts and translating research into practical advice for the classroom, this unique resource will increase teachers’ understanding of crucial

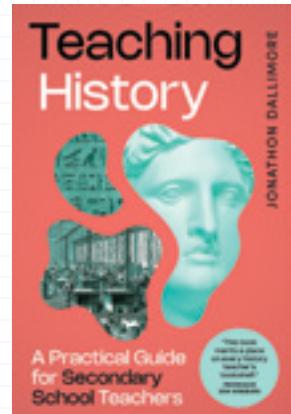
psychological research so they can help students improve how they think, feel and behave in school. From large- to small-scale studies, from the quirky to the iconic, the book breaks down complicated research to provide teachers with the need-to-know facts and implications of each study. Each [two-page] overview combines graphics and text, asks key questions, describes related research and considers implications for practice” (publisher’s website).



Teaching history: a practical guide for secondary school teachers

BY JONATHON DALLIMORE. MELBOURNE: AMBA PRESS, 2025

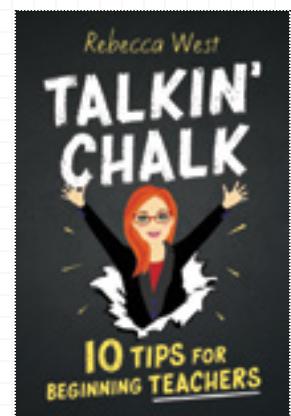
“Grounded in current research and real-world experience, this insightful book covers essential topics from unit planning and assessment design to working with historical scholarship and sources. While invaluable for early-career teachers, it will be equally beneficial to veterans seeking a fresh overview of the curricular landscape in the context of history education. By emphasising the ‘bifocal’ nature of history teaching — balancing historical and instructional thinking — *Teaching history* will equip teachers with the tools they need to create engaging, effective and meaningful history classes” (back cover).



Talkin’ chalk: 10 tips for beginning teachers

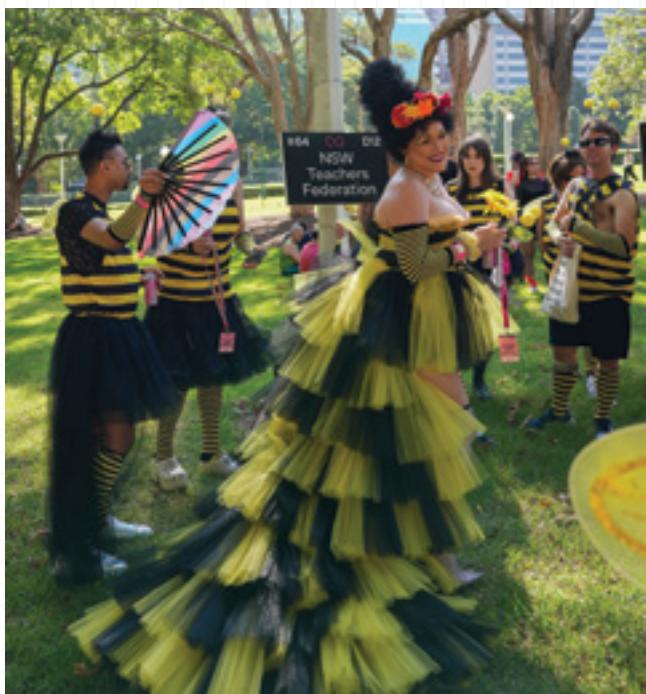
BY REBECCA WEST. MELBOURNE: AMBA PRESS, 2023

“This book [by ‘a proud public educator’ and the creator of popular YouTube teaching channel *Talkin’ chalk*] offers real advice about how to set up your classroom, plan and monitor your workload, build relationships, reflect on practice and much more. The useful tips and editable templates make it a practical and indispensable resource” (back cover).





Our theme for the 2025 parade, 'Bee Yourself', caused a buzz!



Fair Day

Visitors to Federation's stall included Amyl the Queen from Unions NSW



Australian Education Union honours

In February, the Australian Education Union awarded life memberships to former TAFE organiser Rob Long (above, second from right) and posthumously to former Federation Officer Charmaine O'Sheades Huisman, accepted by her mother (below, centre)



Kicking off another year

The Port Macquarie and Hastings River TAs hosted Federation President Henry Rajendra (front row, centre) at a back-to-school event in February



For the latest course listings, information and to apply



DATE	COURSE	LOCATION
14 March	Supporting Students with Autism K-6	Online
19 March	Empowering Teachers Through the Meaningful Use of Data and Evidence	Surry Hills
20 March	Early Career Teachers	Surry Hills
21 March (day 1) 9 May (day 2) 23 May (day 3)	Writing in Secondary Schools — Understanding and applying grammar in context	Surry Hills
24 March	Supporting Students with Autism 7-12	Surry Hills
25 March	Classroom Management through Effective Teaching	Surry Hills
28 March	Classroom Management through Effective Teaching – Secondary and TAFE	Armidale
1 April	Women and Leadership: Examining Leadership Skills, Capacity and Context	Surry Hills
2 April	Empowering Teachers Through the Meaningful Use of Data and Evidence	Online
3 April	Principalship for School Executive	Surry Hills
9 April	Empowering Teachers Through the Meaningful Use of Data and Evidence	Blacktown



For the latest course listings, information and to apply



COURSE	DATE	LOCATION	CLOSING DATE
Beginning Teacher Conference	Saturday 22 March	Surry Hills	Friday 7 March
Foundations for Workplace Representatives	Tuesday 25–Wednesday 26 March	Surry Hills	Tuesday 4 March
Foundations for Women's Contacts	Monday 31 March–Tuesday 1 April	Surry Hills	Monday 10 March
Work, Health and Safety in Education Workplaces	Wednesday 2 April	Surry Hills	Wednesday 12 March
Principals' Conference	Friday 4 April	Surry Hills	Friday 14 March
Foundations for Workplace Representatives	Monday 7–Tuesday 8 April	Surry Hills	Monday 17 March
SCHOOL HOLIDAYS			
Foundations for Workplace Representatives	Thursday 1–Friday 2 May	Surry Hills	Thursday 10 April
Foundations for Workplace Representatives	Tuesday 6–Wednesday 7 May	Surry Hills	Monday 7 April
Aboriginal Members Conference	Saturday 10 May	Surry Hills	Monday 7 April
Foundations for Workplace Representatives	Monday 12–Tuesday 13 May	Dubbo	Monday 7 April
Communication Skills for Workplace Representatives	Monday 19–Tuesday 20 May	Surry Hills	Monday 28 April
Foundations for Workplace Representatives	Thursday 22–Friday 23 May	Online	Thursday 1 May
Association Women's Contact — Part 1	Monday 26–Tuesday 27 May	Surry Hills	Monday 5 May
Foundations for Women's Contacts	Thursday 29–Friday 30 May	Surry Hills	Thursday 8 May
Association Executive (Presidents, Secretaries and Treasurers)	Monday 2–Tuesday 3 June	Surry Hills	Monday 12 May
Women in Leadership — Part 1	Thursday 5–Friday 6 June	Surry Hills	Thursday 15 May
Work, Health and Safety in Education Workplaces	Tuesday 10 June	Surry Hills	Tuesday 20 May
Skills for Federation Councillors	Monday 16–Tuesday 17 June	Surry Hills	Monday 26 May
Beginning Teacher Conference	Saturday 21 June	Newcastle	Friday 6 June
Foundations for Women's Contacts	Monday 23–Tuesday 24 June	Surry Hills	Monday 2 June
Communication Skills for Workplace Representatives	Thursday 26–Friday 27 June	Surry Hills	Thursday 5 June
Foundations for Workplace Representatives	Tuesday 1–Wednesday 2 July	Surry Hills	Tuesday 10 June

PAINTING A FUTURE OF PEACE



Artwork created by 5/6C Woy Woy Public School

THEME: Believe in peace in 2025

- Total prize pool \$5400
- Categories for:
 - K-2, 3-6, 7-10, 11-12 and TAFE/Corrective Services/post-schools students
 - Aboriginal/Torres Strait Islander students
 - Aboriginal/Torres Strait Islander-themed entries
- Entries may take many forms including posters, poetry, short stories, essays, performances and multimedia
- Submissions close Friday 1 August

FIND OUT ALL THE DETAILS



Sam Lewis Peace Prize 2025





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WHICH THE NSWTF STANDS

