Commission decision on excursion injury puts members at risk
ENTRIES NOW OPEN!

Our union's Literary Competition and Awards for Excellence in Art Design promote the literary and artistic talents of Queensland and Northern Territory students and teachers.

Key Dates for 2020

**Literary Competition**
- Entries Close: Friday, 19 June
- Presentation Evening: Wednesday, 26 August

**Excellence in Art Awards**
- Entries Close: Friday, 24 July
- Presentation Evening: Wednesday, 9 September

For more information visit www.qieu.asn.au/competitions

---

**Reports**
Employers must address remaining issues to resolve negotiations

**Bargaining With One Voice**
Excursion injury ruling puts members at risk

**Legal Brief**
New teacher pay and PAR structures in Anglican schools

**Our Union @ Work**
$25,000 in backpay for member

**Labour Day/May Day**
Save the date for 2020 celebrations

**Northern Territory**
Judith Cooper Award recipients

**Early Childhood Education**
QLEC members start collective bargaining

---

**School Officers**
Backpay claims: what records to keep

**Equity Matters**
What will your retirement look like?

**Vocational Education**
What’s in store for 2020?

**Teacher Pay**
QTES members start collective bargaining

**Your Rights @ Work**
Changes to workers’ compensation

---

Consistent with the principles of equal opportunity for women and men, the Independent Education Union of Australia – Queensland and Northern Territory Branch, and our partner unions, use the term ‘teacher’ to refer to all teaching professionals in Queensland and Northern Territory public, non-government and Anglican schools, regardless of their gender identification.

---

**Perfect Places**
Awards for Excellence in Art Design

**Categories:**
- Preschool/Kindy
- Prep-Year 2
- Years 3-4
- Years 5-6
- Years 7-8
- Years 9-10
- Years 11-12
- Open (Teachers)

**Indigenous**

**Entries Close:**
Friday, 24 July 2020

**Presentation Evening:**
Wednesday, 9 September 2020

---

*Perfect Places* awards entries close on Friday, June 19, with an August presentation evening.
Collective strength to ensure just resolution

Significant collective bargaining negotiations continue this year.

Queensland Catholic sector negotiations continue while Queensland Lutheran sector negotiations have formally started.

The industrial laws that we operate under continue to stifle our ability to resolve these negotiations. However, the power of our union is found in the collective strength of our membership – dedicated professionals who act collectively to enhance our profession, our sectors and our schools.

The membership is well-led and represented at these meetings but ultimately these negotiations will be successful due to action that is taken by members in our schools.

Employer representatives have been provided with a very clear message as to what employees believe is needed to successfully complete these negotiations.

Managing workload is one of these essential elements. We need to develop an agreed mechanism which addresses the intensity and the increasing workload that staff are experiencing.

This is a shared issue about which employers need to come to terms by providing real and quantifiable ways to ensure this growing issue is addressed.

We have and continue to provide various mechanisms for this to occur.

We have offered to jointly seek with employers the assistance of the Fair Work Commission (FWC).

They have not accepted this offer to date, the dedication and commitment of members in providing strong advice and staunch support for what is fair and just by the taking of protected action is to be commended.

As a result, we have had some significant gains for school officers and middle leaders as well as the tightening up of the use of contracts.

This year I encourage you to continue to be active and involved in your Chapter.

Our voice is stronger across the sector when your voice is heard at your school – ensuring our union is member-focused and member driven.

Andrew Elphinstone
President

Employers must address remaining employee issues to resolve negotiations

Mechanisms to address workload and work intensification, wages, as well as matters related to middle leaders and school counsellors must be addressed by Queensland Catholic school employers in order to resolve the current collective bargaining negotiations.

At the time of publication of this edition of the Independent Voice, the first negotiation meeting for 2020 with Queensland Catholic employers had taken place, with a further meeting scheduled for late February.

IEUA-QNT Branch Secretary Terry Burke said that further clarifications and determination from Queensland Catholic school employers were now essential if there was to be any possibility of a negotiated resolution.

“While progress is slow, our union continues to bargain with one voice on the final remaining priority issue,” Mr Burke said.

“In light of the employers’ further consideration of these matters, we recommend that the current suspension of industrial action be maintained,” he said.

Mr Burke said our union has been consistently highlighting to the employers the remaining employee issues since early November 2019.

Workload and work intensification

• One-off payment: Both the employee and employer representatives continue to explore both the scope and amount of the one-off lump sum payment.

We have reiterated our employee position that the scope of any such payment should be maximised to ensure the widest possible application of the payment.

• Introduction of a new ‘Proficient 9’ teacher classification: Any employer proposal for a four-year agreement would necessitate the development of a new Proficient 9 classification given the introduction of a comparable position in the state sector in 2022.

• Back-payment of wages: While several wage matters require further discussion and clarification and determination, the full back-payment of wages from 1 May 2019 (school officers and services staff) and 1 July 2019 (teachers) remains a fundamental employee position.

Middle leadership positions in primary schools

• Primary middle leaders: We have tabled a revised position seeking to provide the formalisation and enforceability of primary school middle leader arrangements in the agreement. The employers have responded that a review of current contractual arrangements for such roles could provide a comparable outcome; however, no written details of such an initiative have yet been provided by the employers.

School counsellors

• Salary and career structure: Employees again highlighted the inequity of the current school counsellor salary and career structure and the growing disparity of arrangements between BIA schools, other Queensland Catholic schools and the public sector. For their part, the employers remain unwilling or unable to address glaring deficiencies in the counsellor pay scale.

Member campaign continues to deliver agreed outcomes

Mr Burke said IEUA-QNT member action in 2019 delivered a number of significant outcomes.

“While several key priorities remain, members should be commended for the collective efforts that have already achieved so much for Catholic school employees,” he said.

For the latest news on the Bargaining With One Voice campaign visit: www.ieua.asn.au/onevoice
Members at risk as Commission finds excursion injury non-work related

A controversial court decision means teachers must make personal ‘risk assessments’ in their own interests when deciding whether to join in with student activities, writes Holding Redlich special counsel Edmund Burke.

An appeal to overturn a July 2019 Queensland Industrial Relations Commission (QIRC) decision that an injury sustained by a teacher on a school excursion did not arise out of, or in the course of, the teacher’s employment has been dismissed. Consequently, the teacher was not covered by workers’ compensation insurance.

While a further appeal on this latest decision is being made in the Court of Appeal, until that outcome is known there remains a serious question mark over whether members should be participating in excursions, camps, trips and outdoor education.

Appeal dismissed

On 15 January 2020 the Industrial Court of Queensland ordered that the appeal be dismissed in the matter of Geraldine Glass v Worker’s Compensation Regulator (2020) IJCQ 001.

On ABC Radio National’s Law Report program the decision was described by Industrial law expert and University of Sydney Emeritus Professor Ronald C McCallum AO as one that “does not make sense”.

The decision could mean that many teachers quite reasonably refuse to take the risk of participating in school camps and other traditionally legitimate bonding activities outside the classroom with students.

Industrial Court President Martin J in his decision found that this case was one of characterisation and about whether or not the employee’s unique actions in this matter fell within the definition of injury in s 32 of the WCR Act.

Unfortunately, this is cold comfort for teachers who can expect ‘coal face’ WorkCover decision makers to apply the case as a precedent that bars teachers from cover if they participate in non-risk-assessed activities with students.

An application has now been made to progress the matter to the Court of Appeal in Queensland.

‘Swings and roundabouts’

The employee at the centre of the case, Ms Glass, was employed in a Queensland Catholic school as a teacher and was on an end-of-year school student excursion in November 2016 when she injured her shoulder while swinging on a rope at the Blue Lagoon in Vanuatu.

The trip had been offered by the school for over a decade as part of a marine studies and cultural exchange. The Blue Lagoon tourist destination had a well-established rope swing from a platform into the water. The students started swinging and encouraged Ms Glass to have a go.

When it was her turn, Ms Glass swung out and injured her shoulder as she held onto the rope.

QIRC case and decision

It was argued on behalf of Ms Glass, that at the time of the injury she was doing the work she was employed to do, or at the very least interacting with the students and participating in an activity that was incidental to that work.

“The regulator argued that Ms Glass was ‘on a frolic’ of her own when she participated in the activity.”

The regulator argued the Blue Lagoon rope swing was not approved or authorised by Brisbane Catholic Education, formed no part of Ms Glass’ role and so her employment only ‘provided the background’ for her injury.

Finding against Ms Glass, the QIRC said it was physically impossible for her to supervise the students whilst also swinging on the rope.

This meant that her employment was not the real cause of her injury as she was not undertaking her functions as a teacher at the time of the injury.

Appeal to the Industrial Court

Following the decision of the QIRC, an appeal was made to the Queensland Industrial Court to overturn the decision.

Steering the decision away from being characterised as an interval case, President Martin J stated “That is not an argument about whether the injury occurred during an interval in the traditional sense. It is an argument that Ms Glass, during a period of work, ceased to undertake her duties. This came about, it is argued, because she engaged in a recreational activity and so deliberately put herself in a position where she could not supervise the students.”

President Martin J stated that “This is a case about characterisation and about whether or not the actions of the appellant fell within the definition of injury in s 32 of the WCR Act.”

Section 32 of the Workers’ Compensation and Rehabilitation Act 2003 (Qld) provides that compensation is payable for an injury sustained by a worker and defines injury as arising out of, or in the course of employment if, for an injury other than a psychiatric or physiological disorder, the employment is a significant contributing factor to the injury.

Dismissing the appeal President Martin J observed “The Commissioner correctly observed that the employment must be important or of consequence so far as the injury is concerned and that there must be some connection between the two things. There was nothing that required Ms Glass to use the rope swing. There was no urgency arising out of her employment which led her to use the rope swing. It was something she decided to do and her employment was not a significant contributing factor to her injury.”

Measures teachers can take to protect themselves

A number of circumstances unique to the injury were singled out to distinguish it from an injury that would have entitled Ms Glass to compensation.

These were:

a. the rope swing was not an authorised or approved activity for either staff or students;

b. Ms Glass made a voluntary choice to participate in the rope swing activity;

c. the rope swing activity was recreational in nature and it was not a requirement of Ms Glass’ employment that she participate, and
d. it was physically impossible for Ms Glass to actively supervise students while also participating in the rope swing activity.

However at a practical level, a teacher concerned about whether they will be protected by workers’ compensation should:

a. Refuse to participate in any activities that have not been formally risk-assessed;

b. Not volunteer to take part in any activity;

c. Not take part in any activity they have not been expressly required to do so by their employer; and

d. Not take part in any activity which makes it difficult or impossible for you to ‘actively’ supervise students.

Activities which could put you at risk

Examples of ‘risk’ activities include:

• Outdoor education
• Handball in the yard
• Unscheduled games and activities on camp
• Joining a game students are playing in the playground
• Sports day staff races
• Unspecified supervision while skiing on ski camp

 Seek advice from our union

Until the outcome of the appeal on this latest decision is known, members set to undertake excursions, camps, trips and outdoor education should contact our union for advice regarding their participation via industrial@qieu.asn.au or FREECALL 1800 177 937.
Will a new year bring new teacher pay and PAR structures in Anglican schools?

The finalisation of a new teacher wage scale and updated Positions of Added Responsibility (PAR) structures will be priorities for members in Queensland Anglican schools this year, writes IEUA-QNT Assistant Secretary Brad Hayes.

2020 will see the finalisation of important negotiated outcomes from the Anglican Schools Joint Working Party (JWP).

The JWP was established to resolve a number of matters in accordance with the current collective agreement.

Members of our union will be tackling the issues of the teacher remuneration and PAR review immediately this term.

The JWP has now confirmed an endorsed employer proposal to introduce substantive salaries for PARs.

Any amendment to PAR arrangements or pay structures requires employee endorsement by secret ballot and formal approval by the Fair Work Commission (FWC).

The finalisation of a new teacher pay bands for the first six years of teaching.

Additional dollar adjustments would also apply to salary rates in year seven and eight of the scale.

Our union is currently providing detailed modelling of the salary proposal to all Anglican school Chapters covered by the sector agreement.

Your feedback and active engagement in this process will be essential to deliver a new pay scale that reinstates full wage parity in Anglican schools.

Consideration of new substantive salaries for PARs.

The JWP has now confirmed an endorsed employer proposal to introduce substantive salaries for the majority of PAR positions currently receiving PAR allowances.

The proposal also includes greater flexibility to negotiate the split of release time/remuneration as well as a projected increase in the total PAR point allocation to schools.

The employers’ position represents a complex series of structural changes that will need to be considered in detail by members this term.

Anglican Schools

JWP Agenda:

• Remuneration review for teachers.
• Highly Accomplished and Lead Teacher (HALT).
• Hours of duty and professional expectations of teachers.
• Positions of added responsibilities (PAR).

Member consultation and agreement protections.

Any amendment to PAR arrangements or pay structures requires employee endorsement by secret ballot and formal approval by the Fair Work Commission (FWC).

Your involvement alongside that of your fellow Chapter members is critical.

Please contact your IEUA-QNT organiser to find out more about the member consultation process at your Chapter and how you can get involved.

Addressing workload remains critical issue as Queensland Lutheran negotiations continue

While Lutheran Education Queensland (LEQ) has made some concessions regarding proposed cuts to working conditions and agreed to a number of employee claims, issues related to addressing workload still remain unresolved.

At the latest collective bargaining meeting held in mid-February 2020, LEQ stepped back from its proposed plan for wholesale cuts to Positions of Added Responsibility (PAR) schedule, having listened to the concerns of IEUA-QNT members since the last meeting.

Whilst welcoming this development, employees note that there is no guarantee that the existing quantum of points in each Lutheran school will be maintained.

More work is needed by LEQ if PARs are not to find themselves worse off under the employer proposal.

IEUA-QNT Industrial Services Coordinator Chris Seymour said the employer concession was a win for members but that other proposed cuts were tabled as part of the employer claim.

“Strong and active membership in IEUA-QNT Chapters remains essential to maintaining our bargaining strength and protecting working conditions still at risk in Queensland Lutheran schools,” Mr Seymour said.

Employer cuts would add to work intensification woes.

In a win for members, LEQ has agreed to the provision of increased non-contact time for primary school teachers – taking this time from 2 hours to 2.5 hours from 1 January 2022.

While this goes towards addressing workload issues for primary teachers, no additional time is proposed for secondary teachers as is the employee claim.

LEQ has instead confirmed in writing that it wants to see conditions cut from Schedule 7 (Working Arrangements for Teachers) and that this pared back schedule be applicable to all teachers in Lutheran Schools.

On the other hand, LEQ has agreed to a number of employee claims, including:

• Currently Schedules 8 and 9 contain enhanced conditions, however, under the employer claim Schedules 8 and 9 would be cut from a new agreement.

The short-sighted employer proposal has no regard to the impact it would create in terms of workload and work intensification in Queensland Lutheran schools and instead seeks to cut teacher conditions and increase their workload.

Procedural fairness and natural justice still at risk for all employees.

LEQ has maintained their position to have the following provisions removed from the collective agreement and placed in school-based policies.

• Annexure B Formal Review of Unsatisfactory Performance.
• Annexure C Serious Misconduct and Top Dismissal.
• Annexure D Complaints Handling Policy and Procedures.

Cutting these from the agreement and putting them in school-based policies means the employer has complete control over the document which they can draft, review and edit at any time after the collective agreement has been finalised.

It would mean that these provisions would no longer be subject to the industrial protection provided by their inclusion in a collective agreement.

The employer’s proposed cuts could mean procedural fairness and natural justice for all employees is put at risk.

Highly Accomplished Teacher (HAT) and Lead Teacher schedule unresolved.

The employee claim recognises that all nationally recognised HAT and Lead Teachers receive a substantive salary, and where they are requested to undertake additional duties, there will be discounting of normal duties to allow time for the additional work.

The employer position remains that these employees receive their teacher classification and an allowance once recognised as a HAT or Lead Teacher, resulting in different salary outcomes for nationally recognised HAT and Lead Teachers.

Enhanced domestic violence and long service leave provisions.

The employer has agreed to the employee claim for paid domestic violence to become a provision within the collective agreement – with negotiation now underway to ensure this provision is for ten (10) days paid domestic violence leave, as per the employee claim, as opposed to the employer’s current offer of five (5) days.

LEQ has also agreed to the employee claim for a new provision which would enable employees to seek re-crediting of long service leave as sick leave after five (5) calendar days should they suffer illness or injury during their long service leave, rather than the current ten (10) days.

School officer discussions underway.

Preliminary discussion has been initiated for a review of Schedule 10 School Officer Classifications, in which employees want consideration of appropriate remuneration, classifications, the ability to move between the lower levels (levels 2, 3 and 4) and job security as critical issues for any review.

Discussions are scheduled in 2020 to determine the terms of reference for a working party to look at school officer issues.

For the latest Queensland Lutheran collective bargaining visit: www.qieu.asn.au/lutheran
Union support sees employer warning withdrawn

Our union has successfully supported a member who received a written warning from their employer stating they had breached the staff code of conduct for having a conversation with a colleague in their native language.

The member, a school officer who is not a native English speaker, contacted our industrial team for assistance after receiving the warning and being instructed to only speak English in the workplace.

The warning was a result of a conversation the member had with a colleague in their native language where another colleague’s name was mentioned. This was reported to the employer as it was thought the member was talking negatively about a colleague.

Our industrial team objected to the principal that the warning was harsh in the circumstances and the direction to our member to only speak English at work was not reasonable,” Tameeka said.

“Our union’s letter outlined to the principal that the warning was unjust and did not speak negatively about their colleague. “The letter our union sent to the member’s employer noted that language may be directly linked to a person’s ethnic background and that the warning was particularly harsh given the member’s workplace is located in a culturally diverse community.

“The conclusion of the letter requested that the employer reconsider the written warning and the request for the member not to speak in their native language.

“The employer’s response to our union’s letter was to withdraw the warning as well as confirm the member was free to converse in their native language at any time.”

Membership matters

Being an IEUA-QNT member gives you access to expert industrial advice and support when you need it most. Our team of specialist staff can provide advice on workplace issues and ensure you are never left to face challenging industrial matters alone.

We encourage members who are dealing with workplace issues to get in touch as soon as possible for advice and support via FREECALL 1800 177 937 or by emailing industrial@qieu.asn.au.

Nearly $25k in backpay for school officer secured by our union

An IEUA-QNT member who contacted our union for support regarding their classification has recently received nearly $25,000 in backpay after receiving union assistance.

Our member contacted our union in late 2019 with a query regarding their classification as they had noticed their classification had not changed from Step 1 of the same level since 2015, even though the member had worked full-time every year since then.

Our member had discussed this with their employer earlier that year but was told the employer was not required to increase our members wage or classification level, so our member contacted our Industrial Team for advice.

IEUA-QNT Industrial Services Officer Michael Featherstone reviewed the matter for our member and determined our member was provided with incorrect advice from their employer and was being underpaid.

“The collective agreement that applied to our member’s employment had two clauses that specified the member should have been progressing through their classification levels,” Michael said.

“The first clause detailed that where there is more than one minimum pay point for a classification level an employee will be eligible for movement to the next highest pay point within the classification level after the completion of 1756 hours of duty which is one full-time year – 52 weeks at 38 hours per week.

“The second clause indicated that ‘movement to the next pay point within a classification level will occur unless a review implemented by the school demonstrates that performance against the relevant classification descriptors has not been satisfactory.’

“As our member had been working full-time and had not undergone a review into their work performance, they should have been progressing through the steps of their classification level each year, placing them at Step 3 at the time the matter was being investigated.”

Making a difference for our members

Once our union’s investigation into the matter was complete and we had determined our member was being underpaid, we assisted our member in drafting a request to their employer for back pay and to be moved to the correct classification.

“‘The letter our union sent to the member’s employer noted that language may be directly linked to a person’s ethnic background and that the warning was particularly harsh given the member’s workplace is located in a culturally diverse community.

“The conclusion of the letter requested that the employer reconsider the written warning and the request for the member not to speak in their native language.

“The employer’s response to our union’s letter was to withdraw the warning as well as confirm the member was free to converse in their native language at any time.”

Membership matters

Our expert team of Industrial Officers are here to help members when they need it most and we encourage members who are concerned about their contracts to contact our union on FREECALL 1800 177 937 or industrial@qieu.asn.au.
Labour Day (Queensland) and May Day (Northern Territory) celebrations will take place over the 2-4 May long weekend in 2020, providing a chance for all IEUA-QNT members to come together, connect and celebrate all we have achieved as a union. Labour Day in Queensland and May Day in the Northern Territory hold a significant place in union history.

It is our chance to celebrate the change we create as an education union and our role in giving a voice to our 17,000 members and their school communities across Queensland and the Northern Territory. The antecedence of Labour Day in Australia stretches back to Barcaldine in 1891 where the Shearer’s Strike sought to stop the employment of non-union workers on lower rates of pay.

Labour Day/May Day provides us an opportunity to gather each year to acknowledge and celebrate the struggle, collective action and strength shown by our fellow unionists throughout history leading to the improved wages and working conditions we have today. It is also a reminder that we must stay vigilant and continue to work as a collective to protect and improve those conditions going into the future.

Labour Day/May Day provides us an opportunity to gather each year to acknowledge and celebrate the struggle, collective action and strength shown by our fellow unionists throughout history leading to the improved wages and working conditions we have today. It is also a reminder that we must stay vigilant and continue to work as a collective to protect and improve those conditions going into the future.

We are stronger together.

Join the tradition
A full list of all 2020 Labour Day and May Day celebrations that IEUA-QNT members will be participating in will be released in coming months.

To keep an eye out for these dates and the latest news on IEUA-QNT Labour Day and May Day visit www.qieu.asn.au/labourday

Concerns over new PD Framework

Members are voicing concerns over the new Professional Development (PD) Framework recently released by the Teacher Registration Board of the Northern Territory.

The Framework is a first for the Northern Territory (NT), after it was written into the Northern Territory Teacher Registration Act from 1 January 2020, bringing the NT in line with other jurisdictions where teachers are required to engage in 100 hours of PD over each five-year period of their registration.

IEUA-QNT Research Officer Adele Schmidt said that in collaboration with the Australian Education Union Northern Territory (AEU-NT), our union had made a submission during the drafting of this new legislation. “Despite this, there are still a number of concerns our members have with the final framework,” Adele said.

“One major concern is that the cover letter accompanying the framework places emphasis on the responsibility of teachers to comply with the framework, but provides little information about the responsibility of employers to support and enable teachers to access relevant and appropriate PD.”

“Without additional documentation around the responsibilities and obligations of employers in relation to teacher PD, members may face difficulties when trying to access their PD or when requesting suitable leave to undertake PD,” she said.

The framework document lists six principles to guide teachers in their approach to PD, one of which is phrased as “Pursuing evidence-based practice.”

“While our union supports the use of information on student learning in guiding practice, it is important that this does not become synonymous with data-driven teaching that removes a level of teacher autonomy in the classroom and an overreliance on data from standardised testing,” Adele said.

“While our union supports the use of information on student learning in guiding practice, it is important that this does not become synonymous with data-driven teaching that removes a level of teacher autonomy in the classroom and an overreliance on data from standardised testing,” Adele said.

“While our union supports the use of information on student learning in guiding practice, it is important that this does not become synonymous with data-driven teaching that removes a level of teacher autonomy in the classroom and an overreliance on data from standardised testing,” Adele said.

“Our union is continuing to represent the voice of members on these issues to the Board,” she said.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 March</td>
<td>International Women's Day</td>
</tr>
<tr>
<td>15-21 March</td>
<td>Harmony Week</td>
</tr>
<tr>
<td>19 March</td>
<td>Close the Gap Day</td>
</tr>
<tr>
<td>20 March</td>
<td>Day of Action Against Bullying and Violence</td>
</tr>
<tr>
<td>28 March</td>
<td>International Workers' Memorial Day</td>
</tr>
<tr>
<td>4 May</td>
<td>Labour Day (QLD) May Day (NT)</td>
</tr>
<tr>
<td>10 June</td>
<td>School Officer Day</td>
</tr>
<tr>
<td>5-12 July</td>
<td>NAIDOC Week</td>
</tr>
<tr>
<td>26 July - 1 August</td>
<td>QLD Catholic Education Week</td>
</tr>
<tr>
<td>26 August</td>
<td>IEUA-QNT Literary Competition</td>
</tr>
<tr>
<td>2 September</td>
<td>Indigenous Literacy Day</td>
</tr>
<tr>
<td>9 September</td>
<td>IEUA-QNT Art Awards</td>
</tr>
<tr>
<td>1-31 October</td>
<td>National Safe Work Month</td>
</tr>
<tr>
<td>10-18 October</td>
<td>Mental Health Week</td>
</tr>
<tr>
<td>25 October</td>
<td>International Day for the Elimination of Violence Against Women</td>
</tr>
<tr>
<td>30 October</td>
<td>World Teachers' Day</td>
</tr>
<tr>
<td></td>
<td>Find out more @ <a href="http://www.qieu.asn.au/events">www.qieu.asn.au/events</a></td>
</tr>
</tbody>
</table>

Find out more @ www.qieu.asn.au/events
QEUCS members start collective bargaining: additional teacher classifications a key issue

Securing parity with the state sector on additional teacher classifications is set to be a critical issue for members in Queensland Lutheran Early Childhood Services (QEUCS) as negotiations for a new collective agreement commence.

IEUA-QNT members in QEUCS centres are currently considering the key issues they want addressed in this round of collective bargaining – with additional teacher classifications of critical importance.

State schools and all major denominational sectors currently provide additional classifications for teachers.

These further classifications come with improved remuneration - the most obvious example being Senior Teacher.

In state schools a new classification of Experienced Senior Teacher already exists, and a further incremental step will be added to this classification in 2021.

Employer proposal lacks parity

Teachers in Lutheran Kindergartens do not currently have access to these additional senior teacher steps and would not have these in the future under the employer’s current position in bargaining.

This means the most experienced teachers working in QEUCS centres would not, under the employer proposal, receive wage rates comparable with other educational sectors in Queensland.

Employers cannot directly to do duties during unpaid meal breaks.

In this case, the school officer’s roster changed to require her to provide extra administration support around certain times of the day, yet her contracted hours did not change to reflect this.

Union support secures back pay

The member initially raised this issue with their employer, however, nothing was done to resolve the matter.

“When I questioned the change, I was told the new roster was correct and I was not entitled to anything further,” the member said.

“I approached our union and asked them to have a look at my case, as I felt that I was continually getting brushed off by my employer.

“Our union offered great support and worked with me to firstly look at my case, offer advice and follow through on my behalf with my employer.

“As an individual I wasn’t getting heard but as soon as our union acted on my behalf, things started to happen.

“The process involved several meetings between my employer and our union on my behalf.

“Our union would always contact me after any of these meetings and offer advice.

“It was great to be informed and supported throughout the process until a favourable outcome was achieved,” the member said.

As a result of this process, the school officer received significant back pay.

“If you think that something isn’t right, speak up straight away and if you are not comfortable with the answer, contact our union immediately for advice,” the member said.

Clear provisions in collective agreement

In the Catholic sector, the relevant collective agreement states school officers and services staff have clear meal breaks and rest pauses during the working day.

Unpaid meal breaks occur where an employee works more than four consecutive hours in any one day, and are no less than 30 minutes and no more than one (1) hour.

Unpaid meal breaks may also be combined where there is an agreement between the employer and employees.

Employers cannot direct an employee to carry out duties during rest pauses and meal breaks.

We are here to help

Please contact our union on FREECALL 1800 177 937 or via industrial@qieu.asn.au if you have been directed to do duties in your meal breaks or rest pauses; or outside your ordinary hours of work.

What records to keep

If there is a discrepancy in your hours of work, break times and/or pay, our union can help calculate any such discrepancy and help you rectify the issue.

IEUA-QNT Industrial Services Officer Melanie Stellmacher said our union can help claim back underpayments as far back as six years where there is sufficient evidence of an underpayment.

“We were able to secure a significant back pay for the school officer by tracking down records of timetabled duties and cross checking these against pay slips,” Melanie said.

“This is a good example of why members should keep records of directed duties, timetables and payslips.”

Members should always keep the following documents:

• Contract of employment (or letter of employment) outlining, amongst other things, ordinary hours of work and any other conditions that may have been agreed.

• Each timetable outlining directed duties, scheduled meal breaks and rest pauses for the school year (this may change multiple times a year).

• Any correspondence or documents confirming the directed duties that occur during scheduled meal breaks and rest pauses.

• Payslips from the period in question.

Back pay win for school officer

A Queensland Catholic school officer has won back pay with the support of our union after being directed to do duties during unpaid meal breaks.

In this case, the school officer’s roster changed to require her to provide extra administration support around certain times of the day, yet her contracted hours did not change to reflect this.

Union support secures back pay

The member initially raised this issue with their employer, however, nothing was done to resolve the matter.

“When I questioned the change, I was told the new roster was correct and I was not entitled to anything further,” the member said.

“I approached our union and asked them to have a look at my case, as I felt that I was continually getting brushed off by my employer.

“Our union offered great support and worked with me to firstly look at my case, offer advice and follow through on my behalf with my employer.

“As an individual I wasn’t getting heard but as soon as our union acted on my behalf, things started to happen.

“The process involved several meetings between my employer and our union on my behalf.

“Our union would always contact me after any of these meetings and offer advice.

“It was great to be informed and supported throughout the process until a favourable outcome was achieved,” the member said.

As a result of this process, the school officer received significant back pay.

“If you think that something isn’t right, speak up straight away and if you are not comfortable with the answer, contact our union immediately for advice,” the member said.

Clear provisions in collective agreement

In the Catholic sector, the relevant collective agreement states school officers and services staff have clear meal breaks and rest pauses during the working day.

Unpaid meal breaks occur where an employee works more than four consecutive hours in any one day, and are no less than 30 minutes and no more than one (1) hour.

In addition, full-time school officers and services staff should receive one rest pause of 10 minutes during the first half and the second half of each day worked and these rest pauses are paid.

Rest pauses may also be combined where there is an agreement between the employer and employees.

Employers cannot direct an employee to carry out duties during rest pauses and meal breaks.

We are here to help

Please contact our union on FREECALL 1800 177 937 or via industrial@qieu.asn.au if you have been directed to do duties in your meal breaks or rest pauses; or outside your ordinary hours of work.
What will your retirement look like?

For those looking towards the end of their career, choosing to transition to retirement provides one key way to navigate the process.

As teachers and school support staff approach the latter stage of their careers, many will begin thinking about what their retirement will look like. In addition to ensuring financial security in retirement, there are considerations to be made about personal health, both physically and mentally, in choosing the ‘right’ time. For some, retirement may be more of a phased and gradual process – referred to as a “transition to retirement”.

Why choose to transition to retirement?

A gradual transition to retirement may provide many benefits, including:
- more sustainable career management;
- reducing stress at work;
- better management of workloads;
- an opportunity to better plan for the future;
- rediscovery of enthusiasm for the profession;
- improved job satisfaction; and
- more time for experienced teachers to mentor beginning educators and school staff and further support the profession.

What might a transition to retirement look like?

For some teachers and school support staff, a transition to retirement may be as straightforward as working part-time in the lead up to retirement. However, there are many different options for an employee to manage their transition to retirement, including:
- job sharing;
- working a reduced load;
- working partial days;
- undertaking different duties (e.g. non-classroom based roles);
- accessing special leave arrangements prior to retirement; and
- deferring salary or purchasing leave.

How our union can help

Our union provides support and advocacy for members seeking to transition to retirement; however, members should obtain independent financial advice on how any transitional arrangement will affect them. Under the National Employment Standards (NES), employees who have completed 12 months’ continuous service have the right to request flexible working arrangements in certain circumstances, such as where an employee is aged 55 years or over.

A request for flexible working arrangements must be made in writing and set out the details and reasons for the changes sought. Employers are required to respond to the request in writing within 21 days and may only refuse on reasonable grounds.

For IEUA-QNT members, our industrial experts can provide assistance in:
- understanding the process of transitioning to retirement;
- advising specific leave or transition to retirement entitlements that may be outlined in your agreement;
- reading through and providing advice on your application; and
- pursuing a dispute where possible, should your application be rejected.

Contact our union’s industrial team for advice via industrial@qieu.asn.au or 1800 177 987.

Our union supports members working in English Language Intensive Courses for Overseas Students (ELICOS) Colleges and Registered Training Organisations (RTOs) and in 2020 we plan to build our union’s collective voice in the sector to improve members’ working conditions.

Due to the insecure nature of work in these sectors, and the absence of collective agreements, member strength is essential to ensuring positive change.

Our Vocational Education and Training (VET)/ELICOS Working Group, which is comprised of our growth organisers and a group of long-term members, have developed priority tasks for 2020 to increase our unions relevance in the sectors.

These priority tasks include:
- policing current conditions especially for those working under the Award to ensure there is no more wage theft or over-casualisation in the sector;
- growing an awareness in regard to the recognition of professional requirements for educators in the sector;
- growing community and industry confidence in the VET sector;
- building a presence at stakeholder consultations and discussions; and
- ongoing monitoring, investigation and response to VET and ELICOS sector professional and industrial issues.

The primary goal of these key tasks is for our union to highlight the need for professional recognition in the VET and ELICOS sectors through professional rates of pay and fair working rights for members.

In order to achieve this goal, we must first grow our collective voice in the sectors through increased membership and member engagement.

Our union urges members working in the VET and ELICOS sectors to join our VET/ELICOS Working Group to have their say, encourage their colleagues to join our union, and invite your union organiser to meet with your colleagues to discuss growing union strength in your workplace.

For more information on joining the VET/ELICOS Working Group contact IEUA-QNT Growth Organiser Cherie Wills via email: cwills@qieu.asn.au.

Upcoming VET/ELICOS Working Group Meetings:
- Monday, 20 April 2020
- Monday, 15 June 2020
- Monday, 28 September 2020

IEUA-QNT Invites members to join us for a free Transition to Retirement Professional Development Session.

16 April 2020
9:30am – 1:00pm

IEUA-QNT Brisbane Office
346 Turbot Street, Spring Hill

Come along and hear about:
- a member’s transition to retirement success story;
- your rights and responsibilities;
- handling the change;
- funding your retirement INGS Super presentation; and
- planning for your school.

RSVP to events@qieu.asn.au by 9 April 2020.

Free for members! Space limited. Parking and child-minding services available on request.

EQUITY MATTERS

Transition to Retirement - Professional Development Session

18 | Independent Voice

VOCATIONAL EDUCATION

February 2020 | 19
EARLY CAREER TEACHERS

BEnet: A network when you need it most

The first few years of a career in education are some of the most exciting yet challenging – making access to a network of your peers invaluable as Assistant Secretary Rebecca Sisson writes. For those at the beginning of their teaching career, they must quickly learn to navigate the complex issues and requirements particular to our sector, such as:

• registration;
• curriculum and lesson planning;
• classroom and behaviour management;
• the latest pedagogical technologies;
• the legal risks and responsibilities of education; and
• industrial issues such as your wages and conditions.

Navigating all these requirements can be overwhelming – reflected by the increasing number of educators electing to leave the profession altogether within the first ten years of their career.

Anecdotally, our union hears many stories of beginning educators who feel burnt out within their first five years because of excessive workloads and a lack of support from their employer.

Our union can help

The IEUA-QNT established the Beginning Educators’ Network (BEnet) to give members in their first five years of teaching professional development (PD) support, which includes access to:

• access to in-person and online professional development sessions provided by the Teacher Learning Network (TLN);
• a mentoring program which connects new educators with experienced educators to give one-on-one support to members across all regions of Queensland and the Northern Territory; and
• networking opportunities through events and social media plus much more.

As an educator, there is a lot to learn that is particular to our sector. As workers, there is just as much to know about industrial laws and the rights that protect you at work.

Your industrial rights, your wages and conditions and the right to be given the respect educators deserve contributes no less to the success of a career in education.

The Queensland union movement can help with that as well!

Queensland Young Workers’ Hub

The need to understand workplace rights should start at that very beginning, that first after-school job – long before workers have entered their first classroom.

The Queensland Young Workers’ Hub was established in 2018 as an educational, support and campaigning organisation for young Queensland workers. The Hub has three main objectives:

• educate students in their senior years of school about their rights at work;
• provide a support service where young people can seek advice around work-related matters e.g. pay rates, employment conditions, and bullying in the workplace; and
• campaign to improve the working rights and conditions of young workers.

Young Workers Hub sessions have already been delivered in some of our schools – with great success.

These sessions focus on providing an introduction to fundamental workplace rights and look at the common issues that young people encounter at work.

The Hub sessions also explain the importance of workplace health and safety.

Say welcome today

If you have a new educator in your school this year, make sure you explain the benefits of IEUA-QNT membership and BEnet in particular.

For more information about BEnet and all the benefits of IEUA-QNT membership, visit our website www.qieu.asn.au/BEnet

PD at your own pace

For early career teachers, quality professional development (PD) is essential to nurturing professional identity and dealing with the challenges a career in education brings.

Our union provides tailored support to early career teachers (first five years) through our Beginning Educators Network (BEnet), which includes access to a diverse online PD program.

Quality PD crucial in the early years

IEUA-QNT Assistant Secretary Brad Hayes said teachers in the early years need access to quality professional development and support, particularly given statistics which show one in three teachers leave the profession within the first five years.

“The early years of a teacher’s career are often the most exciting, but they also tend to be the most challenging,” Mr Hayes said.

“Members have identified quality professional development as being particularly important, both to help them navigate their way in the profession and to meet their registration requirements.

“With online training being able to support remotely located members who often find they have fewer PD options.

“Our union is proud to offer early career teacher members access to quality PD as a key component of their union membership.”

Online PD access is free of charge for IEUA-QNT members who are part of BEnet.

To find out more about our union’s online PD program or register for courses, visit www.qieu.asn.au/BEnet

February 2020 | 21
NAPLAN Review Interim Report recommends major changes to the test

The interim report found major issues with the test including the cultivation of a high-stakes culture leading to undue anxiety in students and stress for teachers and schools, deficiencies in the actual testing assessments, narrowing of the curriculum and impracticality of the timing of the test.

A number of potential changes for further discussion were identified including:

- Shifting the timing of the assessment from May to earlier in the year so that results can be used to better inform decisions about future curriculum and teaching choices.
- Changing the school years in which tests are administered from the current Years 3, 5, 7, and 9.
- Reviewing test content, particularly the writing assessment, to ensure that it tests students for meaningful and useful skills.
- Limiting the availability of test data so it is less likely to be used to make unfair comparisons between schools.

Major issues reflect our own

The findings of the interim report very much reflect the longstanding concerns of our members regarding NAPLAN.

Since the establishment of NAPLAN in 2008, we have seen a significant narrowing of the curriculum as teachers and schools are pressured into teaching a limited band of ‘testable skills’ and leaving other critical learning outcomes as secondary.

This has led to widespread student disengagement and unnecessary anxiety, as now confirmed in the interim report and the 2018 Queensland NAPLAN Review.

In its current state, NAPLAN remains a political tool which devalues the teaching profession and severely inhibits teachers’ professional autonomy.

We cannot accept NAPLAN status quo

Queensland Education Minister Grace Grace has said we cannot afford to accept the status quo for NAPLAN and allow our children to stagnate.

“We understand standardised testing will always be required to provide information to government, principals, teachers and parents on how we can improve [student outcomes],” Ms Grace said.

“But the feedback I’m hearing from educators on the ground is that NAPLAN in its current form is placing a burden on students and teachers and has lost their support.”

The interim report was developed by the expert panel leading the review, Emeritus Professor Barry McGaw, Emeritus Professor Bill Louden and Professor Claire Wyatt Smith.

The issues and possible changes identified in the report are intended to guide further work this year, when the panel will undertake further detailed consultations and seek written submissions.

The panel will present their final report by mid-2020.

Initial proposals to deal with NAPLAN concerns

CHANGE THE ASSESSMENTS:

- Change the timing
  - From May to February to restrict wasting time teaching to the test and allow results to be useful in informing teaching for the rest of the year.
  - Consideration should also be given to which school years should be tested and a reduction made to the number of years tested.

- Change the content
  - To gain better insights into student learning outcomes, particularly the writing component.

LOWERING EXPOSURE OF RESULTS:

- Reducing or removing data display on My School
- To alleviate the impact of the use of NAPLAN data on students, teachers and schools.
- Making NAPLAN a sample not census assessment
- Making NAPLAN a sample survey with opt-in


Prac payments to match NSW rates following member campaign

Queensland payments in

Queensland are set to increase following a joint IEUA-QNT and Queensland Teachers’ Union (QTU) member campaign.

Queensland universities have agreed to increase the rates of pay to match, in 2021, the rate that is paid in New South Wales.

Existing agreements have included reference to payments as low as $12.45 per day up to a maximum of $21.84 per day.

In the absence of a current agreement, most universities have paid a rate of $21.05 per day.

The new ‘in principle’ agreement will see this rate rise to $30 per day in 2020 and $34 per day from 2021.

IEUA-QNT Branch Secretary Terry Burke said given the universities only agreed to open negotiations when members committed to refuse supervision of pre-service teachers, this is a significant victory for our union.

“Members should be commended for their collective action which compelled the universities to meet with union representatives and negotiate a contemporary rate of payment for practicum supervision,” Mr Burke said.

“It demonstrates our members can effect real change throughout their workplaces, their profession and community when they join together with a strong, united voice.”

Member action brought universities to the table

The base payment for the supervision of pre-service teachers has not been formally updated in any sector since 1996, despite increases in expectations and workload associated with the supervision of pre-service teachers.

In light of the universities’ repeated refusal to meet with our union to negotiate a contemporary instrument, our union along with the QTU issued advice to members that they should consider declining practicum supervision until such time as negotiations were underway.

Subsequently, we received correspondence from the universities which indicated they were willing to meet and hence, our union recommended to members they suspend their action until further notice.

Contemporary rates reflect quality supervision roles

Supervision of pre-service teachers is a complex undertaking and one that has intensified with the introduction of the new initial teacher education accreditation processes and the Graduate Teacher Performance Assessment.

The rate of payment is symbolic of the value placed on the work performed by supervising teachers.

Our union, together with the QTU, sought a rate of payment which better reflected the value of the work performed by supervising teachers.

“IEUA-QNT members, along with their QTU colleagues, know better than anyone the reality of what is happening in our classrooms and this member-led campaign is just one example of creating change where it is needed to ensure proper recognition of our profession,” Mr Burke said.

UNION WIN!

Practicum payments for Queensland supervising teachers to rise to $30 per day in 2020 and $34 per day from 2021 following joint IEUA-QNT/QTU campaign.
Changes to workers’ compensation laws: what you need to know

Changes to Queensland’s workers’ compensation laws progressively started coming into effect from 30 October 2019 and will continue until 1 July 2020.

These changes aim to improve the support for injured workers in Queensland, particularly those with psychological injury.

The Workers’ Compensation and Rehabilitation and Other Legislation Amendment Bill 2019 implements key recommendations from the 2018 Five-Year Review of Queensland’s Workers’ Compensation Scheme.

Immediate benefits for members

The new legislation aims to enhance the workers’ compensation claims experience for injured workers and allow more support for vulnerable workers to recover from their injury, rehabilitate and return to work.

A significant element of our union’s work in this area is to support members in their return to work and, where applicable, in their pursuit of workers’ compensation.

IEUA-QNT members have seen immediate benefits from the legislation in the form of enhanced psychological support and insurer discretion to waive time limits if workers are certified with an incapacity for injuries sustained on or after 30 October 2019.

Enhanced psychological support

Insurers are now required to take all reasonable steps to provide reasonable support services to workers suffering from psychological injuries before their workers’ compensation claim is decided.

This is to assist in reducing the severity, duration and recurrence of mental illness.

The definition of psychological injury now requires a worker’s employment to be a ‘significant’ contributing factor to the injury, rather than ‘the major’ significant factor.

In addition, insurers now have the discretion to accept claims lodged outside the six-month legislated timeframe, to ensure workers who attempt to manage their injury at work are not disadvantaged.


NO AUSTRALIAN MONEY IN ASPBESTOS

On Close the Gap Day – Thursday, 19 March 2020 – our union will support First Nations people in having their voices heard on solutions to address the significant life expectancy gap between First Nations and non-First Nations people in Australia.

In 2020, the Closing the Gap report alarmingly revealed that the target to close the life expectancy gap for First Nations people by 2031 is not on track.

The report states the life expectancy gap between First Nations and non-First Nations men is as high as 8.6 years and for women 7.8 years.

First Nations men is as high as 8.6 years.

These statistics are of great concern, which is why the local government association and First Nations organisations are working to develop a new framework and targets.

The new framework

The new national agreement will call for First Nation members working in non-government schools.

The Yarning Circle to be held on Thursday, 7 May 2020 will feature a guest presentation from First Nation woman Donna Hensen on First Nation teaching methods and resources for the classroom.

All union members are invited to join, and teleconference facilities are available to those who are not local to the Brisbane area.

Sign the petition: https://www.megaphone.org.au/p/ADBasbestos

2020 Yarning Circle dates:
- Thursday, 5 May 2020
- Thursday, 6 August 2020
- Thursday, 15 October 2020

First Nations voices key to Closing the Gap

On Close the Gap Day – Thursday, 19 March 2020 – our union will support First Nations people in having their voices heard on solutions to address the significant life expectancy gap between First Nations and non-First Nations people in Australia.

In 2020, the Closing the Gap report alarmingly revealed that the target to close the life expectancy gap for First Nations people by 2031 is not on track.

The report states the life expectancy gap between First Nations and non-First Nations men is as high as 8.6 years and for women 7.8 years.

These statistics are of great concern, which is why the local government association and First Nations organisations are working to develop a new framework and targets.

The new framework

The new national agreement will call for First Nation members working in non-government schools.

The Yarning Circle to be held on Thursday, 7 May 2020 will feature a guest presentation from First Nation woman Donna Hensen on First Nation teaching methods and resources for the classroom.

All union members are invited to join, and teleconference facilities are available to those who are not local to the Brisbane area.

Contact: email enquiries@iqeu.asn.au or FREEECALL 1800 177 938 to RSVP or for more information.

First Nations union members working in non-government schools.

The Yarning Circle to be held on Thursday, 7 May 2020 will feature a guest presentation from First Nation woman Donna Hensen on First Nation teaching methods and resources for the classroom.

All union members are invited to join, and teleconference facilities are available to those who are not local to the Brisbane area.

Sign the petition: https://www.megaphone.org.au/p/ADBasbestos

2020 Yarning Circle dates:
- Thursday, 5 May 2020
- Thursday, 6 August 2020
- Thursday, 15 October 2020

First Nations voices key to Closing the Gap

On Close the Gap Day – Thursday, 19 March 2020 – our union will support First Nations people in having their voices heard on solutions to address the significant life expectancy gap between First Nations and non-First Nations people in Australia.

In 2020, the Closing the Gap report alarmingly revealed that the target to close the life expectancy gap for First Nations people by 2031 is not on track.

The report states the life expectancy gap between First Nations and non-First Nations men is as high as 8.6 years and for women 7.8 years.

These statistics are of great concern, which is why the local government association and First Nations organisations are working to develop a new framework and targets.

The new framework

The new national agreement will call for First Nation members working in non-government schools.

The Yarning Circle to be held on Thursday, 7 May 2020 will feature a guest presentation from First Nation woman Donna Hensen on First Nation teaching methods and resources for the classroom.

All union members are invited to join, and teleconference facilities are available to those who are not local to the Brisbane area.

Contact: email enquiries@iqeu.asn.au or FREEECALL 1800 177 938 to RSVP or for more information.

First Nations union members working in non-government schools.

The Yarning Circle to be held on Thursday, 7 May 2020 will feature a guest presentation from First Nation woman Donna Hensen on First Nation teaching methods and resources for the classroom.

All union members are invited to join, and teleconference facilities are available to those who are not local to the Brisbane area.

Sign the petition: https://www.megaphone.org.au/p/ADBasbestos

2020 Yarning Circle dates:
- Thursday, 5 May 2020
- Thursday, 6 August 2020
- Thursday, 15 October 2020

First Nations voices key to Closing the Gap

On Close the Gap Day – Thursday, 19 March 2020 – our union will support First Nations people in having their voices heard on solutions to address the significant life expectancy gap between First Nations and non-First Nations people in Australia.

In 2020, the Closing the Gap report alarmingly revealed that the target to close the life expectancy gap for First Nations people by 2031 is not on track.

The report states the life expectancy gap between First Nations and non-First Nations men is as high as 8.6 years and for women 7.8 years.

These statistics are of great concern, which is why the local government association and First Nations organisations are working to develop a new framework and targets.

The new framework

The new national agreement will call for First Nation members working in non-government schools.

The Yarning Circle to be held on Thursday, 7 May 2020 will feature a guest presentation from First Nation woman Donna Hensen on First Nation teaching methods and resources for the classroom.

All union members are invited to join, and teleconference facilities are available to those who are not local to the Brisbane area.

Contact: email enquiries@iqeu.asn.au or FREEECALL 1800 177 938 to RSVP or for more information.

First Nations union members working in non-government schools.

The Yarning Circle to be held on Thursday, 7 May 2020 will feature a guest presentation from First Nation woman Donna Hensen on First Nation teaching methods and resources for the classroom.

All union members are invited to join, and teleconference facilities are available to those who are not local to the Brisbane area.

Sign the petition: https://www.megaphone.org.au/p/ADBasbestos

2020 Yarning Circle dates:
- Thursday, 5 May 2020
- Thursday, 6 August 2020
- Thursday, 15 October 2020

First Nations voices key to Closing the Gap

On Close the Gap Day – Thursday, 19 March 2020 – our union will support First Nations people in having their voices heard on solutions to address the significant life expectancy gap between First Nations and non-First Nations people in Australia.

In 2020, the Closing the Gap report alarmingly revealed that the target to close the life expectancy gap for First Nations people by 2031 is not on track.

The report states the life expectancy gap between First Nations and non-First Nations men is as high as 8.6 years and for women 7.8 years.

These statistics are of great concern, which is why the local government association and First Nations organisations are working to develop a new framework and targets.

The new framework

The new national agreement will call for First Nation members working in non-government schools.

The Yarning Circle to be held on Thursday, 7 May 2020 will feature a guest presentation from First Nation woman Donna Hensen on First Nation teaching methods and resources for the classroom.

All union members are invited to join, and teleconference facilities are available to those who are not local to the Brisbane area.

Contact: email enquiries@iqeu.asn.au or FREEECALL 1800 177 938 to RSVP or for more information.
Harmony Week 2020: Everyone belongs

The importance of inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic backgrounds, is the focus of this year’s Harmony Week.

This year Harmony Week will run from Sunday, 15 March to Saturday, 21 March 2020 with the theme ‘Everyone belongs’.

Saturday, 21 March is also the United Nations’ International Day for the Elimination of Racial Discrimination.

An integral part of our national identity is our vibrant and multicultural Australian community which is reflected across Queensland and the Northern Territory – from the world’s oldest continuing culture of our First Nations peoples to our newest arrivals.

Our union believes we all have a responsibility to create a safe, inclusive and harmonious nation for everyone who calls Australia home.

TRAPSA and member action

Teachers for Refugees and People Seeking Asylum (TRAPSA), co-founded by the Queensland Teachers’ Union (QTU) and our union, is an opportunity for members to take an active role in addressing the global refugee and asylum seeker crisis.

As part of Harmony Week, members can show support by wearing orange, organising and attending Harmony Week events in their workplace and integrating Harmony Week activities in the classroom.

Members interested in taking a more active role in TRAPSA should visit https://www.facebook.com/trapsaqld/ or contact Aaron Watson at awatson@qieu.asn.au

Harmony Week resources for schools

- Access lesson plans, student activities and themed posters and graphics via the Australian Government Harmony Week website: www.harmony.gov.au
- Programs and videos on race and prejudice produced for the classroom via SBS’s Face up to racism page: www.sbs.com.au/learn/faceuptoracism

Making your super work hard for you shouldn’t mean hard work on your part.

When you need advice on how to achieve financial security and plan for your future, our local Customer Relationship Managers can come to you.

For more information and to book our no-obligation free workplace services, please visit ngssuper.com.au/crm and click on the ‘Queensland CRM’ tab.
“I get to use my TUH extras for physio treatments.”

- Mark, Brisbane school principal and TUH member since 1996

We’ve proven ourselves to Mark when he needed us most. That’s why we’re one of Australia’s most trusted health funds.*

Join the health fund that’s proven to care for Queensland’s education community today.

1300 360 701 | tuh.com.au/ieua-qnt

Cover varies with policy type. *Ipsos Healthcare & Insurance Australia survey 2019