Working conditions in Queensland Lutheran schools under attack
Australian Unions have a plan to
Rebuild our economy
after COVID-19

1. Create 2 million new permanent jobs and halve the number of insecure jobs
2. Lift wages and living standards
3. Strengthen and invest in public and community services
4. Support nation-building projects
5. Education and training
6. Deal with the climate change crisis
7. Improve social, health and economic outcomes for disadvantaged Aussies
8. Embrace ‘Australian made’

To support our plan, visit action.australianunions.org.au/rebuild

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IEU Chapters
Queensland Lutheran members unite against attack on working conditions.

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Front cover: QLD Lutheran members unite against attack on working conditions.

July 2020
Dedicated professionals

Thank you to all members who have demonstrated their dedication to our profession over the last few months. This semester has been one of extraordinary change and challenge. As we neared the end of Term 1 and we started to recognise the measures that would be needed to prevent the spread of COVID-19 there was a realisation that schools would be significantly impacted.

The ability of our members to adapt to this change, in the interests of doing the absolute best for our students and our schools, has been phenomenal.

This change took many forms: from teachers providing schooling via remote learning; mastering Zoom or Microsoft Teams with minimal training or support; embracing the Stile App to enable our online teaching to occur; digitising and action in the face of the very real

Our union always stands with our members and when times are tough that is especially the case.

In the early days and weeks of the emergence of COVID-19, many employing authorities were slow and awkward in providing direction and action in the face of the very real challenges being confronted by employees.

It was our union that provided the direction, leadership and support that was at times alarmingly inadequate from employers.

There were some notable exceptions but broadly, employing authorities struggled in those early weeks to respond effectively to the challenges.

Employing authorities of course would deny that was the case but the facts bear out the observation.

Our ‘Charter of Action’ became the reference point for employing authorities whether they acknowledged it or not.

Our call for early school closures in Term 1 was timely and our advocacy with government critical in the decision to move to student free days at the end of that term.

With schools working within a ‘new normal’, there is a degree of ‘assurance’ interactive, through to modifying assessment modes at such short notice.

Not just in the classroom but across the plethora of roles in our schools, these changes have heavily impacted staff. From the IT departments ensuring digital learning is able to occur, through to school officers in the front office and other departments.

Services staff implemented bio-security measures, while school leaders have navigated the minefield of government and health regulations.

It has been an absolutely fantastic effort by so many across our various sectors. This change and implementation was done with significant workload and stress implications for staff, all whilst we continued to engage students.

While many employers have been mindful of supporting their staff during this time, sadly we have seen a few seek to stand down employees.

Our union’s industrial team were able to prevent most of these.

The support from our union office has been first class and, in many ways, has provided direction and leadership for schools with clear and regular communication to members via briefings, digital newsletters and organisers’ direct contact.

All IEUA-QNT members deserve respect and recognition of our efforts during this time. Our union provides the reference point for employing authorities and will have significant impacts on the future provision of quality education in these schools.

Sadly, LEQ’s plan will make it far far harder for employees of the non-government education sector.

The move by LEQ to cut, control and constrain current conditions is an affront to Queensland Lutheran teachers and school support staff who have shown the utmost dedication and professionalism over the last few months of the COVID-19 crisis.

Instead of looking to protect and reward staff for maintaining quality education and learning throughout the pandemic, LEQ is shamefully and ruthlessly trying to push through an agenda which will leave Queensland Lutheran school staff as second class employees in comparison to the Catholic and state sectors, Chris said.

Cuts, controls & constraints

‘LEQ wants its teachers and school support staff to work under an agreement which diminishes the working rights of every employee group,’ Chris said.

‘This is the most significant attack on Queensland Lutheran school employees in recent times and should not be ignored by employees,’ he said.

Some of the cuts LEQ wants to make to their employees’ conditions:

• Cuts to Teacher Hours of Duty protections for some teachers
• Cuts to key employment protections which ensure procedural fairness and natural justice for all employees
• Cuts to PAR tenure
• Cuts to the classification Leading Pay Rates 2 from the agreement
• Cuts to the minimum Positions of Additional Responsibility (PAR) points in Schedule 6

LEQ has also rejected a number of provisions proposed by our union to maintain comparable working conditions to the Catholic and state sectors, including:

• REJECTION of an update to make the consultation clause effective
• REJECTION of Middle Management positions to have salaries equal to those in the state and Catholic sectors, because LEQ claims “we are different”
• REJECTION of the sign-on bonus as per Catholic and state sectors
• REJECTION of increasing Family and Domestic Violence leave to the contemporary benchmark of 10 days

The agreement also contains other provisions added by the employer which would only serve to disadvantage employees.

Teacher and support staff working in Queensland Lutheran schools would see their current working conditions cut under a new agreement being proposed by the employer.

At the time of publication of this edition of Independent Voice Lutheran Education Queensland (LEQ) remained intent on pushing through its plan of cuts, controls and constraints to the existing working conditions of employees.

LEU-QNT Industrial Coordinator Chris Seymour said this shameful plan was made very clear when the employer stopped collective bargaining negotiations in early June 2020 with a view to hold a ballot on its substantial agreement for employees.

“At its heart, the LEQ plan for employees will cut protections to employees’ job security and provisions for workload safety nets,” Chris said.

“It places a serious question mark over what working as an employee in a Queensland Lutheran school means and will have significant impacts on the future provision of quality education in these schools.

“Sadly, LEQ’s plan will make it far far harder for employees of the non-government education sector.

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We urge all Queensland Lutheran school members to unite in pursuit of these working conditions.
Our union’s support sees $80k backpay win for school officer

Our union has helped a school officer secure a nearly $80k redundancy package after their employer told them their position would no longer exist.

The school officer member had worked at the school full-time for more than 20 years when a change in leadership meant their job was no longer secure. At the end of 2019, the employer verbally told our member there would be "no position for you next year", however, failed to give this notice in writing.

Our member did the right thing and contacted our union for advice and support in negotiating the situation.

Written confirmation critical

IEUA-QNT Member Services Officer Karen Devin said the first thing needed was written confirmation of the redundancy.

“Our union helped the member understand what their rights and entitlements were in this situation and also what obligations their employer had," Karen said.

“We drafted a letter to the employer asking for both formal confirmation of the redundancy and a full breakdown of the redundancy package.

“This was so the member could make an informed decision about the options available," she said.

Always double check your entitlements

“Our union also double checked the employer-provided breakdown and discovered a discrepancy of around $5500 in the employer’s calculation of payment in lieu of notice and annual leave loading," Karen said.

“We took our own calculations to the employer, had them acknowledge their error and agree to pay the correct amount,” she said.

Karen said the most important thing when managing a redundancy process is to ensure the redundancy is genuine.

“A genuine redundancy is when an employer no longer requires an employee’s job to be performed due to changes to the operational requirements and structures of the business,” Karen said.

“The employer must also comply with all obligations set in the National Employment Standards (NES) and/or the collective agreement.

“This should include providing written notice and relevant information about a proposed redundancy, consultation with the employee and our union, and detailed information on the proposed severance package.

"Redundancy can be a daunting and stressful process and our union is here to support any member in such a situation. “Members should contact our union immediately at the first sign of major change being proposed in their workplace, be it redundancy, restructure or anything else," Karen said.

To contact our union’s expert

Member Services Team FREECALL 1800 177 937 or email industrial@qieu.asn.au

Queensland Catholic school members have their say in employer ballot

As this edition goes to press, members in Queensland Catholic schools are casting their vote in the employers’ agreement ballot. Assistant Secretary Brad Hayes explains some of the key changes contained in the proposed agreement and the future member action needed to address unresolved issues in Catholic schools.

There are two realities of these negotiations: the final proposed agreement was vastly improved by 12 months of member action, and the unresolved employee issues are not going away.

Member wins demonstrate more bargaining success

Sustained member action has secured a range of negotiated outcomes in response to the employee claims tabled at the start of bargaining last year.

Full details of the final positions are available at www.qieu.asn.au/BWOV.

What does a major change notification require?

The notification needs to be in writing and address:

• The number of employees and the area, department or team affected;
• The nature of the proposed change and the potential effects on employees;
• The status of the employer’s considerations;
• The likely timeframes; and
• The potential options or entitlements available to employees.

With the majority of members having worked from home at some point this year due to the COVID-19 crisis, the implications for your tax return need to be minded carefully.

In response to the large percentage of the Australian workforce who worked from home as a result of the pandemic and for those continuing to do so, the Australian Tax Office has developed a simplified ‘shortcut method’ where workers can elect to claim a base deduction of 80 cents per hour for work undertaken at home between 1 March 2020 and 30 June 2020.

It is important to be aware that some employees will be financially better off using the existing ‘fixed rate or actual cost’ method rather than the new shortcut method.

However, members should always seek independent, professional financial advice.

Union fees tax deductible

Our union membership fees remain tax deductible; so ensure you include a statement of your fees paid for the 2019/2020 financial year.

Statements can be accessed by logging into the Member MyPage website at www.members.qieu.asn.au and selecting the tax icon.

For more information and tax resources, including tax deductions specific for teachers, school officers and services staff, members can visit www.qieu.asn.au/tax.
Collective strength sees members negotiate highest paid NT classroom teacher

Members at The Essington School Darwin have used their collective strength to negotiate a number of positive outcomes in their new collective agreement, including a top tier classroom teacher rate never before seen in the Northern Territory (NT).

The new top tier rate, which takes nine years to reach, is currently $111,575 and will reach $116,651 by 2021 – a great incentive for new teachers to consider Darwin as a graduate teaching location,” Jengis said.

IEUA-QNT Northern Territory organiser Jengis Osman said the new rate would create the highest paid classroom teachers in the Territory.

“It is not only top tier teachers who will benefit from the new agreement, the new graduate rate is starting at $77,798 and will reach $79,354 by 2021 – a great incentive for new teachers to consider Darwin as a graduate teaching location,” Jengis said.

“There were also member wins on superannuation co-contributions which will now be made on payments received by employees under the Australian Government Paid Parental Leave Scheme and special paid maternity leave entitlements.

“Services staff will also benefit from many of the negotiated outcomes including expanded professional development for non-teaching staff, minimum engagement periods of three hours, casual conversion after 12 months of continuous employment and over-time rates for employees other than teachers.

“These significant outcomes are the result of a strong collective IEUA-QNT Chapter who ensured their voice was heard by their employer on key issues.

“These outcomes will hopefully inspire other NT Chapters to grow their collective strength by encouraging their colleagues to join our union and improve their negotiating power,” Jengis said.

Other members wins in The Essington School agreement include:

- Pay increases: 2% per annum, maintaining a 3% margin above the public sector for teachers;
- Over-time: rates of over-time pay for full-time, part-time or casual employees have been defined as 150% of the applicable ordinary hours of work rate of pay for the first 3 hours in excess of 8 hours per day on Monday to Friday and 200% for work thereafter;
- Highly Accomplished Teacher (HAT) allowance: this will replace the AST 2 allowance and will apply to teachers who achieve and maintain HAT accreditation under the national process, as applied by the certifying authorities in each participating state or territory. The HAT allowance will increase by 2% from the first full pay period commencing on or after 11 October 2020 and 2.5% from the first full pay period commencing on or after 11 October 2021;
- New Position of Responsibility allowances: these have been introduced for the Coordinator, Head of Faculty and Head of School. These allowances will increase by 2% from the first full pay period commencing on or after 11 October 2020 and 2.5% from the first full pay period commencing on or after 11 October 2021;
- Graduate Teachers: contact time has been reduced to 0.8 equivalent to allow for the introduction of formally enhanced support arrangements; and
- Foreign Teachers: entitlement to support arrangements during the first 12 months of employment may be negotiated according to need.

A post-COVID-19 future

The COVID-19 pandemic has been hugely disruptive to the education sector and affected staff in schools and kindergartens, as well as VET and ELICOS colleges.

The pandemic has also shown students, their families and the wider public just how resilient, industrious and agile our members are, while reinforcing the difficult and essential work performed by teachers, school officers and services staff every day.

Valuing teachers

IEUA-QNT Branch Secretary Terry Burke said the COVID-19 crisis had reinforced the professional nature of teaching to the wider community.

“The professionalism of teachers and their commitment to education was shown by the rapid transition to online learning,” Mr Burke said.

“The experiences of our members during the pandemic have demonstrated the range of purposes of schooling and the complex, diverse relational work of the teaching profession.

“Our members have shown policymakers, employers and the wider community that they have professional commitment and are the decision-makers best equipped to make the judgements about education,” Mr Burke said.

Leading education experts have also weighed in on what a post-COVID-19 education sector might look like and some of the lessons learned during the rapid shift to online and remote schooling.

Future of remote learning

Professor John Hattie from the Melbourne Graduate School of Education said much can be learned from the upheaval during COVID-19.

“It’s kind of like an unplanned experiment as we’ve asked teachers to...switch to a new way of teaching,” Professor Hattie said.

“Teachers need suitable remuneration, and knowledge in different ways at different times for different learners,” Professor Ryan said.

“Teachers employ specialist skills and knowledge in different ways at different times for different learners,” Professor Ryan said.

“Teachers need suitable remuneration, access to ongoing professional learning and a reduction in their administrative burden to maintain the high standards of the profession,” she said.

“Strong campaigning will ensure teachers’ voices are heard and that their judgements and perspectives always inform decisions which impact the profession,” Mr Burke said.
COVID-19 response reinforces need to recognise contemporary roles

School officers and services staff have been essential to the COVID-19 responses in our schools, going above and beyond their roles to support our students and school communities.

IEUA-QNT Branch Secretary Terry Burke said school officers and services staff were to be commended for their resilience and dedication in the face of the challenges brought by COVID-19.

“We are especially proud of the fortitude and adaptability our members have demonstrated these last few months,” Mr Burke said.

“The crisis has proven the essential role school officers and services staff play in our schools and that they truly are partners with teachers when it comes to the delivery of quality education for all students,” he said.

Capabilities need to be recognised and remunerated

Mr Burke said the high-level capabilities needed for contemporary school officer and services staff roles need to be properly recognised and remunerated by employers.

“School officer classifications in Catholic schools have been regulated by industrial provisions introduced in 1995, with some amendments in the basic structure since then,” Mr Burke said.

“However, it is evident the current classification structure does not recognise their increasingly complex, sophisticated and diverse roles in the modern school,” he said.

After sustained collective action by members, the recently balloted Queensland Catholic school agreement (if endorsed by employees) will include the establishment of a special joint officer classification and make recommendations for a long-overdue restructure.

“Ensuring school support staff are appropriately recognised and remunerated for their essential roles in Australian education will be a major step in ensuring they have careers they can count on,” Mr Burke said.

No more excuses on PD

Mr Burke said fundamental to the recognition of the contemporary role of school officers and services staff was access to quality professional development.

“With the change to remote teaching and learning, schools have never been better placed to provide quality professional development for school officers and services staff,” Mr Burke said.

“Schools have been forced to adapt to online learning technologies, resulting in more time, content and resources, being accessible and relevant for the broad variety of roles school officers and services staff perform.

“Online PD also overcomes geographical distance barriers for remote or rural employees, significantly decreasing the associated costs of accessing quality PD,” Mr Burke said.

IEUUnionstrong for 30 years: School Officer Day 2020

On Wednesday 10 June, we celebrated School Officer Day a little differently this year, with a special online afternoon tea.

It was a particularly significant celebration, with 2020 marking 30 years since school officers were able to join our union.

IEUA-QNT Branch Secretary Terry Burke said this year’s celebrations were also significant in recognising the vital role school officers and services staff had played in our school communities throughout the COVID-19 crisis.

A year of major milestones

2020 marks not only 30 years of union coverage for school officer members but also 25 years since our union established our union since 2007.

“In the past 30 years, we have won essential provisions such as establishing a clear classification structure and wage rates, appropriate hours of duty clauses as well as leave entitlements,” Mr Burke said.

“One of the significant wins has been long service leave accrued at 13 weeks per year of service and accessed at 10 years, instead of 0.89 weeks and accessed at 13 years.”

Image: Virtual School Officer Day morning tea celebration, 10 June 2020

Some of our most long-standing school officer members reflect on why it was so important for school support staff and teachers to join together in one union 30 years ago.

STONGER

Annette Gregory
Ignatius Park College, Townsville

Annette is a Laboratory Assistant and a member of our union since 2007.

“I’ve always been a union member wherever I’ve worked,” Annette said.

“All staff in the workplace should be treated the same and have the same conditions so it’s important all employees work together as one to achieve the outcomes required.

“As a union member I feel I am supporting my colleagues when we join together to bargain or to have an issue solved.

“Unions to me are all about support and backing up the worker.”

Dave Cameron
Marist College Ashgrove

Dave originally joined our union as a Teacher Librarian in 1983 but has been the Archivist at his school since 2009.

Dave said it is important for school officers and teachers to be in the one union as they are part of the same industry and have the same goals for students.

“It only makes sense we are in the same union because we are able to support each other,” he said.

“It’s always given me a feeling of security, knowing like-minded people are ready to back you up when you need them.

“We’ve managed some great things in the past, and we’ll do great things in the future

(Our) union is our collective voice!”

Sharon McKeown
All Saints Parish Primary School, Albany Creek

Sharon started her career working in a preschool before moving over to prep classes, where she has been for the past 29 years.

I joined our union because it was the right thing to do – you should be a member to protect your rights.

“When I started my career, there was no sick leave or long service leave or recognition of the work we do,” Sharon said.

“I was one of the first school officers to be able to access these provisions once they were won through the hard work of our union.

“School officers are trained specialists in what we do and it’s important for teachers to understand we are their right-hand people.

“Our union is there to back us up if we need it, to support us and to look out for our rights – ensuring we are properly recognised and remunerated for the work we do.”

TOGETHER

Monica Hayes
St Francis Xavier School, Goodna

Monica joined our union in 2006 and became a Chapter Representative to ensure there was someone to stick up for the support staff at her school.

“There was always a teacher Rep and I thought it was about time our school officers had someone to represent them,” Monica said.

She believes it is important to be an active union member to protect working conditions and wages.

“Teachers and school support staff are all working for the same reason – the education of children – and have the same employers.

“We need to work together to ensure our working conditions and wages are as good as they can be.

“If we don’t, no one else will.”

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Building your collegial community

IEU member and Gold Coast teacher Jessica Prouten provides her top tips for building your professional community – a critical foundation as you begin your teaching career.

As you navigate the beginning of your professional life as a teacher, it is important to engage with a community of practice that can provide resources, check assessment items, cross mark and be there to provide support when you need it.

The question is, how do early career teachers, or even teachers in a new field, establish these connections?

What things do you need to take into consideration when reaching out?

One positive to emerge in the last few months is that many organisations are now embracing digital technology and hosting online meetings, trainings and catch-ups in a way most of us have never experienced or accessed before.

When it comes to building your collegial community, these are my top tips:

1. Check in with the professional body for your subject

Many professional bodies are moving their professional development online.

In some cases, these presentations are done in really small groups which can allow for greater interaction.

While these do not replace face-to-face networking, they can be places to get great ideas, or find other teachers who are at the same stage of their career.

Personally, I have loved the fact that I can deliver a professional development (PD) session on podcasting to my local subject association and fifteen minutes later I can attend an IEU Branch meeting all while never leaving my home.

2. Come prepared to share

Once you have connected with other teachers and you have begun the process of reaching out by email or a phone call, it is important you bring something to the table.

While you might be stuck with the construction of an assessment task, are you able to offer one or two activities that might help the person you are reaching out to?

3. Building a connection that lasts

It takes time, communication and trust to build your collegial community.

These relationships are best built on the idea of “share and share alike.”

If you have already shared some resources with someone, they are more likely to want to share with you if you are having trouble writing an examination for endorsement – a good place to start is by asking your contact if they are happy to help you, sending them the questions you’ve already written, and seeking their feedback from there.

The current COVID-19 situation provides us with an awesome opportunity to broaden our community of practice, to visit someone else’s online class or attend a PD we might not normally have time to.

While we may not be able to physically gather, a virtual community can be just as good.

About the author

Jessica (picture, above) is a Head of Department on the Gold Coast. A former member of our union’s governing body, she is currently a member of the IEUA-QNT Education Committee, as well as the committee for the Business Educators Association Queensland.

As a business studies teacher, Jessica believes in the importance of organisational culture and the creation of professional networks to support teachers – new and established.

NCCD reporting adjustments required

Following representations by our union, the federal government has finally announced adjustments to Nationally Consistent Collection of Data on School Students with Disability (NCCD) requirements for 2020 – following the significant disruptions created by the COVID-19 crisis.

Across most of Australia, Term 2 was not “business-as-usual” in schools as teachers and school officers worked to make a new model of remote-learning available and accessible for all students.

The requirement for teachers and school officers to collect, moderate and submit quality, detailed NCCD data on top of all this was improbable in many instances unachievable.

At the beginning of the COVID-19 crisis, our union wrote to Federal Education Minister Dan Tehan and the NCCD seeking clarity on the collection process for 2020, given the impacts of the pandemic.

Government confirms reporting adjustments

At the time of publication of this edition of Independent Voice, the latest correspondence from the Department of Education, Skills and Employment (DESE) indicated to our union that:

• The 2020 NCCD would be run in the same timeframe as the August census;
• There would be adjustments to the requirements of evidence;
• For existing funded students, the evidence required would be reduced from 10 weeks to 6 weeks;
• For some specific students, including prep, newly diagnosed and special assistance, there would be a further reduction in evidence requirements;
• New guidelines were set to be published in late June 2020.

For their part, members and IEU Chapters should:

• Endeavour to do their best within their hours of duty to complete NCCD requirements; and
• Collect evidence in line with the adjustments announced by the federal government (as per the updated guidelines released in June 2020).

Paul said while members faced many challenges and limitations regarding NCCD reporting this year, members remained committed to the process in order to ensure the inclusion and funding of students.

Members who continue to face issues with NCCD reporting at their school should consult with their IEU Chapter and organiser to discuss the best way to raise this issue at a school level.

Members struggling with workload burden and lack of communication

An IEUA-QNT member from a Queensland Catholic school has conveyed first-hand what the lack of clarity and consistency on NCCD reporting requirements has meant for the workload, mental health and morale of their colleagues.

“The only consistent message staff have received regarding NCCD is that it is mandatory and a legal obligation,” they said.

“However, requirements to complete evidence for NCCD have changed term-to-term since they became compulsory and exclude the remote learning requirements for this term.”

“Teachers are stressed and confused.”

“We want to do a good job, we want to do this correctly, we don’t want to be a reason why funding is cut for students who need it.”

“But no one knows if what they are doing is correct,” they said.

IEUA-QNT Assistant Secretary/ Treasurer Paul Giles said members would welcome the adjustments which had only been achieved through our union’s representations and continued collective pressure from members.

Member response

It is imperative school employers take responsibility for providing their staff with clear, consistent processes and time to complete the NCCD.

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A post COVID-19 profession: what will the future look like?

In a time of social distancing and school closures, IEU members continued to work on the front lines – maintaining the professionalism and dedication they show every day in our schools. Here, members have their say on the future of our profession and why uniting as a collective is more important than ever.

What has been the most positive thing to come from COVID-19 for teachers, schools or students?

We are experts in online delivery now.

What we accomplished in terms of preparation in just two weeks would have normally taken 18 months to implement. Teachers adapted and flourished. We also know our worth and value now and can easily provide examples to the community that demonstrate just how essential our work is. We are so much more than glorified babysitters, we are educators. Schools are tightly connected communities valued by the community again and students now know what they are capable of as independent learners.

Clare Gilliland
St Peter Claver College, Riverview
IEU member for 5 years

This has the potential to change the delivery and assessment of curriculum forever.

When a child is away they don’t miss out. If they feel unsure of the content they can go back and look at the lesson again. Homework can become learning from home.

Terry Drury – Our Lady of Lourdes, Sunnybank
IEU member for 23 years

Why do you think union membership is important, especially during times of crisis?

I think that parents learnt about their own children’s attitude and approach towards learning, organisation and patience, while teachers learnt a lot about giving clear concise instructions and that we can do anything under the most difficult circumstances.

Students learnt that there comes a time in your life when you must develop initiative, problem-solving skills and accept responsibility for your own learning. Everyone learnt teaching is primarily a social interaction institution that provides a service which is very different to what society thought beforehand.

Michael Moy
All Hallows’ School, Brisbane
IEU member for 33 years

In times of crisis, our union is there to provide members with information to support them, both professionally and personally.

Throughout COVID-19 our union advocated on behalf of members and was able to communicate with employers directly to ensure appropriate health and hygiene practices and procedures were in place to ensure the safest possible environment for all employees.

Elizabeth Kriesch
St Columba’s Primary School, Wilston
IEU member for 30 years

How do you think society’s view of teachers has changed or been challenged throughout the pandemic?

It would appear teachers are far more appreciated by society now.

Perhaps a better understanding of the role of a teacher and the challenges we face was gained by many parents as they themselves became facilitators of education.

It will be interesting to see how society values roles like teaching and nursing in the future and what structures can be put into place to keep the best teachers teaching.

Brett Gillett
Marist College Ashgrove
IEU member for 20 years

Social media would suggest a change in society’s view towards teachers. There were a number of posts (memes) I witnessed explaining a newfound appreciation for teachers.

I especially enjoyed the remarks towards the end of the isolation period, where all the parents were ecstatic that their students were now returning to school to be under the supervision of teachers once again.

Cameron Love
St Saviour’s College, Toowoomba
IEU member for 9 years

Will any of the adjustments you made to your teaching during this time be implemented permanently?

Yes definitely! Microsoft Sway (interactive presentation program) will feature more in my language classroom teaching.

It is such a great platform to convey information to the students efficiently and in an attractive format. I already use Microsoft Teams, but perhaps I understand the platform a great deal more and so do the students – so I am hoping we can use it much more productively. Finally, the whole experience has certainly made me re-think why I love teaching. Once the students returned to onsite learning, I felt the buzz from the interaction with them – sharing my knowledge and passion for the subject matter that I teach.

Lea Martin
Principal of St Gerard Majella School, Cairns
IEU member for 27 years

I would like to think that society’s view of teachers has changed for the positive!

I believe there is a newfound appreciation for all we do. The amount of preparation that goes into teaching, the number of adjustments we make, either within our planning or in the moment, to support our students; and the amount of patience we demonstrate each and every day with not only one student, but a class full of students.

Terri-An Nolan
St Anthony’s School, Drayton
IEU member for 14 years

IEU member for 23 years

Julie Drury
St Kevin’s Geebung and St Pius Banyo
IEU member for 13 years

IEU member for 9 years

Kate Clout
Holy Spirit School, Bray Park
IEU member for 10 years

IEU member for 5 years

IEU member for 13 years

IEU member for 30 years

IEU member for 14 years

IEU member for 20 years

IEU member for 13 years

IEU member for 10 years

IEU member for 9 years

IEU member for 30 years

IEU member for 27 years

IEU member for 20 years

IEU member for 14 years

IEU member for 10 years

IEU member for 9 years

IEU member for 30 years

IEU member for 27 years

IEU member for 20 years

IEU member for 14 years

IEU member for 10 years
It’s time to invest in our next generation

Universal Access funding remains on a year-to-year basis, leaving the future of quality early childhood education in a constant state of uncertainty.

Universal Access funding is essential for kindergartens to ensure they can provide all Australian children with access to 15 hours per week of quality early childhood education in the year before school.

However, the current federal government has failed year after year to make a permanent commitment to ongoing Universal Access funding, making it difficult for kindergartens to provide professional rates of pay and conditions.

Why it’s important
Access to early childhood education has proven to have a positive effect on children’s ongoing learning and development, and access to this education means giving Australian children the best start to life.

The federal government’s continual denial of permanent funding for the sector is shameful and highlights how little value it places on the future of our next generation of Australians.

IEUA-QNT member and Director of Borilla Community Kindergarten Jenny Finlay said securing permanent Universal Access funding was critical.

“It also makes long-term planning of projects difficult as there is no certainty when planning future budgets,” Jenny said.

Quality is key
Research shows investing in early childhood education lays the foundations for future learning and wellbeing, which reduces expenditure on health, welfare and justice in the long term.

The evidence is clear: quality early childhood education teachers are at the core of quality early education.

The supports that build the capability of this workforce must be embedded effectively across Australia’s early childhood education system – something which is not possible without a commitment to ongoing funding.

“Our service works hard to ensure the quality of our program is not affected by the current funding model; however, it means that quality teachers will stay in areas where they know there is guaranteed funding,” Jenny said.

“I also makes long-term planning of projects difficult as there is no certainty when planning future budgets,” Jenny said.

Recent review calls for change
In May 2020, it was revealed that a confidential report for Australia’s education ministers urged the federal government to lock in five years of funding for kindergartens or face a system compromised by inefficiency and high staff turnover.

The paper reported that the short-term, piecemeal removals of the Universal Access funding (as has occurred six times since 2014) had adversely affected an otherwise successful strategy.

“Recent review calls for change. It’s time to invest in our next generation,” Jenny said.

IEUA-QNT members’ Fund Our Future campaign calls on the federal government to provide certainty for kindergarten students, parents and employees by ensuring permanent Universal Access funding.

More information about the campaign can be found at www.qieu.asn.au/fundourfuture
Employees could pay the price for employer JobKeeper mistakes and JobSeeker changes

Some employees in the registered training and ELICOS sectors may be at risk of having their pay docked to compensate for incorrect JobKeeper claims made by employers.

A spokesperson for the Australian Taxation Office (ATO) said any incorrect JobKeeper payments would be flagged and investigated by the ATO compliance team.

If a business was found to have incorrectly claimed JobKeeper, it would be forced to repay overpayments.

Employers may ask an employee for the money back. Where that is not agreed, the employer may need to investigate legal alternatives to seek recovery.

IEUA-QNT Growth Organiser Aaron Watson said it is vital for any members who were on JobKeeper to be aware of their rights and to contact our union immediately for advice if their employer asks them to pay back any money or withholds wages.

“The ATO is targeting businesses who have incorrectly applied for JobKeeper payments, yet the burden is falling on employees,” Aaron said.

“This means some of our members who have been paid through JobKeeper could be penalised for working through the COVID-19 pandemic and keeping the economy going.

“This would put increased pressure and stress on employees who are already under extreme financial pressure.

“It is unfair that employees who have continued to work during a global pandemic would be punished for the mistakes of their employers,” he said.

VET and ELICOS sectors need funding to survive

Prime Minister Scott Morrison said the government planned to narrow the focus from large, economy-wide schemes to providing support for specific sectors which needed extra funding in the wake of COVID-19.

IEUA-QNT Growth Organiser Cherie Wills said the VET and ELICOS sectors should be included.

“The VET and ELICOS sectors, which have a highly casualised workforce and rely heavily on international students, have been devastated by the impact of the COVID-19 pandemic,” Cherie said.

“With international borders remaining closed and so many VET and ELICOS sector workers being stood down, extra government funding is vital for this industry to survive.

“ELICOS is an important conduit of students into training colleges and universities, so these will suffer too if the ELICOS sector collapses,” Cherie said.

The federal government has refused to expand eligibility requirements for the JobKeeper wage subsidy, despite revelations it would cost $60 billion less than initially estimated.

“The question is: when did the goal posts change – was this not a stimulus payment as well as a survival mechanism for businesses?” Cherie said.

Our union is here to support all members and those members receiving JobKeeper payments should contact us immediately for assistance with any queries or concerns.

JobKeeper mutual obligations will impact our members

Members working in the VET and ELICOS sectors will face an increase in workload following the federal government’s announcement that mutual obligation requirements for JobSeeker recipients would restart from 9 June 2020.

The requirement for JobSeeker recipients to demonstrate they are actively seeking work and engaging in opportunities to train and upskill was paused in May.

Cherie said the recommencement of mutual obligations and an increase in adult learners attending training agencies meant some members will face additional pressures and concerns.

“Increased workload, access to personal protective equipment and lack of clarity around processes, policies and procedures for face-to-face learning remain concerns for members,” Cherie said.

Members are encouraged to join the VET/ELICOS Working Group to connect with their colleagues across the sector and to provide feedback on what is happening in their workplaces.

To join the VET/ELICOS Working Group contact IEUA-QNT Growth Organiser Cherie Wills via email: cwills@ieua.asn.au

The impacts of COVID-19 are not gender neutral

While Australia has been spared much of the devastating health impacts of COVID-19 seen in other parts of the world, the economic and social impacts are still being sharply felt – and women are more likely to be affected.

Over the past six months, many industries have been crippled by shutdowns and restrictions on movement and gatherings.

Despite maintained government funding, schools have been affected by stand downs, particularly among school officers.

School staff have faced stark workplace disruption as they scrambled to establish online learning structures, only to be asked to quickly pivot to a return to face-to-face teaching.

The impacts of this pandemic have deepened existing inequities in our social, political and economic structures.

Economic insecurity disproportionately affects women

The Australian Bureau of Statistics Weekly Payroll Jobs and Wages data showed the number of staff on payroll fell by 75% between mid-March and mid-April 2020, with losses for both male and female workers.

However, the number of jobs slumped by a steeper 8.1% for women, compared with a drop of 6.2% for men.

Going into the pandemic, Australian women were already more likely to be living below the poverty line.

This is due to reduced earning potential, single parenting responsibilities and older women having access to significantly lower superannuation and private savings than men, according to modelling from the Australian Council of Social Service (ACOSS).

The caring gap widens with school children at home

Australian women take on far more unpaid domestic and caring work compared to the OECD average. Women undertake 76% of childcare, 67% of domestic work, 69% of care for adults and 57% of volunteering.

The COVID-19 pandemic has meant an increase in caring requirements and reduced income through lost take-home pay or annual leave.

IEUA-QNT member Jess Laday said she had seen women around her struggling to work from home while caring for children.

“One friend in particular – who works in the education sector, but not in a school – was struggling with the expectation of her employer to maintain, if not exceed, pre-pandemic standards while trying her best to parent her four-year-old,” Jess said.

“Employees at this workplace were told that if they applied to temporarily change their fractional workload to cope with childcare or other COVID-19 related commitments, this would be a permanent change.

“Looking after small children while working full-time is impossible, she ended up working seven days a week for weeks on end.

‘I think that this experience would not be an isolated one,’” Jess said.

Gendered violence: the shadowed pandemic

A harrowing impact of COVID-19 has been the sharp increase in gendered violence – an issue which already sees 1 in 6 women experience sexual or physical violence at the hands of a cohabitating partner.

Queensland Health Minister Steven Miles reported in May that hospital emergency rooms had seen an increase in significant injuries related to domestic violence.

“I’ve been disturbed to hear from our emergency department staff that the reduction in sporting injuries and road trauma has been partially offset by trauma caused by domestic and family violence,” he told the ABC.

Victorian research found a 42% increase in first-time family violence reports.

IEUA-QNT member Clare Gilliland said COVID-19 had exposed inequities that must be addressed.

“It is important that women’s experiences are taken into account as we move towards a post-COVID Australia because we know now what will happen if we don’t,” Clare said.

“Inequities are deepened in recessions unless we take action to prevent it – and action can only be sustained and worthy if it is built out of experience and grounded in understanding,” she said.

Clare said if Australia returns to “normal” without hearing the voices of women, it cannot claim to have managed the pandemic successfully.

“Women are present in the violence in the home, present in the JobKeeper queue, present as an underemployed worker, present as a stood down JobKeeper recipient; present on the front line in hospitals, schools and childcare centres; present as the primary carer of children and parents; and, present among the most vulnerable in this pandemic” Clare said.

“Without hearing the voices of these women, we will not be successful in managing this pandemic and we will not have addressed vital issues of economic injustice, the caring gap, retirement poverty and gendered violence,’” she said.

ECONOMIC INSECURITY

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The COVID-19 pandemic has reinforced that flexible working arrangements are more important than ever.

Under the National Employment Standards (NES) certain employees have the right to request flexible working arrangements.

Full-time school officers and teachers can request a change in their usual working arrangements from their employer if they require flexibility because they:

• Are a parent or are responsible for the care of a child;
• Are a carer;
• Have a disability;
• Are aged 55 or older;
• Are experiencing domestic violence; or
• Are providing care or support to a family member who is experiencing domestic violence.

One of the preferred flexible working arrangements for teachers and school officers is job sharing. When two employees are added to a position, the duties, responsibilities, pay and other benefits of one full-time position are shared between two employees. This means the duties, responsibilities, pay and other benefits of one full-time position are shared between two employees.

Applying for job share

Employees must have completed a minimum of 12 months of continuous service with an employer before being eligible to apply for a flexible working arrangement like job sharing.

An application for job share must be sent in writing to the employer and outline all the relevant information, including addressing relevant parts of their employer’s job share policy.

If a job share proposal is rejected, applicants should be allowed the opportunity to constructively respond to the employer’s refusal, addressing any concerns and demonstrating they are willing to negotiate.

Your Rights at Work

Benefits for employees

Job share is often a popular option for new parents or those transitioning back to work or employees who are approaching retirement, as it provides them with the opportunity to achieve a better work/life balance.

IEUA-QNT member Amy Hughes, who teaches Prep at St Joseph’s Primary School in Bracken Ridge, said the benefits of job sharing were plentiful.

“Primarily, I choose to work a reduced load because I have three young children,” Amy said.

“My job share partner, Chantelle, also has a young child, so job sharing allows us to continue in a career we are passionate about, whilst allowing time to be at home with our families,” she said.

Another positive about job sharing is the ability for employees to keep up-to-date with changes and new initiatives emerging in the education sector.

“When I return to full-time hours in a few years, I will be confident that I am across all the necessary skills and understanding involved in teaching now, such as the Nationally Consistent Collection of Data (NCCD),” Amy said.

Amy said she has been fortunate to work with some amazing job share partners and having Chantelle as her current partner was advantageous when planning and sharing ideas.

“We collaborate on all aspects of the class like planning for the differentiation of the curriculum, reporting and supporting students with extra needs,” Amy said.

“Both of us have different strengths, so often she’ll have great ideas about teaching the curriculum or catering for a need I haven’t thought of and vice versa.

“We learn a lot for each other,” she said.

Challenges of job share

A high level of trust and open communication is vital to a successful job share arrangement, as Amy can attest.

“For me, the challenges have been few, although the one thing I do sometimes struggle with is the feeling you are playing catch up,” Amy said.

“So much happens in a day in a school, and so for the two days that I am not in the classroom, things can change quite rapidly.

“Fortunately, my partner and I communicate well and we take the time to make sure the other person is aware of any changes or issues when we have our handover conversation.”

“We also work with an incredible team of teachers and school officers in our year level who ensure everyone is kept in the loop,” she said.

Benefits of job share

Amy believes more workplaces should be open to the idea of implementing flexible working arrangements, including job share.

“There are many benefits for the employer too, because as an employee, I feel valued that my principal is so supportive of staff members engaging in job share arrangements,” Amy said.

“Feeling valued in the workplace increases productivity and boosts workplace morale,” she said.

Employers who offer flexible working arrangements are regarded as an employer of choice, which helps to recruit and retain talented employees and reduces the cost of replacing staff who leave.

Flexible working arrangements mean staff are more likely to return from parental leave and issues like workplace absenteeism or stress are reduced.

Value of union

Amy recognises the importance of the union movement, which has long fought to improve working conditions by advocating for flexible working arrangements.

“Throughout the pandemic, we all faced the challenge of continuing to do our jobs and care for our students while also managing our own personal risk,” she said.

“During that time when many teachers felt like they were not being considered, our union advocated for our wellbeing.

“During less urgent times, concerns such as work intensification and hours of duty can be difficult issues to navigate.

“Having guidance and support from our union is vital to ensuring teachers and school officers have a voice,” Amy said.

Assistance when you need it

One of the many benefits of union membership is access to expert industrial advice and assistance.

All members can find out more about the job share provisions applicable in their school or sector by contacting our Member Services Team on FREECALL 1800 177 937 or emailing industrial@qieu.asn.au.

COVID-19 Resource Hub

- Industrial advice
- Fact sheets
- Professional resources
- WH&S guidelines

Access now @ www.qieu.asn.au/COVID19
“Justice” on tap

An innocent ‘tap’ to the arm of a student from a teacher demonstrating proper behaviour to a class saw a union member defending criminal charges of assault, writes Holding Redlich partner Rachel Drew.

Increasingly teachers are being charged by police under pressure from angry parents, for minor physical assaults. While there is often no rhyme or reason to such allegations, IEUA-QNT’s legal service can be trusted to fund your defence in matters like this.

Case shows risk to teachers

In the case in question, the teacher demonstrated how students in a noisy classroom environment should indicate to others that the teacher wanted their attention.

The member stood a student in front of a class saw a union member photographing the incident on his upper arm for evidence.

Numerous court appearances, bail conditions and media attention followed. Throughout the court proceedings, union-funded lawyers made submissions to police prosecutors requesting the matter proceed to Justice Mediation.

Police rejected these submissions as the parents would not agree, claiming ‘justice’ to the full extent of the law must be served.

The matter took nine months to get to court where no conviction was recorded. Sadly, once the ball gets rolling on criminal proceedings, suspended registrations and potential bars to employment can follow.

Union membership saved thousands of dollars

Had this member not had the benefit of union legal assistance they would have been forced to spend tens of thousands of dollars to deal with the criminal charges and get back into the classroom.

In our increasingly litigious society, any physical contact (or bodily act, gesture or threats) to apply force of any kind by a teacher to a student can subject those concerned to criminal and disciplinary proceedings, which are stressful and prolonged.

Suspension of a teacher’s registration or Blue/Ochre Card can follow.

Union support during the course of the proceedings was instrumental in achieving a favourable outcome in the circumstances, albeit a very stressful situation for the teacher concerned.

Members are advised to remain silent if contacted by police (apart from providing their name and address when required to do so) and immediately contact IEUA-QNT’s expert Industrial Services Team via FREECALL 1800 177 937 or email industrial@ieu.asn.au

Our members in more than 1,500 non-government schools and workplaces across Queensland and the Northern Territory rely on both the support of their colleagues and the specialised expertise of IEU officers and staff to get the workplace support they need. Assistant Secretary Rebecca Sisson explains why this support is more important than ever.

Being a member of a union is more than just a phone number you can call in times of trouble.

Unionism is about the capacity of workers to come together and work collectively to achieve improvements to their employment.

For many members of the IEU, their organiser is their primary point of contact with our union.

This is not surprising.

In the last 12 months alone IEU organisers made more than 1,700 visits to schools, colleges and early childhood education sites throughout Queensland and the Northern Territory.

Workplace visits from organisers provide an essential touchpoint for members to seek advice, ask questions and remain up-to-date on the key issues impacting their lives and the lives of their colleagues.

With the help of their organiser, members can identify the problems at hand, develop plans, and achieve solutions.

Power of the collective

Digital technologies to help bridge the myriad of complex issues facing our members.

With the help of their organiser, members can identify the problems at hand, develop plans, and achieve solutions.

Digital technologies to help bridge the challenges of time and space that come with representing members in Australia’s largest territory and most decentralised state improve every day.

However, we can never replace the ability of face-to-face contact between members and their organisers to resolve the myriad of complex issues facing our members.

As well as organisers, IEU members enjoy support from our union’s professional and specialised team of industrial officers who know the non-government education sector inside and out.

So much so, our union’s industrial team secured more than $2.2 million in unpaid wages and entitlements for members over the last twelve months.

In addition to assistance and support from our union’s organising and industrial teams, the IEU membership team ensures members receive timely assistance with their questions and inquiries.

Our communications team keeps our members informed and educated about the professional and industrial issues relevant to them.

Our training and development programs provide vital professional knowledge for members.

You may also be one of the hundreds of members our Outbound Call Centre has spoken with every week regarding their membership, campaigns, and upcoming events.

Responding to the challenges of COVID-19

During the COVID-19 crisis members have experienced dramatic and ever-evolving changes in their workplaces.

These changes have asked much of our members throughout this time.

Our union has also had to change and adapt to ensure we can continue to support our members.

Although organisers have been unable to visit workplaces in person, they continue to provide support via a range of remote and digital platforms.

Our industrial, membership, communication and call centre teams have continued to function at full capacity, providing advice, support, information and one-on-one contact with our members during uncertain times.

Our training and development programs have continued in an online space, providing our regional and remote members with additional opportunities to access training. The move towards a more digital space is one that will stay with our union long after the COVID-19 pandemic has passed.

This year we will be launching a new website for IEU members.

The new site will offer much more information for members, with access in a timely and efficient manner.

Along with the latest IEU publications, you will be able to access the latest communications relevant to your role and your sector, book upcoming events and manage your membership – all in one place.

More information on the new IEU website and other significant member enhancements will be provided in the coming months.

Image: IEUA-QNT Organisers who together conducted 1,700 workplace visits in the 12 months before the COVID-19 crisis.
Queensland Independent Education Union of Employees

The Queensland Industrial Registrar has issued a Decision, pursuant to the Industrial Relations Act 2016, that the Electoral Commission of Queensland conduct the Quadrennial Election of Branch Executive, Council, Trustees and Executive within the Queensland Independent Education Union of Employees.

ELECTION NOTICES

Queensland Independent Education Union of Employees

Commission of Queensland conduct the Quadrennial Election of Branch Executive, Council, Trustees and Executive within the Queensland Independent Education Union of Employees.

ELECTION NOTICES

Queensland Independent Education Union of Employees

Nominations close at 5:00pm on Friday, 31 July 2020

Nominations

Nominations open at 9:00am on Friday, 10 July 2020. All nominations must reach the Electoral Commission of Queensland (ECQ) no later than 5:00pm on Friday, 31 July 2020. A nomination form is printed with this notice. Additional forms can be obtained either from the Union or the Electoral Commission of Queensland. They may also be found on the Commission’s website; www.ecq.qld.gov.au.

To be eligible to nominate, candidates must be financial members of the Union for at least twelve (12) months immediately preceding the closing date of nominations.

Nominations for General Member of Council and Trustee shall be signed by two (2) financial members of the Union and by the candidate.

Nominations for Branch positions shall be signed by two (2) financial members of the relevant Branch and by the candidate who shall also be a member of the relevant Branch.

Nominations may be received by hand delivery, post, fax or email that includes the signatures of the nominees and nominators. Nominees should ensure that their nomination is received by the Commission and can be clearly read.

Candidate Statements

Candidates may lodge a statement (on a single A4 sheet of plain paper) supporting their election to the position sought. These statements are included with eligible voters’ ballot material. Statements must be received by the Commission no later than the close of nominations.

Ballot

If necessary, the ECQ will take a secret postal ballot of eligible members commencing at 9:00am on Tuesday, 1 September 2020 and closing at midday Wednesday, 30 September 2020. To be eligible to vote, members must be a financial member forty (40) days before the date nominations open.

The positions of General Member of Council and Trustee are to be elected by eligible members of the Union. Branch positions are to be elected by eligible members of the relevant Branch. Members should advise the Union of any change relating to their membership details.

The Roll of Voters is prepared at the close of nominations. Ballots are decided by a first-past-the-post system of voting.

Note: Executive positions are elected from the members of Council. Nominations for those positions will open after the election.

Nominations for Branch positions shall open after the election, for the positions listed above, has been finalised.

We the undersigned financial members of the Queensland Independent Education Union of Employees, from ________________________________ Branch, hereby nominate:

<table>
<thead>
<tr>
<th>Office</th>
<th>No. of Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Member of Council</td>
<td>14</td>
</tr>
<tr>
<td>Branch Representative Member of Council</td>
<td>1*</td>
</tr>
<tr>
<td>Branch Network Co-ordinator</td>
<td>1*</td>
</tr>
<tr>
<td>Branch Organising/Campaigning Co-ordinator</td>
<td>1*</td>
</tr>
<tr>
<td>Trustee</td>
<td>3</td>
</tr>
</tbody>
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*from each of the following Branches:

Bayside, Central Queensland, Darling Downs, Early Childhood, Far North Queensland, Gold Coast, Logan, Mackay Metropolitan, Moreton, North Metropolitan, North Queensland, Principals, Sunshine Coast, Wide Bay

Nominations close at 5:00pm on Friday, 31 July 2020

Candidate Statements

And I, ________________________________ a financial member of the Queensland Independent Education Union of Employees from ________________________________ Branch, do hereby agree to be nominated and to act if elected.

Consent to Nomination (Candidate to complete)

Address

Phone (mobile)

Email

Signature ________________________________ Date __________________

ELECTORAL COMMISSION of QUEENSLAND

Level 20, 1 Eagle Street, Brisbane, QLD 4000 | GPO Box 1393 BRISBANE QLD 4001
Telephone: (07) 3035 8065 or 1300 881 665 | Facsimile: (07) 3036 5776
Email: industrial@ecq.qld.gov.au | Website: www.ecq.qld.gov.au

Queensland Independent Education Union of Employees

Nominations close at 5:00pm on Friday, 31 July 2020

ELECTION NOTICES

ELECTION NOTICES
Chapter effectiveness

Effective union Chapters are informed, engaged and strong with a functioning Chapter Executive, writes Assistant Secretary/Treasurer Paul Giles.

This year many of us will be involved in negotiating or implementing collective agreements as various sectors and single sites continue to bargain and/or implement replacement agreements.

As well, we will be involved in industrial issues that affect us all as members of the education community in our state or territory specifically, and across Australia more generally.

There will be times when we need to be supported by, or to support, our colleagues as individual member issues occur in our workplace.

Stronger together

A strong union presence will ensure that in collective negotiations our achieved working conditions are maintained and enhanced; members involved in individual disputes are supported, and issues are responded to with articulate, sensible and rational action.

To be strong and effective as union, we need:
- a Chapter that has a structure;
- an educated membership;
- a membership that identifies as a collective; and
- a membership that has high density levels.

A Chapter or Staff Representative is the most basic and important element each Chapter needs.

The Chapter Representative:
- acts as the point of contact for the Chapter and relevant IEU organiser(s);
- distributes information to other Chapter members and new staff;
- issues notices of organiser visits; and
- handles minor queries from members.

Education is key

We need to be educated so that we are able to respond to initiatives and challenges that impact upon us from outside our place of employment and to be able to address issues that arise within our workplaces.

We need to be aware of agreements and entitlements and know where and how to find out about the application of industrial instruments, such as collective agreements and modern awards.

Educated members are able to understand and effectively respond to conditions and situations that impact upon them and our profession. They are prepared to become involved with their colleagues in evaluating and responding to issues and they know their rights and responsibilities. They also have the skills and structures to evaluate and respond as a collective.

Collectively we achieve more

A further characteristic of an effective union is the sense of collective. Union is about the collective. It is about amalgamation, consolidation and cooperative spirit.

Union is based on the belief that more (and much) can be achieved by many working together and supporting each other, rather than by an individual’s lone attempt.

As members, we are part of something bigger through our union membership.

We are members of an international movement that involves many different groups, professions and occupations.

Strength in numbers

An important attribute of an effective union is high member density.

Our union continues to grow and we will need to continue this growth to meet the challenges the remainder of 2020 will bring.

We are a union that brings together the diversity of employees in the non-government sector and that bringing together of diversity enriches and sustains our endeavours.

We need to continue to do this so that our collective maintains its influence with employers and governments and its credibility with professional and industrial bodies.

We can be active in the development of an effective union presence by encouraging all eligible employees in our workplace to join our union.

We can be engaged in building a sense of union, by being involved in workplace, cross-workplace and cross-sector campaigns and events.

Where and when we are structured, informed, engaged and strong, we will have success.

As we move cautiously back to ‘normal’, it’s important that we all work together to create a strong, positive future. Super funds like NGS Super are part of that rebuilding process, investing in things that create jobs and keep businesses going.

Of course, our key focus is helping you towards the retirement you deserve. You’ve been a crucial part of keeping Australia functioning through these challenging times and you may be wondering what lies ahead. We’re here to help you with the information you may need, whether it’s about your investment options, insurance or retirement planning.

Visit ngssuper.com.au. And to find out more about how we can help you make informed choices now and into the future, please call 1300 133 177 or visit ngssuper.com.au/advice
Our members get:

- Fantastic value, high quality health cover
- Exclusive discounts on the brands YOU love with our Wellbeing Benefits
- Majority of premiums returned in the form of benefits and services*
- First class customer service
- Allied Health services at our Fortitude Valley Health Hub
- A wide network of dental and optical preferred providers
- Freedom to choose any Australian extras provider

Even if you are happy with your current fund or don’t think you need health cover, it can’t hurt to check TUH out.

Join the health fund with more today.
If you are a TUH member already why not recommend us to a friend and get a $100 eGift Card when they join.^

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*Sources: Ipsos Healthcare & Insurance Australia survey 2019 and 2018 State of the Health Funds Report
^T&Cs apply

Our members say

So much more than just a great health fund.*