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WALK TOGETHER WITH COURAGE
To foster positive race relations, the relationship between Aboriginal and Torres Strait Islander peoples and the broader community must be grounded in truth. Whether you’re engaging in challenging conversations or unlearning and relearning what you know, this journey requires all of us to walk together with courage.

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Empowering our members at school level

Front cover: With the federal election imminent, IEUA-QNT members will soon have the opportunity to ensure we Change The Rules by voting to change the government
A Vote for Fairness

This edition rightly focuses on the Change The Rules agenda against the backdrop of the imminent federal election.

Quite simply, we must change the rules and if this means changing the government then that is what is necessary.

Thus far only the ALP, the Greens and the Katter Australia Party have agreed to support the Change The Rules agenda and bring positive change to our industrial laws.

In considering their vote, union members may well ask what impact do the current laws have on their lives and fundamentally why the industrial laws need to change.

The issue is essentially one of fairness.

It is not fair that hard won conditions negotiated over the years can be put at risk by an employer merely applying to terminate the collective agreement, and thence employees being reverted to the much inferior Award system.

Nor is it fair that casual and fixed term employment can be normalised without any restrictions being placed on the employer.

School officers, but teachers too, know what that means in practice with endless short-term contracts and little financial security.

Any decent-minded Australian would also question the fairness of restricted wage growth in an industrial system where wage competition is manifest in pressure to push wages lower rather than wage competition.

Union members may also wonder about the plethora of painstakingly technical, almost tedious, steps necessary to actually have their union representatives on site to talk to them.

While any members contemplating exercising a fundamental right to have a voice and take industrial action know how long-winded that process can be.

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It is not fair that hard won conditions negotiated over the years can be put at risk by an employer merely applying to terminate the collective agreement, and thence employees being reverted to the much inferior Award system.

Fairness is visibly absent when, after all those processes to have authorised action, employers can then attempt to frustrate employees seeking to take that action.

Legal action to attempt to define what constitutes a ‘staff meeting’ by the major employer in our sector is perhaps the most bizarre of such efforts to frustrate member action.

Australians understand ‘fairness’ – and they understand when it is being ignored, avoided and disregarded.

This election is an opportunity for each one of us to assert, in our vote, a claim on fairness in the workplace and the laws which underpin our work conditions.

I encourage you to vote for ‘fairness’ when you cast your ballot in the election.

Terry Burke
Branch Secretary

Economists and labour market analysts have called for intervention to deal with low wage growth.

The Governor of the Reserve Bank has advocated for significant wage increases for lower paid workers as we hear that bosses’ wages are increasing to record highs and shareholder profits continue to rise.

The call to change the rules has never been louder and clearer.

It is fundamentally clear that the industrial relation rules are skewed in favour of employers and against working people.

Rules that prohibit, restrict and delay union members from acting collectively to improve their conditions.

Rules that do not require employers to bargain and allow them to stall and procrastinate while their staff miss out on their fair share of a living wage.

The current rules are clearly a significant contributor to low wage growth.

We have seen it recently within our own sector with employers behaving badly simply because our current industrial laws allow them to.

Some employers have attempted to strip back conditions.

Others have used negotiating as a multi-employer to ensure protected action is prohibited.

Even our largest employer, the Queensland Catholic sector, stalled and delayed on significant issues in the last round of bargaining – going so far as to challenge what type of industrial action could occur.

We require rules that enforce collective bargaining, that enable unions to seek bargaining fees and ones that do not unduly restrict workers’ rights to take industrial action.

Industrial laws that restore the balance are needed.

Laws that provide the ability for the independent umpire to intervene in disputes and resolve them.

Laws that enable workers to share in productivity gains and not leave them vulnerable to employers intent on stripping back conditions at each set of negotiations.

The current federal government seems to be unwilling or unable to address these concerns.

It is clearly time to change this government so that we can change the rules.

Andrew Elphinstone
President

A chance to celebrate the history of our union

Labour Day, or May Day, has a long and significant history both in Australia and internationally.

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.

The Shearer’s Strike had a profound impact on the industrial path that workers travelled in the more than one hundred years that have since passed.

Labour Day stands as a testament to the industrial significance of the events of 1891 and a determination to continue to protect and advance the rights of workers.

This year, Labour Day and May Day mark a major opportunity to reflect on all we have achieved as a collective over the last 100 years since our origin as a union in 1919.

It’s our chance to celebrate the power and change that we, as a collective, make to the lives our members, our students and our communities across Queensland and the Northern Territory.

A chance to Change The Rules

This year’s Labour Day and May Day celebrations will also be an opportunity for members to highlight why we need to change The Rules agenda against the backdrop of the imminent federal election in mid-May 2019.

Collectively, we have fought for the working conditions that members have today but we cannot let Australia’s broken industrial laws be used anymore by employers’ who are intent on cutting conditions or avoiding their obligations to collectively bargain.

It’s time to Change The Rules and member will be sending this message loud and clear at our Labour Day and May Day events.

Robert McEwan
The only way to Change The Rules is to change the government

IEUA-QNT members know the rules need to change. With the federal election imminent, members will soon have the opportunity to make these critical changes a reality by voting to change the government.

Inequality is at a 70-year high in Australia.

The insidious spread of insecure work is stealing the future from us.

One set of rules for employers and one for employees.

The threat of having your hard fought working conditions stripped back to the Award.

Employers who simply refuse to bargain.

The continued wage and superannuation inequity facing women in Australia.

These are just some of the ways in which the rules are broken.

“We need to Change The Rules to stop the spread of insecure work.”

Australia has one of the highest rates of insecure work in the world.

Far too many of IEUA-QNT members are employed on either ongoing fixed-term contracts or in casual insecure work.

The impact this has on their ability to plan for both the professional and personal lives are immense – we can change this but only if we Change The Rules.

“We need to Change The Rules because bargaining is broken.”

Our right to take industrial action in pursuit of our concerns as employees is severely restricted by onerous ballot requirements and unworkable notice periods.

When it comes to the bargaining table, employers know they have more power than ever and will use this to delay and prolong negotiations as long as possible if it suits them.

We also need the right to negotiate with the real decision makers and the ability to go to the Fair Work Commission to settle lengthy disputes as the independent umpire.

“We need to Change The Rules to ensure fairness across sectors.”

Members need the freedom to bargain across a sector.

This is especially so in sectors like Early Childhood Education where hundreds of collective agreements currently exist.

Sector wide bargaining would ensure fairness and great equity for all workers in such sectors.

“We need to Change The Rules for working women.”

With women making up the majority of IEUA-QNT members, we know first hand the impacts of Australia’s broken rules and how this is leading to growing inequality.

Women are more likely to be in insecure work and do far more work raising a family or caring for others, yet on average, in Australia they earn 15% less than men and retire with 47% less superannuation.

It’s time to close the gender pay gap and we can only do so by changing the rules.

“We need to Change The Rules to stop employers using broken laws against us.”

Across Australia and in our very own sector, we have seen real examples of employers threatening to terminate collective agreements and take employees back to the bare minimum of Award conditions simply because they can.

This is one of the most insidious ways in which the rules are broken.

We need to shut the legal loophole that lets hard fought and won working conditions and wages be so easily taken from employees.

“We need to Change The Rules for future generations.”

We have a wages crisis in this country.

For many, wages are going backwards while big business posts record profits.

The current federal government has told workers to wait for pay rises to trickle down from their employers while voting eight times to cut penalty rates and ignoring rampant wage theft.

Changing the rules means restoring and protecting penalty rates, making it easier for all workers to win fair pay rises and have a living wage, and introducing big penalties for wage theft.

Learn more about why we need to Change The Rules by changing the government @ www.qieu.asn.au/changetherules
No surprises in NAPLAN Review findings

Queensland Minister for Education Grace Grace's review of controversial test reinforces concerns outlined by IEUA-QNT members.

Released in late March 2018, the Queensland government's review of NAPLAN had an "overwhelming response" from over 7500 parents and carers, 5800 teachers and principals, 3000 students and 200 education stakeholders.

Ms Grace said that while the review found NAPLAN has played a role in supporting improvements in Queensland's educational outcomes, it did confirm that there were a range of unintended consequences impacting students, teachers and schools.

"Many parents reported that testing caused their child to experience anxiety and stress, that there were a range of unintended consequences stemming from the now high-stakes nature of the testing, and that there were differing expectations about the purpose of NAPLAN," she said.

"Educators expressed concern at the growing amount of time and pressure in preparing for testing; examples of teaching being tailored to NAPLAN, resulting in a narrowing of the curriculum, and that NAPLAN data was being misinterpreted as the sole indicator of a school's performance."

The review also found:

• Parents place greater value in teachers' reports about a child’s progress in classroom assessments;
• Some schools appear to be spending too much time preparing for NAPLAN;
• The media creates a high-stakes environment in relation to NAPLAN;
• There is little communication between schools and parents in relation to NAPLAN;
• It is not clear to parents what NAPLAN tests are or what the results are used for;
• Stakeholders believed NAPLAN has served its purpose but it is time for accountability assessment in Australia to evolve, and
• NAPLAN may be having a negative impact on the quality of teaching and learning over time.

Professional judgements matter

IEUA-QNT Branch Secretary Terry Burke said that the review findings will be unsurprising to our members.

"Our union knows that the professional judgement of teachers far outweighs the outcomes of a national test," Mr Burke said.

"NAPLAN is essentially a political tool that is out-of-touch and out-of-date with the needs of teachers and students."

Still no national review in sight

Any significant changes to NAPLAN requires approval from Education Ministers across Australia.

As Queensland's Minister, Grace Grace said she will continue to call for a comprehensive national review of NAPLAN.

"While the Morrison Government will not support a national review of NAPLAN, Federal Labor has committed to a comprehensive review if successful at the coming election, and I welcome this commitment."

Teacher practicum payment stuck in past

When the payment rate was set for Queensland teachers supervising practicum students, Paul Keating was Prime Minister, Microsoft was releasing Windows 3.1 and the Cold War had only recently ended.

Yet in today’s classrooms, teachers still receive the same $12.45 per day to support and mentor the next generation of teachers that they were first paid in 1992.

Only those in Queensland Catholic primary schools fare slightly better, being paid marginally more under a deal struck in 1996.

Across the board, Queensland rates lag behind those paid to supervising teachers in New South Wales who receive $31.50 per day, with increases to the payment scheduled in 2020 and 2021.

Despite this unacceptable situation, universities are refusing to meet with our union and the Queensland Teachers' Union (QUTU) to negotiate a new payment rate.

After receiving a meeting invitation last year, universities replied through their peak body, the Australian Higher Education Industrial Association (AHEIA) to decline.

IEUA-QNT Branch Secretary Terry Burke said the refusal of universities to meet was particularly objectionable given they receive federal funding specifically for the purpose of remunerating supervising teachers.

"Universities currently receive $310 per annum per student in recognition of the cost of teaching practicum – a rate that is indexed annually by approximately 2%," Mr Burke said.

Mr Burke said the practicum teacher supervision arrangements in schools fundamentally rely on the good will of teaching staff.

"No member takes on the role of supervisor for the money itself," he said.

"It is offensive and disrespectful for universities not only to refuse to increase the amounts they can well afford but to refuse to meet at all.”

Mr Burke said IEUA-QNT members were now meeting to consider the implications of the continued freeze on the members and their schools.

"As a union we will make another approach to the universities to commence negotiations,” he said.

"However, if the universities continue to refuse to negotiate then members will have little choice but to question their continued involvement in supervision of the practicum.”

Mr Burke said IEUA-QNT Chapters in schools are considering practical action in response to this issue ahead of the next significant period of practicum in their schools.

"Universities must acknowledge and remunerate the contribution teachers make to students’ education by enhancing practicum payment to an appropriate and contemporary rate.”
How valued is your leadership role?

Longstanding deficiencies with middle and senior leader arrangements will be a priority to resolve in the current Queensland Catholic school negotiations, as Assistant Secretary Brad Hayes reports.

This is just one of many messages received from middle and senior leaders during the recent collective bargaining consultation process in Queensland Catholic schools.

Time is up and the employers need to urgently answer our simple questions:

1. When will we have salaries that recognise the extraordinary contribution of middle and senior leaders in our schools?
2. Will the employers reaffirm their commitment to match the middle leader salary levels in state schools that look set to increase?
3. How are our school leaders expected to deal with work demands that are out of control and well in excess of allocated release time?

The current collective negotiations are our chance to finally get some answers and make a real difference for middle and senior leaders.

If the employers can’t answer, we will Middle and senior leaders have waited long enough for their issues to be taken seriously by employers.

Members have identified and endorsed commonsense solutions to ensure that leadership positions remain viable and attractive career options:
- Middle leader salary levels must be increased
- Senior leader career structures and pay steps must be enhanced
- Unpaid and unregulated primary leadership roles must be formalised
- Valuable leadership release time must be protected and replaced
- Substantive salaries are needed for all senior leaders regardless of school size
- Full details of our plan for updated leadership structures are available at www.qieu.asn.au/campaign-updates

Are our middle and senior leaders ready to win?

We know that winning real enhancements for leadership positions will be hard work.

We need all middle and senior leader members to play an active role in our campaign to support the negotiations.

Talk to your member and non-member colleagues about our plan to address these issues.

Invite non-members to join our union and our campaign.

Unprecedented level of member feedback

Mr Burke said members were to be applauded for the unprecedented level of member feedback and advice compiled in preparation for bargaining.

“The consultation process in 2018 was the largest response to occur ahead of bargaining in our union’s history.

“It demonstrates the power in collective action and the strength of our union and ensures that we are ready to negotiate on the issues that matter most to members,” he said.

The Queensland Catholic log of claims was endorsed by members in late 2018, and our union provided this to employers five months earlier than previous negotiations.

Members set for Queensland Catholic negotiations to start in May

IEUA-QNT members are ready and prepared for collective bargaining to begin on Wednesday, 1 May for new Queensland Catholic schools agreements.

IEUA-QNT Branch Secretary Terry Burke said Single Bargaining Unit (SBU) negotiation meetings had now been confirmed with the employer representatives and would occur once a fortnight beginning in Term 2.

Mr Burke said while extensive consultation with members had led to a clear and detailed log of claims being provided to the employer representatives in November 2018, our union was still waiting for the employer log of claims at the time of publication of this edition of the Independent Voice.

“IEUA-QNT members are ready to bargain, we hope the employers are ready as well and that we receive their log of claims prior to the first SBU meeting,” Mr Burke said.

The first SBU meeting will be used to discuss each log of claims for clarity and understanding rather to negotiate.

Negotiations will proceed in the following meetings:

Unprecedented level of member feedback

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Stage 3 – (August) Term 3 2018:
23 Area Meetings were held across Queensland for members to come together to prepare for collective bargaining and develop our plan to tackle critical workplace issues.

Stage 4 – Term 4 2018: Members endorsed the Queensland Catholic log of claims which targets insecure work as a key issue of concern. This was sent to the employers well ahead of time to provide for timely and efficient negotiations.

For all the latest information on the latest round of Queensland Catholic school collective bargaining, go to www.qieu.asn.au/cob9

SBU meeting dates:
Wednesday, 1 May
Tuesday, 14 May
Tuesday, 28 May
Tuesday, 11 June
Wednesday, 26 June
Tuesday, 16 July
Tuesday, 30 July

Why does Cath Ed continue to ignore their dedicated leadership in our schools? We are being taken advantage of and our work completely undervalued. Something has to change.”

Middle Leader IEU member, Townsville

Middle and Senior Leaders

Collective Bargaining

“Why does Cath Ed continue to ignore their dedicated leadership in our schools? We are being taken advantage of and our work completely undervalued. Something has to change.”

Middle Leader IEU member, Townsville
Members in action

IEUA-QNT members are very active across the Northern Territory as IEUA-QNT Assistant Secretary Rebecca Sisson reports.

Bargaining to commence at Essington, Nyangatjatjara College and Yipirinya

Single site bargaining will shortly commence in multiple schools throughout the territory with their various agreements expiring in 2019.

Members in each of these workplaces have now entered the formal consultation process to identify issues of concern to form the employee log of claims.

As part of this process, members will be asked to complete a survey and all members are encouraged to provide their feedback.

Haileybury Rendall

As reported earlier this year, members at Haileybury Rendall have voted down an employer forced ballot for an employer agreement that would have seen a reduction in existing conditions.

The employer is also attempting to deny back pay in an effort to force employees to accept a substandard agreement.

Our union is continuing efforts to progress the negotiations with this employer, who remains steadfast in their position on the outstanding matters.

Ochre Cards

The media has been reporting the delay in processing Ochre cards – which in the absence of this approval, means employees are unable to engage with students.

Information to date would suggest that this issue is more widespread in the government sector, however, there have been some cases identified within non-government schools.

Steps have been taken to resolve the issue as soon as possible.

Christian Schools Agreement

Negotiations continue for a Christian Schools House Parents replacement agreement despite the employer initially resisting attempts to engage in negotiations.

However, the threat of a majority support determination in the Fair Work Commission promoted the employer to schedule the first meeting in February where members tabled their Log of Claims and draft clauses.

Catholic Schools Agreement

At the time of print, the endorsed Northern Territory Catholic Schools Agreement was yet to be approved by the Fair Work Commission and therefore yet to become fully operational.

As part of the negotiations, a group has been established (with its first meeting in March 2019) to review School Officer classifications.

Contracts 101: What you need to look for

A letter of appointment or written contract can be complicated, but it is one of the most important documents you will receive from an employer.

This document should set out an employee’s position, pay, employment status, hours of work and other working conditions.

It should also contain or attach a position description outlining the duties and responsibilities of their position.

It is therefore important to ensure you carefully read and check a number of points to ensure it includes the necessary details.

Things to double-check

An employee needs to understand and be comfortable with accepting the terms in their contract before commencing employment or beginning a new position.

Double check that the following aspects are clear and correct:

• The contract is addressed, dated and signed by the employer correctly;
• Commencement date for the employment (or the specific position);
• Details of any probationary period;
• Position title and location;
• Classification and rate of pay;
• Employment status (e.g., full-time or part-time) and tenure (e.g., casual, fixed-term or ongoing) of the position;
• Hours of work;
• Details of any relevant industrial instruments;
• Details of any relevant policies and procedures;
• Details of leave entitlements;
• Details regarding superannuation;
• A position description or duty statement;
• Details of termination provisions; and
• Details of confidentiality and intellectual property.

Our union can check these documents for members to ensure that the details are consistent with the employees understanding and any relevant industrial legislation and instruments.

Fixed-term contracts

School officers need to be particularly mindful of fixed-term contracts.

Fixed-term contracts should only be used where a short-term identifiable need exists.

However, some employers have been known to misuse fixed-term contracts to undervalue the rights of workers.

Fixed-term contracts are problematic due to the job insecurity it gives employees.

For example, the contract can stipulate early termination if it is to replace someone on family leave who opts to come back early.

Likewise, fixed-term contracts should never be used as a probationary period.

Many of the collective agreements negotiated by our union contain provisions which limit the use of fixed-term contracts and/or provide mechanisms for some fixed-term contract employees to request to be converted to continuing status.

Generally, acceptable reasons for the use of a fixed-term contract include:

• Replacing a specified employee who is on leave;
• Providing release time for senior administrative staff in school for a designated length of time;
• To undertake a special project; or
• To fill a position facilitated by short-term funding.

If you believe there are problems with your contract contact our union immediately on FREECALL 1800 177 938.

To fill a position facilitated by short-term funding.

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**Time’s Up: Urgent action needed to end sexual harassment in Australian workplaces**

A landmark survey by the Australian Council of Trade Unions (ACTU) has revealed the prevalence of sexual harassment in Australian workplaces with two in three women and one in three men affected.

Following responses from nearly 10,000 workers, the ACTU revealed more than 60% of respondents had witnessed sexual harassment in their workplace – of which 65% did not make a formal complaint and 41% did not tell anybody at all about the behaviour.

ACTU President Michele O’Neil said everyone should be able to go to work without being subjected to discrimination, harassment or violence.

“For many people – mainly women – this is not the reality. These survey results show that sexual harassment remains a persistent and widespread problem in Australian workplaces, which means our current laws are failing to protect Australian workers,” Ms O’Neil said.

“Complaint processes are too complex and costly. Many do not complain at all for fear of victimisation or lack of faith in the process,” Ms O’Neil said.

The survey found that the main reason those who had experienced sexual harassment did not make a formal complaint was that they feared negative repercussions.

**Our workplace laws have failed to protect workers**

Australia’s current framework fails to effectively ensure employers create harassment free workplaces.

Instead, our laws burden the individual to address sexual harassment.

IEUA Federal Assistant Secretary Christine Cooper said there is no meaningful requirement on employers to implement effective, proactive measures to prevent sexual harassment in the workplace.

“There is no enforcement nor compliance mechanism to ensure the prevention of sexual harassment in the workplace,” Ms Cooper said.

“Sexual harassment is a complex issue arising from a range of behaviours and risks that cannot be addressed in isolation.

It is a consequence of power imbalance and therefore inherently implicates the wider issue of gender equality in the workplace.

Ms Cooper said that sexual harassment is a workplace issue and substantial reforms are needed to seriously address the conditions which allow sexual harassment to occur.

“The International Labour Organisation (ILO) has called for an integrated approach to address sexual harassment in the workplace,” Ms Cooper said.

“Such an approach should involve stronger anti-discrimination laws, improvements to industrial and workplace health and safety laws and practice, as well as non-regulatory measures such as education campaigns.”

It is crucial that regulatory responses acknowledge that sexual harassment is:

- A form of sex discrimination;
- A type of gender-based violence;
- A symptom of gender inequality at work; and
- A psychological health and safety risk.

**An integrated approach is needed**

**Campaign to end sexual harassment at work**

Workers who are sexually harassed need access to fair, effective and efficient complaints mechanisms.

Workers need the power to act collectively through their unions to create safe and healthy work environments.

This can only be achieved through collective action campaigning.

**Tom’s up**

Our member’s showed solidarity by wearing pants to work to highlight that the same choice we have as adults is denied to some of our students.

A vast number of schools in the non-government sector across Queensland and the Northern Territory do not have the option for girls to wear pants to school.

IEUA-QNT Branch Executive member and teacher Alex Patten said it is crucial that our union supports and promotes International Women’s Day and the Girls’ Uniform Agenda, as we stand for fairness and equity.

“Tackling issues of gender inequity is part of who we are and what we stand for,” Ms Patten said.

“Our young people need to see us calling out gender inequities and championing for change, so that they grow up knowing the importance of this and why gender equality is beneficial for everyone,” Ms Patten said.

“By discussing the issues, we empower our young people to be a part of the positive change and work towards a fairer future for all.”

**The Girls’ Uniform Agenda**

Research has proven that wearing skirts or dresses may negatively affect girls’ learning outcomes and their physical ability to arrive at school.

If girls are focussing on the length of their skirts, whether anyone can see their underwear or worrying about freezing in winter, they are not focussing on learning.

It can also have a negative impact on health and physical activity levels, as skirts and dresses severely inhibit girls’ ability to participate in active play and sport.

Physical activity should be encouraged to improve long term health.

For more information about the Girls’ Uniform Agenda and ways to change your school rules, visit [http://girlsuniformagenda.org](http://girlsuniformagenda.org).

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**Members take action on girls uniform agenda**

On Friday 8 March our union celebrated International Women’s Day by supporting the Girls’ Uniform Agenda, advocating for the choice of shorts and pants for all girls at all schools.

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Principals under pressure as employers fail to act

The latest Australian Principal Occupational Health, Safety and Wellbeing survey found the two key stressors for principals were workload pressures and a lack of time to focus on teaching and learning.

Long-term findings of the annual survey also identified threats of violence as a significant concern, with the number of principals experiencing such threats rising from 28% in 2011 to 45% in 2018.

IEUA-QNT Branch Secretary Terry Burke said the survey findings were reflective of a need to restructure the nature of school leadership and free principals from their administrative workload.

“Workload intensification has long been identified as an issue in teaching and learning, and that new models of leadership must now be explored. Fundamentally, employers have not seized the opportunity to restructure principal roles, particularly in terms of administrative burden, which is diverting principals from their key focus on teaching and learning.” Mr Burke said.

Mr Burke said the threats of violence were particularly harmful to wellbeing, given nearly half of Australian principals are currently exposed to these threats.

“It is unacceptable for any employee to be physically attacked or threatened while carrying out their duties,” Mr Burke said.

While it is not always possible to control the source of threats and intimidation, employers must develop systems that protect employees from physical attacks and put in place adequate support mechanisms to manage threats when they occur.”

Mr Burke said it was well-established that the role of principal comes with a level of workplace pressure and stress but that this did not abrogate employers of their responsibility to employees.

The shocking findings of this latest survey are sadly consistent with those reported in recent years.

“Employers have a significant response to make, clearly they can and should be doing more to support principals in dealing with the unique challenges of their role.”

“Without adequate employer intervention, principals will continue to suffer and, as a result, so too will our broader school communities.”

Employer attempt to terminate agreement thwarted

Kuranda Kindergarten’s attempt to terminate employees’ collective agreement has been withdrawn in the Fair Work Commission following action from our union.

Termination of the collective agreement would have significantly reduced employees’ working conditions.

The Teacher/Director would have faced a pay cut of more than $20,000. Staff would have been forced to rely on the Modern National Award for their industrially enforceable minimum employment conditions.

This was the first attempt by any employer in our sector to reduce conditions through terminating an Agreement.

Following opposition from our union, the kindergarten formally withdrew its application to terminate the Agreement and has instead agreed to enter into the ‘New Approaches’ interest-based bargaining process through the Fair Work Commission (FWC).

Under New Approaches, an FWC Commissioner works with both parties to promote cooperation and resolve issues through interest-based problem-solving.

IEUA-QNT Senior Industrial Officer John Spriggs said the removal of the threat to terminate the collective agreement was welcomed by staff.

“Members at Kuranda Kindy are pleased that the employer has moved away from this tactic and welcomes collaboration through the New Approaches structure,” Mr Spriggs said.

“Employees shouldn’t have to face termination of their collective agreements.”

“It’s a failing of broken industrial legislation that enables employers to easily pursue such action,” he said.

Mr Spriggs said Kuranda Kindy staff were far from alone in facing attacks on their hard-fought working conditions.

“We have seen across various sectors and workplaces how employers have used the broken legislation to their advantage, to supress wage growth and abolish existing conditions.”

Federal government fails again on funding

The current Federal Government’s budget announcement that it will only fund free access to kindergarten for just one more year yet again falls far short of the permanent, ongoing funding required for the future of the sector and its students.

IEUA-QNT Branch Secretary said members in the early childhood education sector would welcome the Australian Labor Party’s ALP’s $175 billion funding commitment to the sector in order to provide both three and four-year-olds access to kindergarten.

“Members want certainty for their sector and their students, not a drip-feed approach to funding,” Mr Burke said.

“On this issue, they can now make a clear choice at the federal election to vote for the kind of future they want for their sector,” he said.
VET sector draws short straw once again

IEUA-QNT members who deliver vocational education in registered training organisations are instrumental in addressing future labour market changes and economic requirements, yet they are a forgotten entity within the education sector, as VET sector organiser Cherie Wills writes.

Professional recognition of Vocational Education and Training (VET) practitioners is a necessity in restoring public confidence within the training sector.

Yet the vast majority of practitioners in this sector are not covered by a collective agreement and are working on the bare minimum conditions provided by the Award.

There are incredibly high levels of casualisation and job insecurity.

In comparison, TAFE Teachers in Queensland have access to a comprehensive package of VET initiatives, none of which address the central problem of the sector’s overreliance on casual employment.

What needs to change?

Ongoing support for VET practitioners needs to be one of the fundamental solutions in repairing community confidence in the sector.

Practitioners need access to conditions such as professional development leave, or payment thereof, and release time for industry experience to ensure their knowledge stays relevant in the industry they are teaching.

Registered training organisations (RTO) also need to undertake fair compliance audits with the Australian Skills Quality Authority (ASQA) to maintain quality assurance.

ACPET VET Practitioner Register

The employer body for Vocational Education in Australia, the Australian Council of Private Education and Training (ACPET), have launched the ACPET VET Practitioner Register.

The register was established for the professional recognition of VET practitioners, to provide RTOs with a trusted foundation for validating a candidate’s claim when seeking employment and to continue to raise standards in the sector.

This move could be seen as required, innovative and positive.

However, there are rising concerns from IEUA-QNT members that moving through this process requires substantial extra workload and costs, particularly in terms of maintaining accreditation.

This is time and money that practitioners simply do not have.

These concerns need to be addressed by ACPET to find a realistic balance in the accreditation process.

Member can make change

IEUA-QNT members can play a pivotal role in improving professional respect for VET Practitioners and their working conditions by encouraging colleagues to take up membership with the IEUA-QNT and ensure their voice is heard.

Our union can help members work together to develop their own collective agreement for their workplace and sector bargaining could also address the downfalls in the current Award.

What makes a great mentor?

Mentoring connections, whether formal or informal, can be some of the most important support networks for early career teachers.

Often, mentoring is conflated with induction practices.

Quality mentoring should be an ongoing means of support to guide teachers in their career development.

Researchers have defined mentoring as “an asymmetrical but collaborative relationship, which facilitates exchange and the generation of ideas and may lead to change and innovations.”

The role of a mentor is to “provide opportunities for growth and development.”

In this framework, elements of good mentoring include:

- Reserving quality time for mentors and mentees to meet.
- Creating a shared purpose for both participants.
- Providing a means of support to navigate accreditation processes and other systemic structures.
- Organising designated activities such as observing lessons, unit planning, role swapping, shared teaching or creating resources to support the mentor in developing these skills.
- Building a confidential, open, reflecting and ongoing mentoring partnership.

Mentoring is particularly important for Australian beginning teachers who face an attrition rate as high as 50% in their first five years in the profession.

How our union is supporting early career teachers

Mentoring arrangements in schools vary across the non-government sector.

Reports from members suggest that mentoring programs in some schools are more comprehensive than others.

Our union has launched a pilot mentoring program this year to help connect early career teachers with experienced teachers in our sector.

The program, which is currently available to members located in South East Queensland, supports mentor and mentee pairs to meet once per term at union facilities.

Mentors have received training on best-practice methods to support early career teachers through the varied professional issues they face.

Program Coordinator and IEUA-QNT Research Officer Adele Schmidt said the sharing of knowledge by experienced staff was foundational in a collegiate profession like teaching.

“Unfortunately, feedback from members tells us that schools do not always provide effective mentoring arrangements for beginning teachers.

“Our union’s program is not intended to replace employer-led mentoring arrangements in schools, but rather it seeks to provide quality mentoring experiences to teachers who would otherwise not have access.”

Our union will be seeking to expand the mentoring program next year following evaluation of the pilot program.

Register now for quality professional development

A range of quality professional development opportunities are available for early career teachers in the July school holidays.

BRISBANE

1 July 2019

10.00am – 12 noon

Digital Pedagogies for Learning

1:00pm – 3:00pm

Supporting Students’ Diverse Learning Needs

2 July 2019

10.00am – 3:00 pm

Kickstart Your Teaching Career in the Non-Government Sector

3 July 2019

10.00am – 12 noon

Curriculum Ready: Implementing the New Art and Science of Teaching

1:00 – 3:00 pm

Reclaiming Schools as Spaces of Hope for Students from Asylum Seeking and Refugee Backgrounds

TOOWOOMBA

3 July 2019

10.00am – 12 noon

Inclusive Education Practices (Gifted and Learning Support)

1:00 – 3:00 pm

Relationship Building Strategies for Teachers

GOLD COAST

5 July 2019

10.00am – 12 noon

Ready? It’s elevator pitch time!

1:00pm – 3:00 pm

Supporting Students’ Diverse Learning Needs

Register for any of these workshops at http://ieuaqnt.eventbrite.com/

Online PD

Access quality PD anytime, anywhere by taking advantage of your Teacher Learning Network (TLN) membership. It’s free for IEUA-QNT teacher members in their first five years!

Find out more and register for upcoming sessions at www.qieu.asn.au/tn

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What can’t my employer ask me?

“What are you using your long service leave for?”
“When are you planning to retire?”
“When are you planning to have kids?”

Being able to identify employer questions like these for what they are – discrimination, or harassment and bullying (if the behaviour is repeated) – is critical for both an employee’s professional and personal well-being.

You have the right to be treated fairly in the workplace – free from discrimination, harassment and bullying – and your employer has the responsibility to ensure this happens.

This responsibility is set out in both federal and state laws, and the Fair Work Act 2009.

What is unlawful discrimination?

Unlawful discrimination occurs when a person or group of people are treated less favourably than others because of their background or specific personal characteristics.

Federal discrimination laws protect individuals from unfair treatment on the basis of their:
- Race, including colour, national or ethnic origin or immigrant status;
- Sex, marital status, pregnancy or breast feeding;
- Age;
- Disability; or
- Sexual orientation, gender identity and intersex status.

Additionally, the Australian Human Rights Commission Act 1986 protects people from discrimination in employment based on their religion, political opinion, national extraction, nationality, social origin, medical record, criminal record or trade union activity.

Discrimination might be hard to detect as it is not always direct.

Indirect discrimination can take the form of inappropriate or unnecessary questions such as some of those previously mentioned.

For example, asking when an employee plans to have kids when in a performance review or job interview.

This is discriminatory as it could be used to treat an individual unfairly on the basis of a protected attribute (pregnancy or parental status) and could be used to influence whether an employee is offered a position.

What is harassment?

Workplace harassment is a repeated behaviour by an individual, or group of individuals, that is unwelcome or unsolicited and considered to be offensive, intimidating, humiliating or threatening.

Hostile working environments occur when harassment incidents are left to escalate.

Harassment can include:
- Telling racially centred jokes;
- Sending explicit or sexually explicit messages;
- Displaying racially or sexually offensive images;
- Making derogatory comments; or
- Asking intrusive questions about someone’s personal life.

What is bullying?

According to the Fair Work Amendment Act 2013 workplace bullying is the repeated unreasonable behaviour by an individual, or a group of individuals, towards a worker or a group of workers, which creates a risk to health and safety.

Like harassment, bullying can include unlawful discrimination when based off protected attributes.

Bullying can range from direct verbal abuse to subtle psychological abuse.

Bullying can include:
- Physical or verbal abuse;
- Excluding or isolating employees;
- Intimidation or pressure to behave in an inappropriate manner;
- Giving employees impossible tasks or meaningless tasks unrelated to their job; or
- Undermining work performance by deliberately withholding crucial information.

The Fair Work Commission has legislative powers to investigate allegations of bullying and issue orders against workplace bullies – including peers, management or even third parties (such as clients or service providers).

Employees need to provide evidence of repeated behaviours when making a claim, so witnesses, documented instances and copies of formal complaints are helpful.

Employers have the right to provide legitimate feedback, comment or advice on an employee’s work-related behaviour and work performance. However, this should be done in a professional and reasonable manner.

Our union can help

Members of our union have access to advice from industrial experts and legal professionals.

Getting assistance from our union at the commencement of the problem ensures a member understands their workplace rights and how to proceed appropriately, with our union able to intervene on behalf of a member.

If you have been subject to discrimination, harassment or bullying in the workplace contact our union on FREECALL 1800 177 938.
Reducing cyberbullying in schools – international evidence-based best practices

A new publication focused on ways to reduce Cyberbullying in our schools is a must read for teachers and school leaders, writes Andrew Knott, Special Council at Holding Redlich.

In recent years, the IEUA-QNT has been involved in two Australian Research Council (ARC) funded projects related to cyberbullying. The first which ran from 2008-2010 was entitled Cyberbullying: An Evidence-Based Approach to the Application of Reform of Law, Policy and Practice in Schools and the second (2011-2014) was entitled A Legally Informed Intervention for Schools to Prevent and Intervene in Cases of Cyberbullying. As our union’s solicitors, we were also involved in both projects.

Reducing Cyberbullying in Schools – International Evidence-Based Best Practices published in 2018 by Academic Press (an imprint of Elsevier) has as its senior editor Professor Marilyn Campbell of Queensland University of Technology (QUT). Professor Campbell was involved in the two research projects referred to above and is a registered teacher and a registered psychologist. Her main clinical and research interests are the prevention and intervention of anxiety disorders in young people and the effects of bullying, especially cyberbullying, in schools.

Her co-editor of this publication, Professor Shen Bauman, is a professor and coordinator of the School Counselling graduate program at the University of Arizona where he conducts research on bullying, cyberbullying, peer victimisation, and teacher responses to bullying.

Both editors have produced substantial publications in these areas. The text of this recent publication has been contributed to by a substantial number of international scholars and reflects a diverse range of experience and research with a focus on evidence-based solutions; however, the publication’s contextual material is valuable as well.

As a starting point, I would recommend reading the summary at pages 273-282, which begins: “There is no disagreement that cyberbullying is a serious global problem, and that strategies to combat the problem are sorely needed. Without evidence-based interventions readily available, practitioners are left to their own devices to create programs, sometimes in collaboration with researchers. In this book, we have provided the most current information available on efforts to reduce cyberbullying in schools. The reader will notice that the strength of the evidence of effectiveness varies among the programs, but all at least show preliminary findings that hold promise. Readers will need to weigh the results of these evaluations with care, and note whether the context for the interventions will make it possible to adapt the program for their own setting. For example, in some countries, students remain together as a class throughout the day; in others, secondary students change classes (and classmates) multiple times each day. This means that programs based on a cohort will be difficult to apply where classes are not as cohesive.”

Part I of the publication is entitled General Strategies and contains five chapters addressing issues such as definitions, prevalence, consequences and addressing traditional school-based bullying; technological solutions for cyberbullying, cyberbullying and the law as well as a chapter in relation to parental coping.

Part 2 is entitled Programs and deals with a wide range of issues including attempts to create cyber-friendly schools and a school-based preventative intervention program.

Part 3, entitled Reflections, contains a substantial commentary on ways of preventing cyberbullying and evidence-based practice and a ten-page summary by the editors.

The various chapters identified above are probably those which will be of most direct relevance to school leaders and teachers.

This is an important and significant publication.

It’s clear structure, indexing and numerous references will enable time-effective access to material on specific topics.

For further details and to order a copy of this publication visit https://www.elsevier.com/en-au and search for the publication title.

Our union’s Reconciliation Action Plan (RAP) is due for renewal, with members being encouraged to help develop our renewed commitment to reconciliation.

A RAP is a strategic document that commits organisations to take practical action and make a contribution to reconciliation with First Nations peoples – both internally and within the communities in which the organisation operates.

Our union’s initial RAP was implemented in 2016 and since then we have:

• Established a working group to monitor and report on the progress of the RAP;
• Increased celebration and promotion of significant events including National Reconciliation Week, Close the Gap Day and NAIDOC Week;
• Developed relationships with First Nations people, communities and organisations;
• Supported the Narrangamundi Reconciliation in Schools and Early Learning program;

• Held regular Yarning Circle meetings to facilitate networking opportunities and identity issues of significance to First Nations members; and
• Initiated a Message Stick, which travelled across Queensland and the Northern Territory and created points of engagement with school communities to promote our RAP and the importance of reconciliation.

In preparation for our union’s next RAP, a Training and Planning Session will be held in Brisbane on 20 May 2019. IEUA-QNT Research Officer Adele Schmidt said the session would be critical in building on the foundation established by our prior RAP. “Our union’s initial RAP was an important acknowledgement of our ethical and professional responsibility to promote reconciliation internally as an organisation and to positively influence the next generation by working with members to support reconciliation within their school communities,” Ms Schmidt said. “Our first RAP made significant progress on initial measures to promote reconciliation and we will now be looking to expand on this.”

Ms Schmidt said First Nations members, as well as members with an interest in participating in our union’s RAP development, were invited to attend the upcoming planning session. Paid union training leave may be available for members wanting to participate in some collective agreement clauses may require 6 – 8 weeks’ notice to leave to be applied for.

To find out more about the planning session, please contact IEUA- QNT Research Officer Adele Schmidt in our Brisbane office via telephone on 3839 7020 or e-mail at aschmidt@qieu.asn.au

Read more about Reconciliation Action Plans at www.nationalreconciliation.org.au/ reconciliation-action-plans/

National Reconciliation Week 2019: Grounded in Truth

Running from 27 May – 3 June 2019, the theme of this year’s National Reconciliation Week, Grounded in truth, walk together with courage, focuses on fostering positive race relations between the broader Australian community and First Nations peoples.

This year’s theme Grounded in truth, walk together with courage, focuses on fostering positive race relations between the broader Australian community and First Nations peoples.

If highlights the need for historical wounds to be addressed truthfully before they are healed and can be stopped from repeating.

According to the 2018 Australian Reconciliation Barometer, 80% of Australians believe it is important to undertake formal truth telling processes. First Nations peoples have long called for a comprehensive process of truth telling about Australia’s colonial history.

Australians are ready to come to terms with our history as a crucial step towards a unified future, in which we understand value and respect each other.
The Chapter Executive: Empowering our members at school level

In the last edition of Independent Voice, Assistant Secretary/Treasurer Paul Giles wrote about the need for strong, informed and engaged Chapters at each and every school and educational site. Here that theme is built upon, highlighting the key role of the Chapter Executive within each IEU Chapter.

The Chapter Executive is the vital link between the IEU membership of a school and our union office.

It is more efficient, on a day-to-day basis, to have a group of people responsible for IEU members at a school in terms of distributing correspondence from our union office, calling meetings at short notice and for handling school-level issues which may arise without warning.

**Forming a Chapter Executive**

All schools should have an active and effective Chapter Executive to provide leadership in building a collective response to workplace issues.

The Chapter Executive is an elected group of three or more IEU members from your school and generally consists of the following positions:

1. **Chapter Representative**
   - The Chapter Representative has the responsibility for co-ordinating the activities of the IEU Chapter including:
     - acting as the point of contact for the Chapter and relevant IEU organiser(s)
     - distributing information to other Chapter members including passing information to the Chapter Network Co-ordinator for distribution to identified networks
     - issuing notices of Chapter meetings and chairs these meetings
     - handling minor queries from members
     - involvement in low-level dispute resolution meetings with the member/s and employer consistent with the relevant grievance procedure

2. **Chapter Membership Co-ordinator**
   - The Chapter Membership Co-ordinator will assist the Chapter Representative and has responsibility for co-ordinating the recruitment of new members of school staff to our union through:
     - the provision of IEU membership forms to non-members
     - co-ordinating with your IEU organiser to initiate campaigns to recruit non-members
     - the display and provision of material regarding IEU membership benefits

3. **Chapter Collective Bargaining Co-ordinator**
   - The position of Chapter Collective Bargaining Co-ordinator assists the Chapter Representative and has the responsibility for co-ordinating member activity regarding collective bargaining and the implementation of the certified agreement where one has been collectively bargained.
   - The Chapter Collective Bargaining Co-ordinator may also be identified as the Chapter Representative on the School Consultative Committee.
   - As part of their role, the Chapter Collective Bargaining Co-ordinator:
     - consults with IEU Chapter members to identify issues and concerns
     - presents these issues and concerns to the Principal, employing authority, union or the Single Bargaining Unit (SBU) as appropriate

4. **Chapter Network Co-ordinator**
   - The Chapter Network Co-ordinator assists the Chapter Representative and is responsible for distributing information and co-ordinating communication networks amongst staff, with a special responsibility to school officers and services staff.
   - Responsibilities include:
     - distributing information and co-ordinating communication networks among school officers, services staff and teachers
     - distributing information and co-ordinating communication within other staff networks, which may include various staff rooms or staff groupings where relevant

Ideally, there will be a representative from all sections of the school on the Chapter Executive as this ensures everybody is able to easily access a representative of our union.

This includes teachers, school officers and services staff members.

A strong, informed, engaged Chapter Executive means an empowered IEU Chapter and ultimately a better, more professional workplace.

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**ADVERTORIAL**

QIEC Super and NGS Super are merging

From 6 May 2019, QIEC Super will merge with NGS Super – an award-winning industry super fund for those in non-government education. This merger is a positive and exciting step for members.

QIEC Super members will benefit from NGS Super’s diverse investment options and award-winning insurance design with the level of insurance cover offered remaining the same. Members will get lower administration fees.

The merger is expected to deliver many benefits to QIEC Super members including a savings as a result of the continuation of scale benefits to the combined membership.

**We’re here to help**

If you’re a QIEC Super member, you may have questions as to how the merger between QIEC Super and NGS Super will affect you. The Significant Event Notice (SEN) as well as a number of questions and answers are available on our website qiec.com.au/SEN.

It is important you read the SEN as there are some situations where you will need to take action before or after the merger.

Up to and including 3 May 2019, if you have any questions about the merger you can call the QIEC Super Client Contact Centre on 1300 360 507. From 6 May 2019, you can call the NGS Super Customer Service Team on 1300 133 177.

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**Thanks Ms Appleby**

Look where I am today because of your class.

Super is like a good education.

You’ll appreciate it in the future.

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- Mark, Brisbane school principal and TUH member since 1996

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