

SECRETARIAT REPORT

Federal Council

Wednesday 6 December 2017

Introduction

The Turnbull Government's legacy to Australia will be the absence of clear educational strategies and policies and significant decisions. Instead of building a better future for Australians, the Federal Government has put its energy into self indulgent politics and destructive idiocy. It has wasted time on debates aimed at dividing society, through the vilification of asylum seekers, racial debates and further marginalisation of the LGBTI community and their rights to marriage equality.

Wage growth figures released by the Australian Bureau of Statistics confirmed fears that the country is experiencing negative real wage growth. Pay rises of workers have fallen behind the rising cost of living, thus putting strain on household budgets as items become relatively more expensive. This is despite productivity and company profits being at a 40 year high.

All and all, the Turnbull Government has failed Catholic schools, independent schools, government schools, students with disabilities as well as the early childhood education and vocational training sectors.

IEU members know that if Australia is to continue to improve education outcomes for all, then the conversations needed must importantly include those in the profession who are working hard in the classroom to make a difference.

The issues that are currently impacting on the profession, such as teacher attrition rates, teacher burnout and staff and student wellbeing are just a few of the matters that politicians should be discussing with the profession.

Yet, inclusion of the teaching profession in significant policy debates is anathema to this Federal Government.

Reclaiming Our Professional Voice; Let Us Teach

IEU members have a right to have a direct voice on all decisions impacting on their profession and the provision of quality education to their students.

The exclusion of the teacher's voice in the decision making processes by governments, employing authorities and the lack of respect from the media is slowly undermining the profession's provision of quality education while contributing to teacher workload, teacher burn out and low morale.

Governments have progressively diminished the role and input of the teaching profession over the past two decades.

Teachers' professional judgement has been undervalued and diminished. Teachers are no longer represented on national bodies that make determination about teaching and learning.

Governments have increasingly adopted the worse elements of the discredited global education reform movement, including standardised testing, league-table reporting, populist education practices, national command and control, and increasing red-tape.

As a consequence, the teaching profession has been demoralised, teacher retention has become a critical issue and evidence clearly indicates that there are significant health impacts on the profession as a consequence of workload intensification and lack of respect for the profession.

Broken System

The imposition of endless programming, standardised testing, reporting and other administrative tasks are taking teachers away from their essential work; while adding enormous pressure as the feeling of accountability bears down.

Teachers are routinely excluded from participation as the key decision makers on standards, registration and licensing authorities. Teachers are no longer represented on curriculum, assessment and reporting authorities. Teacher professional judgement is not respect by governments, nor by the media.

It is time IEU members push Governments and employers away from their narrow discussions on funding input and performance output and have them start to listen to teachers about what can be done in schools so that teachers have time and resources to deliver quality education to students; and support to each other.

As an education union, we not only have the capacity to do this; we also have the responsibility.

The Answer: Recognise The Teacher, Trust The Profession

The answer is more trust in the profession, more engagement with the profession and more responsibility to the profession.

Teachers' interests are central to providing the best quality education and opportunity for every student. It is teachers who work hard every day so that every child can develop their full potential and achieve their own personal, best learning outcomes.

We Can Reclaim the Profession By Reclaiming Our Professional Voice

IEU members need to build a movement to put teachers at the centre of education policy and planning in Australia.

IEU members can do this by campaigning to ensure that:

- The professionals who manage students' everyday learning needs are respected, consulted and engaged in policy development and implementation.
- Government policies are subjected to scrutiny and ratification by the teaching profession.
- Teacher workloads are managed so that both the best learning outcomes for students and the health of the teaching profession are achieved.
- There are more resources to meet the significant under-funded challenges in classrooms, in particular the needs of students with disabilities, students with challenging behaviours and indigenous students.
- There are more resources to support quality induction and mentoring of teachers entering the profession.

Call To Action: We Need To Build A Movement

IEU members need to fight for our profession. We need to tell the story of what happens in schools and how the undermining of the profession is impacting negatively on students.

This won't be won overnight, but we have a responsibility to ensure that the profession is in the best possible shape for the next generation of teachers and students.

IEU Federal Executive: Planning to Fight Back

The following values statement was adopted by the **IEU Federal Executive Strategic Planning Day in March 2017**.

"The purpose of the union is to improve the lives of members by advancing their industrial and professional interests through the power of collectivism."

In light of this, the **IEU Federal Executive** has prioritised the fight for the profession and identified the need for a resourced, coordinated, long-term campaign undertaken by the IEU Branches, supported and coordinated by the Federal Council, to ensure that the best educational outcomes for all students are possible.

Such a campaign would focus on supporting the professional capacity, judgement, and expertise of teachers and ensuring that they have the sufficient quality learning environments, public support and recognition, resources, and professional control.

At its September meeting, the **IEU Federal Executive** endorsed the development of options, ideas and strategies for further consideration at the November **IEU Federal Executive Strategic Planning Day**. To commence work on this campaign, **IEU Federal Executive** endorsed and supported the establishment of a federal working party which held the first meeting in October.

The working party is comprised of Branch officers that possess skills in organising, recruiting, campaign planning, media and communications, project management, member activism, membership data, industrial capacity, current education/pedagogy agenda, initial teacher education expertise, teacher professional standards agenda and member surveys.

The **IEU Federal Executive** further identified that the working party would be asked to give consideration as to how the current graduate and early career teacher agenda could be a central feature in the campaign and ways in which other stakeholders could be engaged.

The working party presented a draft plan to the IEU Federal Executive at its Strategic Planning day in November. The IEU Federal Council will receive a report on the plan at the December 2017 meeting.

2017 In Detail

The following provides an outline of the issues and challenges which the IEU has been actively addressing through 2017.

Addressing The Track Record Of Exclusion

The exclusion of the collective voice of the teaching profession started in June 2015, when the previous Federal Minister for Education, Christopher Pyne, informed the IEU and the AEU of the restructure to the AITSL Board and its committees that excluded practising teachers and their unions from its decision making process.

Teacher exclusion continued with the current Federal Minister for Education, Simon Birmingham's announcement that there would be a *"Review to Achieve Educational Excellence in Australian Schools"* to *"build the evidence base needed to ensure the additional funding provided by the Government is spent on proven initiatives that make a difference to student outcomes"*.

This review has been lead by the merchant banker, David Gonski; not by the profession. Other members of the panel are CEO of the charity Smith Family, an education and management consultant, and independent schools and Catholic school representatives and two public school ex principals.

Without the involvement of practising teacher union members, the review will be little more than a process to endorse and implement the Federal Government's policy announced before the last election, rather than addressing the needs of the profession and school education.

The IEU believes that it is imperative for the voice and experience of unionised practicing teachers to be heard. As such, at the September 2017 meeting, the **IEU Federal Executive** again reiterated its view that the best interests of the teaching profession and the future success of the AITSL organisation could only be secured by the inclusion of practising teacher union members on both the AITSL Board and its committees.

A meeting with senior AITSL officers and the two education unions was held on 6 October 2017 to examine what might be possible with the current AITSL Board terms ending in 2018.

Unfortunately for the profession, it has become clear that the Minister and his government remain opposed to the concept of union representation on the Board, moreover any 'union positions' on new sector/jurisdiction sub-committees would be way of recommendation to the Minister and still not positions determined and 'owned' by the teacher unions.

It is extraordinary that governments continue to have such a disregard for teachers and their industrial/professional organisations, the trade unions.

In addition, on 18 October 2017, the IEU Federal office, IEU NSW/ACT Branch senior officers and a Branch officer met with two members of the panel including the chair, David Gonski, to discuss the review.

The IEU spoke in detail about concerns of the union and its membership in relation to data overload, workload and regulatory issues for VET teachers, the need for professional collaboration time for all teachers in school hours, the ongoing over-crowded curriculum issues and the continued failure of governments and employers to recognise and respect teacher professional judgement.

The IEU has also submitted a formal written response to the panel.

Turnbull Government's School Funding: A War on Schools

The Federal Government's claim to end the 'school funding wars' has manifested itself as a 'war on schools through funding'.

Not Needs Based

The funding model announced by the Turnbull Government prior to the 2017 Budget is not a 'needs-based' model and is not a further iteration of the model proposed by the Gonski Funding Review panel.

The model fails to measure and fund actual need, but claims to distribute the arbitrary 'bucket' on a relative needs basis. It abandons the calculation and attainment of measured learning needs.



The Turnbull Government's funding bucket, though clearly increasing over the decade, is \$22 billion less than schools reasonably expected under its previous promises and the previous legislation for school funding (Australian Education Act 2013).

Small Assurances; But Not For All

It is significant to note that although the full amount of the expected and legislated additional 'Gonski dollars' will not flow in 2018 and 2019, the proposed indexation rates will at least ensure that there is sufficient capacity for fair and equitable salary and conditions outcomes in all sectors *for the next two years*.

What Is Wrong With The Turnbull Government's Funding Model?

First, the model does not actually measure and fund the actual cost of providing an education system as proposed in the review. There is no genuine Schooling Resource Standard (SRS).

Second, the indexation rates proposed do not and will not reflect the historic and actual increased costs in the education sector.

Third the model has failed to provide a review of the socio-economic status (SES) measure used to underpin the funding, as was required in the current school funding Act. Consequently the SES distribution process remains unreliable. However, SES will now be reviewed by a panel in 2018.

Fourth, schools will not reach the funding benchmark proposed in the previous Act, certainly not by 2019 and for virtually no schools over the decade. The 'additionality' mechanisms of the current Act, intended to move funding for all schools to 95% of the SRS benchmark by 2019, have been abandoned.



Chris Watt, Federal Secretary speaks on Funding at IEU NSW/ACT Branch Council meeting

Less Funds; More Demands; No Details

In addition to these failings, the IEU is extremely concerned about the Turnbull Government's stated intention to "tie" school funding to particular policy decisions of the Federal Government without any knowledge of the detail of these requirements and to be determined by a review panel conducted by David Gonski.

The IEU has made submissions to the review panel. A report will be released at the end of 2017.

Failing Students With Disabilities

The Turnbull Government has made a unilateral decision to use the data from the Nationally Consistent Collection of Data (NCCD) about students with disabilities to determine the SWD loading despite ongoing and grave concerns of employer stakeholders about the reliability of this data. Rather than base the loading on the actual needs of the SWD, the government has allocated a total amount of money as funding for SWD and then divided this amount

evenly, across three levels, between the students who are eligible to receive the loading. Therefore the loading is not based on need. Rather, it is an arbitrary amount which inadequately supports the needs of all students with disabilities.

Fails To Meet Future Education Inflation

The IEU also notes that the indexation proposals, which not only fail the test of attaining an actual Schooling Resource Standard, are significantly less than the indexation rates in the current Education Act and will involve an arbitrary-economic-rationalist approach post 2020, involving a calculation based on the Consumer Price and Wage Price indices.

These figures do not adequately reflect costs in education and certainly provide no capacity to meet current and emerging needs, including those unmet needs clearly identified by the Gonski Funding review panel such as; students with disabilities, Indigenous students, rural and remote students.

The IEU notes that the reported 'deal' to set a floor of 3% indexation post 2020, while minimising the significant dangers and negative outcomes of the consumer price/wages price index approach, will still unreasonably limit the capacity of the education professionals to improve wages and conditions and to improve teaching-learning for students.

Fails Gonski Funding Review

It is the IEU's view that the proposed model is NOT Gonski 2.0. Fundamentally it fails to meet the principles of the Gonski review panel and fails to meet the challenges of today's school education environment.

It also fails to meet the IEU's core funding principles as outlined in the IEU School Funding policy (located at www.ieu.org.au).

Education professionals and our students expect and deserve better.

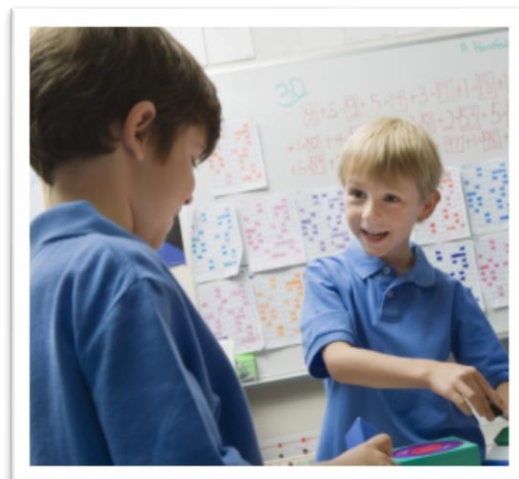
Early Childhood Education. Perpetual Uncertainty

The Federal Government's announcement to fund only a one year extension to the National Partnership arrangements for Universal Access for early childhood education and care has failed to provide certainty to IEU members, parents and children.

This announcement underscores how little value the Federal Government places on early childhood education.

The Federal Government's denial of permanent, continuing funding for the early childhood sector remains at odds with research that has identified the positive effect that quality early childhood education has on children's learning and development. Australia's early childhood education and care lags behind OECD partners due to low financial investment in the sector. The OECD recommends countries spend a minimum of 1% of GDP on early learning. The OECD average is 0.7% and Australia spends 0.45%.

The **IEUA-QNT Branch** has launched the Fund Our Future campaign calling on the Federal Government to provide certainty of funding for our kindergartens. The Fund Our Future campaign website is: www.fundourfuture.net.au



Pay Equity For Early Childhood Teachers – Equal Remuneration Case

Attraction and retention of qualified teachers is vital to the delivery of quality early childhood education and to enable this, salaries of teachers working in early childhood education and care centres must be comparable to those teachers' salaries in school settings. Significantly, teachers in early childhood education and care centres in NSW are paid up to 20% less than teachers in schools.

The IEU NSW/ACT branch is currently before the Fair Work Commission with its equal remuneration case which argues that early childhood teachers are paid less because they are predominately female.

Federal Government Childcare Reforms; Focus On Employment, Not On Education

The Federal Government's long awaited child care reforms (*Jobs For Families*) were passed by the Parliament on 27 March 2017, with the support of the Nick Xenophon Team, One Nation and Derryn Hinch. Consequently, a new childcare subsidy scheme will be implemented from July 2018.

While it is estimated that 3 out of 4 families currently using childcare will be better off with the scheme that simplifies the Child Care Benefit into one subsidy and make changes to the annual cap, there remains major flaws with the package.

The Federal Government's *Job for Families* package has the focus on getting people, predominantly women, back into the workforce. This is in contrast to focussing on early education and development of children.

Parents wishing to avail themselves of the package will be required to pass an activity test and the number of hours spent working, looking for work, studying or volunteering will determine the number of subsidised hours a child can attend childcare.

For families with low incomes, who don't meet the activity test, up to 24 hours of childcare per fortnight will be provided. This will mean that the neediest children will only have access to one day of early education and care a week as childcare centres predominantly take bookings using a daily rate and not an hourly rate.

With a Federal Government that is totally focussed on GDP, rather than looking at the long-term benefits of providing high quality early childhood education and care, the early childhood education and care sector will continue to struggle to receive the recognition it deserves.

Education Evidence Base

Phonics Testing For Year 1

In September 2017, the Federal Government announced the introduction of a new reading and maths test for year 1 in addition to the existing year 3, 5 and 7 NAPLAN testing regime.

Perhaps the biggest failing of the 'working party' in the delivery of its report was its failure to recognise four crucial elements:

First, most teacher already use 'phonics' as part of their professional tool-box, and no assessment or consideration of the scale of current engagement was measured or reflected.

Second, the program proposed is but one phonic assessment tool and judging by reaction in the UK, hardly an outstanding or widely acclaimed success.

Third, why only a one off assessment after students have already been in schools 'learning to read' for over twelve months? Again, where is the recognition of current activity and current assessment of skills, including phonics in the working party's recommendations?

Fourth, it's already in the Australian Curriculum if the working party had bothered to look!

Unfortunately, the report smells of a particular ideological bent and one that seeks to again diminish teachers' professional judgement.

Independent Review into Regional, Rural and Remote Education

The Independent Review into Regional, Rural and Remote Education was announced in March 2017 by the Deputy Prime Minister, Barnaby Joyce, and the Education Minister, Simon Birmingham. The Review, led by Professor John Halsey of Flinders University, is to consider the key issues, challenges and barriers that impact on the learning outcomes of regional, rural and remote students.

Professor Halsey, who has extensive knowledge of the regional, rural and remote education, completed a discussion paper in July which outlined the key issues and then called for submissions on innovative solutions currently being used by teachers, schools and systems.

The IEU provided a submission to the Review outlining the need for schools in these areas to have equal access to quality leaders, teachers, teaching facilities and infrastructure just like their metropolitan counterparts.

Professor Halsey is due to present his final report to the Government by the end of 2017.

NAPLAN

NAPLAN results, along with results of international assessments TIMSS and PISA, are used by politicians and commentators to lament the falling standard of Australia's education system. Yet, in the recently released summary of NAPLAN 2016, the Australian Curriculum Assessment and Reporting Authority (ACARA) report that since 2008 (the first year of NAPLAN) there are some better results in all content areas (except for writing), but not for all year groups.

- Reading results for Years 3 and 5 are better now than they were in 2008.
- Spelling results for Year 3 are better than they were in 2008.
- Grammar/punctuation results for Year 3 are better than they were in 2008.
- Numeracy results for Year 5 are better than they were in 2008.
- In reading and numeracy, for each year level, the 2016 mean was higher than the mean in 2008.

The IEU believes that, as this brief summary demonstrates, Australia's education system is not slipping and that Australia's teachers and students are maintaining, if not building on, its already high standards.

Online NAPLAN trials have been conducted in the second half of 2017. Among the issues raised by members to date, and needing to be properly dealt with by ACARA and employers, is considerable workload overload for IT (often 'honorary' positions) staff in schools in the lead up to the trials to get sufficient and adequate devices ready for the trial. There were also reports of failure of the platform. Whilst the online delivery could provide benefits, not the least being more timely data, there are major workload and, in some instances, adequacy of hardware issues still to be resolved.



Equity Issues



Closing The Gap: Australia Is Failing On Six Of The Seven Target Areas To Improve Indigenous Disadvantage.

The Closing the Gap Report (2017), released in February 2017, shows that little progress has been achieved over the past 12 months nor since the National Indigenous Reform Agreement was established in 2008.

At present only one target, halving the gap for Indigenous Australians aged 20-24 in Year 12 attainment or equivalent attainment rates, is on track to being achieved, with some areas declining. The table outlining the progress being made in each of the targets is contained in the Closing the Gap Report 2017 <http://closingthegap.pmc.gov.au/>

Enough Is Enough. Indigenous Australians Deserve Better

It seems that each year the *Closing the Gap Report* simply measures Australia's failures in addressing Indigenous disadvantage. On Thursday 16 March 2017, IEU members were encouraged to join in the Closing the Gap campaign to highlight the plight of Indigenous Australians by attending one of the rallies around the country. As well, IEU members were asked to contact the Prime Minister's Office and their local MP and ask them to outline what steps will be taken to Close The Gap on Indigenous Disadvantage.

Marriage Equality

At the announcement of the postal survey on marriage equality, the IEU publically expressed its grave concern about the Federal Government abrogation of its responsibility as the nation's law-makers to deal with marriage equality in a professional and sensitive manner consistent with their elected role. The IEU stated that the Federal Government should have provided an opportunity for all members of parliament to debate an appropriate Bill and exercise a conscience vote. As a consequence of the Federal Government's failure to act, IEU expressed concerned about the potential divisiveness that this survey-process could cause in schools and in particular the hurt and harm that could be caused to their students



The IEU policy on Inclusion states: "That schools, colleges and higher education institutions should be free from hostility, prejudice, intimidation and violence and be safe sanctuaries for children [and] young people..."

The IEU and its members were extremely concerned that our schools could become fertile ground for damaging speech in the community during the debate. There has been a history of hurtful and often dangerous language, and indeed physical violence, directed at children in schools and on the playgrounds in relation to the issues of LGBTIQ over many years.

As such, the IEU reminded employers of their responsibility to provide safe and respectful working environments to all employees.

The IEU is acutely aware that many of our members work in faith-based education settings, and that their views on the marriage equality debate were reflected in the broader community's views.

In light of the high positive response by community, the IEU urges the Federal Government to provide leadership and resolve legislation to provide marriage equality by the end of 2017.

Fighting for Family Friendly Work Arrangements; The Fight To Bring About Change

The IEU continues to provide support to the ACTU test case in the Fair Work Commission (FWC) for a new workplace right for working carers and working parents to temporarily reduce their hours to help them better manage their work and family commitments.

The Family Friendly Work Arrangements Test Case, to be heard by the FWC in December 2017, is a claim for a new Modern Award right to part-time work/reduced hours to help working parents and working carers better balance their work and family commitments. The claim also includes a right to access personal leave for pre-natal appointments. Working carers are employees caring for a person with a disability, mental or physical illness or who is frail/aged, and working parents are employees caring for a child under school age.

This test case will revisit significant issues related to gender equality, job quality and the intersection of work, care and family in Australia for the first time in more than a decade.

Key Issues

There have been profound changes in the Australian workforce. The majority of Australian families rely on two incomes and many employees juggle unpaid caring work with paid work. Work-life interference is an ongoing and serious challenge. Both men and women should have access to secure, good quality flexible working arrangements. However, workplace practices and laws have not kept pace with the realities of modern life. Workers currently only have a right to request flexible working arrangements. Employers can refuse and employees have no rights to appeal. As a result, the right to request has not substantially impacted on flexibility in Australian workplaces.

This Is What Unions Do

This is a most important campaign for workers and their families and the IEU is making a significant contribution to the Test Case both in identifying and taking witness statements and also providing an expert industrial officer to the ACTU to assist with the workload. Kirsten Wischer **IEU VICTAS** Industrial Officer has been assigned to assist in the case preparation.

IEU Women And Leadership: Be Bold For Change

In March 2017, almost 100 IEU women from across the country came together with enormous energy and enthusiasm to be **BOLD FOR CHANGE** and launch a three year development program which will focus on developing women as leaders throughout all IEU Branches.

The Conference focussed on the knowledge and skills that IEU women need to exercise leadership at various levels of union engagement including workplace, community and beyond.

Participants heard from significant political, social and union female leaders such as Naomi Steers National Director of UNHCR, Megan Dalla Camina CEO of Lead Like a Woman, and former Western Australian Premier Carmen Lawrence. In addition, participants were able to discuss strategies which would "Champion Women Leadership" with panellists, QCU General Secretary Ros McLennan, author and journalist Maxine McKew and NASUWT Official for Equality and Training Jennifer Moses.



Group discussions provided opportunities for participants to discuss BOLD IDEAS, which were developed into BOLD ACTIONS and in turn BOLD STEPS.

There were personal stories and lessons learnt highlighted by panellists Deb James IEUVICTAS Secretary, Angela Briant IEUWA Secretary and Michelle O'Neil TCFUA National Secretary.

However, most importantly the Conference provided opportunities to develop the essential elements and activities to be contained within the IEU three year Women and Leadership Development Program.

Outcomes And Next Steps

Following the conference IEU women officers gathered together at the **IEU National Officers Forum** to consider the elements for a women and leadership development program, giving consideration to the discussions from the conference.

Subsequently, the **IEU Women and Equity Committee** met in July 2017 to review the officers discussions and the feedback received from IEU women members who attended the conference. The end result is the development **BOLD – Building Our Leadership Development** program which offers opportunities such as webinars, professional conversations and networks within and across the branches

A **Facebook group** for participants was established in August 2017 to provide a forum for participants from across the country to share topics and discuss common issues. As well, **Teacher Learning Network** was engaged to run the webinar programs and the first session *Leadership vs Management* was held on 24 October 2017. A second webinar program was conducted on 5 December 2017. A BOLD newsletter has been developed and will be circulated four times a year.

Industrial Issues

Four Year Modern Award Review

The Fair Work Commission is undertaking a comprehensive review of all awards. The four yearly review has been in progress for more than four years and will continue through the whole of 2018. The work of the **IEU Industrial Committee** continued throughout 2017 as the Review continues.

The extent to which the review affects members in an IEU Branch is directly related to the number of IEU members in a Branch who are award-dependent. The existence of widespread bargaining in the Independent and Catholic sectors will limit some consequences of the review. However, all IEU Branches are cognizant of the impact that reducing underpinning award conditions would have on employer bargaining positions in collective negotiations.

Conceptually the review may be divided into three areas of work.

- A. **Applications to vary individual awards.** There are no parties to awards and anyone or any organisation may apply to vary an award on any grounds. There is a high bar for variations and the process is evidence based.
- B. **Revisions of awards initiated by the Commission itself in the form of 'exposure drafts'.** These revisions aim at: creating standard clauses which will replace, where possible, differing approaches in individual awards; varying language to reduce technicalities and introduce plain-English wording; incorporating examples of the way in which entitlements operate (e.g. penalty rates) and lastly the drafts raise and seek to deal with problems in interpretation of awards.
- C. **Common Matters.** Initially these were applications by peak bodies to vary groups of awards but increasingly they have assumed the mantle of test cases. This has created problems where unions and employers sat out particular common matters when awards in their industry were not the subject of applications, only to find that the orders resulting from subsequent Full Bench decisions in these matters were broadened to include all awards. The result has been extensive additional proceedings scheduled to deal with parties' objections to the changed conditions applying in their industry.

The **IEU Industrial Committee** has met regularly throughout 2017, to co-ordinate the union's approach to the Modern Award Review, as well as developing positions and member witness statements which counter positions put forward by employer groups. Set out below is a summary of progress to date.

General Staff Award

Employers had initially sought to vary the span of hours to reduce or eliminate penalty rates, vary the classification structure to reduce rates of pay and extend the applicability of junior rates. These issues were strenuously opposed by the IEU and employers did not pursue the applications.

A revised exposure draft for the award was released on 2 November 2017. The revised draft includes: beneficial variations, such as changes to TOIL, arising from Common Matters; the unopposed variations agreed with AIS and the results of the Full Bench decision of 30 October - arbitrating issues agreed with AIS and opposed by ACCI and/or AIG. Arising from the reissue only one major matter, concerning penalty payments for members working broken shifts, remains unresolved.

Teachers Award

The majority of contentious variations sought by employers concerned Early Childhood Teachers.

CCSA, an employer in NSW, had made an application to reduce a wide range of conditions and to exclude Early Childhood Teachers from the scope of this award. There was some peak body support for this application and similar applications made by other Early Childhood Education employers.

The IEU held discussions with the AIS and agreement was reached with our proposals as follows:

- Extending the scope to cover teachers employed as directors in EC (subject only to the AIS receiving approval from all states).
- Ensuring that the 205 days work with students maximum applies in distance education.
- Setting hourly maximum figures for casual teachers working, respectively, a half and a quarter day in Early Childhood settings.

A series of subsequent conferences in 2017 have led to an agreed exposure draft prior to changes necessary to incorporate Common Matters Full Bench decisions. Our substantive application to vary the award to include teachers employed as directors will be heard in 2018.

Post-Secondary Award

Many matters, including the IEU matters have been referred to the Full Bench which commenced dealing with the Casual and Part-Time Employment common matters in July last year. Along with a range of other unions and employers the IEU requested that some of those matters be transferred back to the Full Bench dealing with the award itself.

The exposure draft process is nearing completion with the release of a revised draft on 2 November 2017.

Family and Domestic Violence Leave – Change the Rules

On 3 July 2017, the Fair Work Commission rejected the ACTU application for 10 days paid family and domestic violence leave (largely for technical reasons relating to costing) and instead indicated it would hear the parties on whether it should award unpaid leave and, if so, how much. This decision by the FWC was disappointing as paid leave would provide crucial support for those experiencing domestic abuse.

The Full Bench stated *“In rejecting the ACTU’s proposal we have not rejected the view that family and domestic violence is a significant community issue, and that there needs to be a workplace response to family and domestic violence. So much is confirmed by our preliminary view that there is a need for unpaid family and domestic violence leave and access to personal leave in a wider range of circumstance. Our decision must be seen in the context of the legislative framework and the scope of the ACTU’s proposed clause.”*

Many IEU members have already achieved entitlements within their collective agreement which provide practical support, including paid leave, available to members experiencing family and domestic violence. In some cases, these collective agreements even include support to those employees who support a person who is experiencing domestic violence. However, these collective agreement provisions have been successfully achieved through strong membership activism when negotiating working conditions.

It is a sad reality that there remain a substantial number of staff in non-government schools and in other workplaces across Australia, who do not have access to paid family and domestic violence leave.

The inclusion of paid family and domestic violence leave into the Modern Awards would have provided a much needed safety net for workers.

It is time to change the rules

Like every social change – superannuation, paid parental leave, penalty rates, workers compensation, sick leave, anti-discrimination legislation, anti-slavery legislation – it takes courage and commitment from union members to demand leadership from the Government to change the rules.

Australia needs strong, legislative provisions for paid family and domestic violence leave, so that all workers who are experiencing violence in their home life can be protected.

Paid Family and Domestic Violence Leave must be included in the National Employment Standards (NES). The National Employment Standards are the minimum employment entitlements that must be provided to all employees, regardless of any Award or Enterprise Agreement or employment contract. No workplace can exclude an NES condition.

In October 2017, outside Parliament House and across the Nation, IEU members joined other unions in the campaign for inclusion of paid family and domestic violence leave into the NES. The campaign will continue through 2018.

Supporting Good Governance

The Work Of The IEU Federal Executive

The work of the **IEU Federal Executive** over the past 12 months has revolved around good governance practices. As at January 2017, all IEU Branches have now transitioned from State organisations to the Federal organisation and as such, the Federal Executive has ensured that appropriate policies and practices are in place. As a consequence, the **IEU Federal Executive** has crafted and adopted a range of policies on good governance around account keeping, audit plans and budgeting.

In addition, the IEU Federal Executive has reviewed the Federal Rules and the various Branch Rules and has recommended several rule changes to the Federal Council to ensure consistency and clarity with regard to expectations, operations and representative structures.

In August 2017, IEU Federal Executive gave consideration to the overall Federal Council, Committees and Executive structure. In doing so, they agreed that there was a need for IEU structures to be fit for purpose given the increasing national industrial and education agendas. Federal Executive believed that it was important for federal structures to be more reflective of the membership and sufficiently robust to support and manage any ‘national’ projects undertaken by the union.

As such, at the September meeting IEU Federal Executive endorsed the following recommendations:

1. That the Federal Executive carries a resolution to recommend to Federal Council that the Rules be amended before the next Federal Council elections (2019) to ensure that at least 50% of each Branch delegation to Federal Council be women.

2. That the Federal Executive carry a resolution to recommend that each Branch review its own Branch Rules to examine the capacity of the Branch to amend its own Rules so that representative structures (e.g. Branch Executives, Committees of Management, Council) also have at least 50% of delegates elected being women.

3. That Federal Executive undertakes work to examine whether other groups in the Union’s membership can and should be formally represented on the Federal Union’s Council.

4. That Federal Executive trials the operation of a revised Federal Executive meeting structure during 2018 to consider ways in which the Executive can better reflect the membership, be fit for purpose and able to support ‘national’ work.

5. That Federal Executive considers possible Rule changes to reflect any successful outcomes of the trial of meeting arrangements.

6. That in 2018, the Federal Executive invites to its meetings: the chair of each of the IEU Committees (currently Industrial, Education, Women & Equity, and Organising). Further, that Executive invite to attend Federal Executive meetings a Branch organiser to represent ‘young persons’, where such a representative would be 35

years or younger in age. Further, that Federal Executive invite each Branch to send an additional person(s) to the Branch Secretary (and in the case of the President's Branch, an additional person(s) to the Branch delegate).

7. That persons invited in #6 above be given the right to speak and address the Federal Executive.

8. The decisions of the Federal Executive would continue to be determined as provided in the Rules, by those persons formally elected to the Executive who have voting rights.

9. That the Federal Executive reviews the work program/charter of each of the Committees.

10. That further consideration of the appropriate size of the Federal Council be undertaken during 2018 with any recommendation for a Rule change to be consider by Federal Council in 2019, prior to the next Federal Council election.

11. Consideration given to establishment of a federal office budget line item to allow branches to seek recompense for meeting travel and accommodation costs.

12. That current Committees become committees of the Council with reporting obligations to both Executive and Council.

13. Consideration of structure of Council delegates and in particular discussion about options for increasing representation by and of workplace members and manner in which their engagement can be supported, including electronic meeting arrangements.

The Federal Office continues to work on these recommendations for full implementation.

Industrial Officers' Workshop 2017

The **Industrial Officers Workshop** was held in Sydney on 15 November 2017. The PD workshop was aimed at a range of Officers who held industrial responsibilities in support, agreement making and member disputes. The keynote speaker this year was barrister Tony Slevin, who was engaged by the ACTU to consult with unions and recommend a new framework for Australian industrial law. His presentation offered participants the opportunity of a first hand look at the radical changes recommended to the most recent meeting of the ACTU Executive and the competing priorities, through more than 2 years of discussions amongst and between unions, that shaped them. As the work is ongoing it also offered officers a prime opportunity to collectively push for the IEU primary issues, e.g. removing restrictions on multi-employer bargaining.

Equally importantly, the workshop concentrated on practical issues associated with bargaining. Lisa Doust, from the Sydney bar, examined the most recent decisions on the termination of agreements (including Murdoch) and recent suggestions from the commission that agreements can be 'proofed' against termination. A critical look at the PABO regimen was also taken.

In light of the extraordinarily detailed and lengthy reply submission lodged by employers in the Family Friendly flexible working hours matter, Sophie Ismail from the ACTU presented on the live issues, both in this matter and the Domestic Violence case.

Organisers Workshop 2017 - Using value based conversations for recruitment and retention

The National Organisers Workshop was conducted by the **IEU Organising Campaigning Committee** in Melbourne on 23 November 2017. At the workshop, Organisers were provided with opportunities to analyse and develop their recruitment conversations and strategies for why, when and how potential members are more likely to belong to our union. The focus of this workshop was to think about our Union's values but importantly to consider what the interests and values of our members and potential members are and how these could interconnect thus organising for specific target audiences appropriately and more effectively.



International Support

Manus Island – Situation Critical

IEU has called upon the Federal Government to take immediate action and provide access to food, water, electricity and medical supplies to those men remaining within the detention centre located on Manus Island.

On 31 October 2017, the Australian Government closed Manus detention camp and removed support and food, water and medical supplies to the remaining 600 refugees and asylum seekers held on the island. The last food ration was delivered on 29 October and was only sufficient for less than two days. The refugees had resorted to storing water in garbage bins and building make shift rain catchment systems.

While there has been significant NGO support ready to provide supplies, a PNG military blockade stopped further supplies or independent observers from accessing the centre.



Caryl Davies, IEUA-QNT and Christine Cooper protest outside Peter Dutton's office

Removed By Force

On 24 November 2017, PNG police and immigration officials re-entered the detention camp and forcibly removed the men to East Lorengau Regional Transit Centre. The United Nations refugee agency (UNHCR) received reports that several men had been severely injured during their removal from the centre and were in need of medical attention. The Australian Medical Association (AMA) called for the Federal Government to allow independent doctors and health experts in to help the 600 refugees.

Lack Of Alternative Services And Durable Solutions

Despite the claims by MP Peter Dutton, the UNHCR reports that East Lorengau Regional Transit Centre has insufficient capacity. There is no security fence at Hillside Haus and the construction of the West Lorengau Haus facility has been significantly hampered by the rain and container accommodation is surrounded by mud and water and electricity connections have not been completed.

Tension With The Local Communities Are On The Rise

While many of the Manusians in the Lorengau community are sympathetic towards the refugees' situation, there is growing resentment at the imposition of hundreds of young men on their small community.

There is growing disenchantment with Australia's actions in Manus and a resentment at a richer, more powerful country simply abandoning people on the island without concern for their, or the local people's welfare.



Anne-Maree McEwan, IEU NSW/ACT speaks at Teachers for Refugees rally in Sydney

Alternatives to Detention

Both the New Zealand Government and the Canadian Government have made offers to the Australian and PNG Governments for resettlement. However, these offers have been rejected by the Federal Government.

Australia's Responsibility To Act.

It is imperative that the Australian Government act to de-escalate this increasingly tense and unstable situation. Under the United Nations 1951 Refugee Convention, Australia remains responsible for the well-being of all those transported to Papua New Guinea until adequate, long-term solutions outside the country are found.

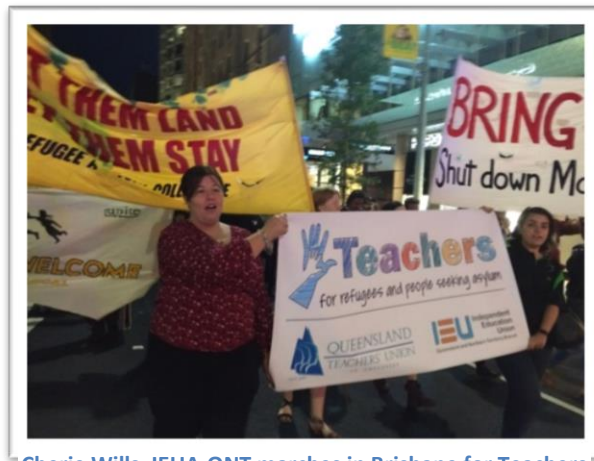
IEU Federal Executive Action

The IEU Federal Executive has endorsed the following resolution and urges all IEU members to call upon Australian politicians to take responsibility for these vulnerable human beings.

The IEU Federal Executive;

- Expresses grave concern at the current situation in Manus Island detention centre where the remaining 600 refugees and asylum seekers have been denied access to food, water, electricity and medical supplies.
- Notes with concern the UNHCR provided evidence that the alternative detention facilities on Manus Island are not ready for occupation, not able to provide necessary security and/or have insufficient capacity.
- Condemns the federal government and the opposition for their lack of compassionate action in the serious matter of the refugees and asylum seekers on Manus Island.
- Calls upon the federal government to comply with the United Nations 1951 Convention regarding the Status of Refugees and ensure the immediate supply of food, water, electricity and medical supplies to the 600 men on Manus Island.

Further, the IEU Federal Executive calls upon the Federal Government to permit immediate resettlement in those countries which have humanely offered assistance.



Cherie Wills, IEUA-QNT marches in Brisbane for Teachers for Refugees



IEU NSW/ACT members join in community rally at Parliament House

Celebrating International Education Support Staff Day; Careers That Matter



On 13 June 2017, the IEU and the New Zealand education union NZEI TE RIU ROA, joined together to highlight the valuable work performed by education support staff in our schools.

The International Education Support Staff Day was endorsed at the 7th Education International World Congress held in Canada in 2015. The adopted resolution came as part of the resolutions proposed by the Education International executive board and member organisations to seek “*improvement in the welfare and status of teachers and education employees through the effective application of their human and trade union rights and professional freedoms*”. As such, the IEU and NZEI TE RIU ROA has led the way and established the international day as both education unions believe that such a celebratory day is vital to the ongoing campaign for better working conditions of all those in our school communities.

Council of Pacific Education: Education 2030 Agenda



Lubna Haddad IEU NSW/ACT Branch presenting report on SDG

On the 6th-8th September, representatives from each COPE affiliate came together in Nadi to develop action plans for the advocacy of the Education 2030 Agenda.

The three day workshop focussed on the Sustainability Development Goals, in particularly Quality Education (SDG 4), Gender Equality (SDG 5) and Decent Work & Economic Growth (SDG 8) which are a major priority for Education International.

Participants were given an overview of the process and players involved in the negotiation of the SDGs, as well as some more detailed insights into the processes around the measurement and reporting of national indicators to determine progress. IEU representatives **Simon Schmidt** (IEU Victas Branch) and **Lubna Haddad** (IEU NSW/ACT Branch) provided assistance in leading the affiliates through the development of an Education 2030 action plan for their country.



Simon Schmidt IEU VICTAS Branch facilitating workshop



8th Education International Asia Pacific Regional Conference Transforming Asia- Pacific: Educating Unions Driving Education 2030 Agenda



Delegates to EIAP Forum

Between 9-12 October 2017, more than 350 delegates, observers and guests from 72 affiliates in 35 countries and territories across the Asia Pacific region came together in Kathmandu to attend the 8th Education International Asia Pacific Conference.

Held every four years, the Asia Pacific Regional Conference is the authority of Education International, Asia Pacific Region. The Regional Conference adopts its rules of procedures and agenda, determine the policies, principles of action and programme of Education International Asia Pacific and approve activity report. It elects the Chairperson, Vice-Chairpersons and other members to the Regional Committee.

Theme

Transforming Asia Pacific: Education Unions Driving Education 2030 provided the opportunity for education unions to discuss their role in implementation, review, and monitoring of the Education 2030 Agenda. It also

provided opportunity for unions to discuss plans for promoting quality education and life long learning in their region. COPE participants were readily prepared to enter into these discussions due to the outstanding workshop held two weeks earlier in Nadi. COPE recommendations were put to the EI AP conference and supported.

Elimination of all types of discrimination: SDG 5 Gender Equality

The conference provided an opportunity to discuss the Sustainable Development Goals 4 Quality Education and Sustainable Development Goals 5 Gender Equity in detail through preconference events.

The full participation of women, youth and indigenous community is essential for the successful implementation of SDG 5. The preconference event gave affiliates the opportunities to identify the barriers such as discrimination, cultural and religious influences, disrespect that impede the full potential of women to contribute to inclusive sustainable development.

It was identified that governments, trade unions, civil societies and other stake-holders must work together to transform and have a comprehensive approach towards equality. Priority areas for affiliates and Education International were identified and a resolution put before conference