

## Quality Education: What We do. Who We are.



Figure 1 Quality Education Rally October 3 Sydney

### Introduction

The Coalition Federal Government, lacking in any meaningful education policy, commenced its term of government by establishing a series of reviews. This has achieved nothing other than to create an atmosphere of uncertainty for our schools and for our members. This sense of uncertainty has been exacerbated by the release of the Federal Coalition Government budget.

#### Ongoing reviews which affect our sector:

- **February 2014** Teacher Education Ministerial Advisory Group.
- **March 2014** Legislative amendments to reduce regulatory burden.
- **March 2014** Review of the Australian Curriculum.
- **May 2014** Review of school funding indexation arrangements.
- **June 2014** Students with Disability Review.
- **June 2014** Senate Inquiries into the Delivery of Quality Early Childhood and Learning and Future of Affordable Childcare Services.
- **July 2014** English Language Proficiency Review.
- **July 2014** Low Socio-economic Status Review.
- **31 October 2014** Final Report from Productivity Commission Inquiry into Early Learning.

In addition to these are the Heydon's Royal Commission into Trade Unions, the Commission of Audit, the Fair Work Commission's 4 year Review of Modern Awards and the Fair Work Commission's Review of Division 4A of superannuation default fund terms.

In the absence of clear educational strategies and policies, the Federal Government has failed Catholic and Independent schools, government schools, education of students with disabilities and early childhood education.

The following provides a detailed summary of issues and challenges which the IEU has been actively addressing.

# Quality Education for Students with Disabilities I Care. Do You?

IEU members have been campaigning for the necessary additional Federal Government funds for the education of students with disabilities.



In the two weeks prior to the release of the 2014 Federal Budget, IEU members lobbied Senators by sending thousands of postcards; urgently calling upon Senators to direct additional Federal Government Budget funding to students with disabilities.

The IEU campaign continues with IEU members emailing MPs directly through the IEU campaign website [www.educationforall.com.au/swd](http://www.educationforall.com.au/swd) and urging MPs to support increased funding for these students.

Member lobby teams will be developed for visits to local MPs in the lead up to the 2015 budget.

## Background

Throughout 2010 and 2011, IEU members conducted a campaign for appropriate school funding. As part of this campaign, IEU members lobbied the panel reviewing school funding (the Gonski Panel) and politicians to ensure that the educational needs of students with disability would be more adequately resourced.

IEU members identified that greater funding was needed to meet the cost of specialist teachers and support staff; development of specialised programs and for access to specialised services.

Evidence and case studies provided by IEU members, parents and school communities to the Gonski school funding review panel unequivocally illustrated the significant unmet needs for students with disabilities in Australian schools.

During this School Funding campaign, the IEU asked that:

*"...the full costs of meeting the educational needs of students with disabilities, as defined by the Disability Discrimination Act (DDA) and assessed, should be funded by federal and state governments regardless of whether the student attends a government or non-government school".*

The findings of the Gonski Review panel in December 2011 were no less equivocal and the panel made a number of recommendations to government that fully public funding apply equally to students with disabilities, irrespective of sector.

*"Unlike the schooling resource standard per student amounts and other loadings, the students with disability loading should be fully publicly funded as an entitlement, irrespective of the type of school the student attends or its school SES." pg 184.*

## Governments Fail Students With Disabilities

The previous and the current Federal Government have failed abjectly to act on this advice and as a consequence continue to fail not only the students with disabilities but also their families, their teachers and education support staff.

Students with disabilities attending Catholic and Independent Schools remain significantly under-funded when compared with students with the same learning adjustment needs attending a government school.

Disturbingly the funding differential is greater for students with high-level support needs who may require, for example, a full-time aide or Auslan interpreter. The gap in funding for these students can be over \$40,000 per student per year.

Students with disability in Catholic and Independent schools also lose free access to a range of essential government services and resources such as physiotherapy, speech therapy and Braille texts.

## **What is Wrong with the Federal Government Funding for Students with Disabilities?**

The new Students with Disability (SWD) interim loading is deemed at 186% of base funding or Schooling Resource Standard (SRS). It is important to emphasise that this loading is not a measure of actual student needs.

The Federal Government would have us believe that, for every school with a funded student with a disability, the full SWD interim loading would be received. For 2014, the SWD loading for primary and secondary students is notionally \$17 244 and \$22 679 respectively.

However, for many schools, this SWD interim loading is to be phased in over the 6 year transitional period. Thus many Catholic and Independent schools do not even receive these amounts, inadequate as they are to meet the actual needs of the student.

The fact is that in 2014 the SWD loadings for those schools below the SRS, would be less than \$2 200 regardless of actual student needs. Schools who are above SRS would not receive any SWD loading for their students.

## **Successive Governments: Labor and LNP have failed to Fund Students with Disabilities**

Not only has the Federal Government failed to deliver on the expected increase in funding for students with disability in the Budget, they have also failed to extend the interim *More Support for Students with Disability* program.

These funding inadequacies are a major barrier to the provision of essential resources, individual support and access to professional expertise. These are essential components in the provision of quality education to students with disabilities.

The current level of funding for students with disabilities means that schools will continue to try subsidising the learning needs of students with disabilities from other sources of income.

Teachers and support staff will try to “make do” with already overstretched resources and many students with disabilities will continue to be denied the quality education which is their right.

The IEUA continues to urge the development of a framework of teaching and learning resource standards for high quality teaching and learning conditions for students with disabilities with regard to:

- Early intervention support and programs
- The appropriate levels of specialist teaching and support staff
- Class sizes which allow optimum teaching and learning for integrated classes
- Time release for curriculum and program modification and planning, and liaising with parents and external agencies
- Adequate access to health and allied health professionals & services and
- Access to appropriate and relevant professional development for staff.

However, all of these require resources, or in unfashionable parlance, money.

## Federal Government Fails to Fund Quality Education

The reality of Federal Government funding from Labor was far from a generous deal for Catholics and Independent schools. The *Better Schools Plan* model ended up being a pale imitation of the Gonski Report; and provided a relatively low commitment of additional resource dollars compared to those recommended by the Report.

The election of a Coalition Federal Government has not provided any further security for the sector.

### Senate Select Committee into School Funding

In February 2014, the IEU made representations to the Senate Select Committee on School Funding. Concerns regarding the *Better Schools Funding* model were highlighted including the model's complexity, the under-resourcing of students with disabilities and the need for employment stability for members working in Catholic and Independent schools.



The IEU put to the Senate Committee that developing a new funding model without additional money other than rolling over the existing national partnership money, and then indicating that in four, five or six years time there would be further investments – would provide no certainty for schools.

Our Union further highlighted that, the funding model rather than supporting teachers and support staff working in Catholic and Independent schools, had resulted in a cap on their capacity to negotiate better salary and condition.

### Budget 2014-15 - What Was There For Catholic and Independent Schools?

While the Federal Government has made a commitment to continue to fund the Australian Education Act arrangements from 2014 – 2017 for all schools in all states and territories; this does not actually mean security for our schools.

The Education Act provides for a funding model comprised of a core funding amount for every student (called the School Resource Standard) and additional loadings for indigenous students, school size and location, remote and rural, English language proficiency loading and an interim (Status Quo) disability loading.

**The new funding model is significantly different to that envisaged by the Gonski Funding Review panel and is very complex.** The eventual roll-out of the funding arrangements and the manner in which it was agreed to by States and non-government employers basically meant that a variety of funding arrangements came into existence.

The new funding model was originally intended to include a transition period of 6 years from 2014 to 2019 to enable 90% of the implementation of the new model to be achieved. The bulk of the additional funding would be available to schools in the last two years of transition. However, the Coalition Government has only committed to the first four years of funding 2014-2017.

**Hence it is unlikely that the majority of schools will ever receive the greater part of the additional funding under the new funding model.**

It is now a concern that funding arrangements beyond 2017 will not meet the needs of schools and students in our sector.

## Indexation after 2017

The Federal Government has made the decision in its recent Budget to use CPI as the basis for school funding indexation after 2017. The IEU has lobbied against the use of CPI for indexation throughout the formation of the Gonski Report. Education has its own inflation index, which is directly impacted upon by Federal and State Government educational initiatives, teacher salaries and access to technologies to support learning.

For the past 10 years, CPI has been around half the rate of education inflation. The Federal Government Budget has simplistically ignored this fact. **The consequences of using a CPI index of around 2.5% will be a significant funding shortfall in real terms with a flow on effect to wage and salary increases.**

## Quality Early Childhood Education

On the day before the Federal Election, the Coalition released their policy on *Better Child Care and Early Learning*. Significant to this policy was the lack of focus on quality early childhood education and the need for qualified teachers.



Upon election, the Federal Government asked the Productivity Commission to undertake a public inquiry into future options for childcare and early childhood learning.

In addition to the Productivity Commission Inquiry, the Senate Education and Employment Committee initiated two further reviews; *Delivery of Quality and Affordable Early Childhood Education and Care Services* and the *Immediate Future of the Childcare Sector in Australia*.

There is also a further review into the National Partnerships for Quality Agenda for Early Childhood Education conducted by Woolcott Research and Engagement on behalf of the Federal Government.

The IEU has been active in making submissions to all of these inquiries this year; emphasising in both the vital role of qualified early childhood education teachers and the need for adequate government funding for early childhood education and care.

## Productivity Commission Inquiry Fails Quality Early Childhood Education

In September 2014, the Draft Report of the **Productivity Commission Inquiry into Childcare and Early Learning was released**. This report proposed a quick fix solution that, if implemented, would significantly threaten the provision of quality early learning and entrenched existing workforce problems.

The IEU has made a submission to the Inquiry, condemning many of the draft report recommendations for failing to support the development of quality early childhood education. In particular condemning the draft report for:

- Determining the efficiency and effectiveness of the ECEC system by the impacts of increased adult workforce participation and not by the quality of early childhood education programmes provided by services
- Recommending the removal of preschool/kindergarten from the National Quality Framework, effectively undermining regulations for universal and equitable quality early childhood education and care
- Recommending the transfer of preschool/kindergarten funding to school funding and the extension of preschool/kindergarten into schools and in doing so threatening the community not-for-profit preschool/kindergarten sector
- Recommending the removal of requirements for qualified teachers for under three years, and therefore failing to recognise the complex nature of the developmentally sensitive first three years of a child's life
- Recommending the reduction in the adult:child ratios - another regressive step for the sector
- Failing to make recommendations which would improve the status, standing or pay equity of early childhood teachers.

## Build Quality Early Childhood Education. Not Destroy it!

The IEU has called upon the Productivity Commission to provide recommendations, in its final report, that build upon, improve and safeguard the delivery of quality early childhood education rather than minimalizes it. To do so, the Commission must recognise that children are learning from birth and what children learn is profoundly influenced by the nature of their environment and the qualifications, skills and knowledge base of the qualified early childhood education teachers who have responsibility for them. The IEU submission is available at [www.ieu.org.au](http://www.ieu.org.au)

## Pay Equity – 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 paid to teachers in school settings.



In October and November 2013, the IEU made application to the Fair Work Commission for an equal remuneration order.

In general terms, the effect of the order sought was to increase rates of pay for teachers employed in long day care centres and preschools to the level of those paid to teachers working in schools. At the same time, United Voice and the AEU made application for an order of wider scope which would also apply to non-teachers covered by, among others, the Children's Services Award.

What is clear is that, the Annual Wage Review aside, this is the most significant individual matter before the Commission.

Importantly, the basic facts underlying the application reveal graphically the effect of decades of systemic gender-based undervaluation of work. More than 95% of the teachers working in long day care and preschools

are women.

The majority of teachers are paid at award rates, typically some \$25,000 - \$30,000 below the going rates for the same or similar work performed in schools.

To date, the Fair Work Commission has spent much of the year hearing submissions from the parties as to the principles which should apply when it hears and determines the case. In particular, the Commission has been concerned to hear from the parties as to the best method of determining whether the work of ECE employees is undervalued. The last submissions in the matter were made in May 2014, but the Commission has yet to hand down its decision. The evidentiary proceedings are expected to be programmed for 2015 and to stretch over several months.

IEU members can follow the '*Teachers are Teachers*' campaign, providing further reports and generating membership support for the application at <http://www.ieu.asn.au/campaigns/teachers-are-teachers/>

## Four Year Modern Award Review

The Fair Work Commission is undertaking a comprehensive review of all awards. Alongside the Federal Government's nascent legislative wind-back of employee conditions, this is the most significant federal industrial issue in the immediate future.

Since their inception in 2010, the awards have already been subject to one review. However, this 'four year' review has a considerably wider scope. Any interested party (not necessarily limited to employers and unions) may make an application to vary an award as part of the review process.

However, such variations are subject to the applicant bearing the full evidentiary onus for change. This is important as the awards were not made using this process but rather a bastardised first award principles exercise representing an amalgam of established (pre-2009) federal rates of pay and conditions and the outcome of negotiations between industry parties.

### Modern Awards: Foundational underpinnings

It is worth noting at this point that the extent to which the review affects members in a particular branch is directly related to the number of members in a branch who are award-dependent. The existence of wide spread bargaining in the Independent and Catholic sector 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.

### Process for the Review

The Commission has determined the process for the Review. Some matters 'common' to most awards have been identified and are being heard separately. These are:

- Annual leave
- Apprentice conditions
- Part-time work
- Transitional rates and conditions and
- Casual employment.

Some idea of the scope of the Review can be gained from the fact that a full bench of the Commission has spent some months hearing various aspects of the annual leave matter alone.

Federal employer groups have made five applications to vary all awards in respect of: the cashing out of annual leave; excessive annual leave; annual close down; granting leave in advance and continuing to pay employees by EFT during annual leave. The ACTU in turn, on behalf of affiliates, has made an application to ensure employees were paid out annual leave on termination.

The individual award stage of the review is itself divided into stages. The award covering employees in post-secondary education (eg ELICOS) and the award covering schools' general staff are grouped together in stage 3, which is scheduled to commence in the next few weeks. The Teachers Award, due mostly to the fact of the proceedings in the ERO matter, will be reviewed later next year in stage 4.

The process in each stage begins with the industry parties outlining any concerns they have about the operation of the awards and mooted applications for variation thereto. The parties then participate in a series of conferences chaired by the Commission prior to the making of any substantive applications to vary by the industry parties, the Fair Work Ombudsman, the Commission itself or any other party with a demonstrated interest.

The **IEU Industrial Committee** is co-coordinating a consultation process with the IEU Branches to identify issues to be addressed by the Modern Award Review. The Industrial Committee continues to meet to collate these issues and develop relevant positions in relation to these identified issues as well as to counter any positions put forward by the employer groups.

# Heydon Royal Commission into Trade Union Governance and Corruption

## Background

Early in 2014, the Royal Commission commenced its program of hearings. The primary focus of the Commission's brief was on 'related entities' established by unions or their officers. The Commission's terms of reference provided it with wide scope to investigate the operations of such bodies.

The *Fair Work (Registered Organisations) Act 2009* obliges unions to obtain proper executive authority when making donations and to report such payments both to members and the Fair Work Commission. The Royal Commission would investigate whether the related entities established by unions met these obligations and whether they complied with other laws, for example laws governing electoral donations.

Media comment on the Commission's terms of reference has centred on the identification for particular scrutiny of five unions: the AWU; CFMEU; CEPU; HSU and TWU, all current or former ALP affiliates.

The Commission commenced its inquiry by giving these unions a few days notice to produce their financial records for the previous seven years.

The Commission has also been given broad powers to investigate any illegal conduct by unions, officers of unions or anyone associated with unions and to make recommendations concerning the effectiveness of existing legislation in the context of accountability to members and transparency.

It is in this context that the ACTU and a number of affiliates, including the IEU, were concerned that the processes adopted by the Commission should themselves be fair and reasonable.

Despite the fact that the 'related entities' matters comprise the bulk of the Commission's terms of reference, the Commission had also announced that it intended to produce policy papers and convene policy roundtables and working groups. It has also restated its intention to complete its inquiry by the current reporting date of 31 December 2014, which would have meant that the policy elements of its work would need to be completed by October.

In July this year, citing concerns that the policy development framework instituted by the Royal Commission was procedurally flawed and incapable of attributing appropriate weight to union submissions, the ACTU Executive announced that it would not be responding to policy papers issued by the Royal Commission.

For much of the year, the Royal Commission has been mired in controversy. Considerable latitude was afforded Counsel Assisting the Commission in respect of materials and examination of witnesses.

However, there were complaints from the legal representatives of those summoned to appear before the Commission or unions with an interest in the proceedings that they were prevented from cross-examining witnesses or were prevented from making effective submissions.

A clear case in point concerned allegations of corrupt conduct at the HSU. When union 'whistle-blower' Kathy Jackson, who had addressed the H.R. Nicholls Society on the question of union governance, was herself the subject of allegations of corrupt conduct, the Commission for some months appeared reluctant to allow the union to cross-examine her on her evidence. When the HSU sought to have read into evidence several hundred pages of an affidavit detailing those allegations the Commission allowed only a small part of that evidence into the record.

## Panem et Circenses

The Government has recently announced that it is extending the life of the Royal Commission until the end of 2015. Commissioner Heydon's letter to the Attorney-General indicates that next year is likely to involve a deeper examination of the matters before the Commission this year.

## National Curriculum Review

Every time there is a change in Federal Government, there appears to be a change in the philosophy of curriculum.

In January 2014, the Minister for Education Christopher Pyne named Dr Kevin Donnelly and Professor Ken Wiltshire to review the National Curriculum.

With the assistance of the **IEU Education Committee**, the IEU made a submission to the Review supporting a national curriculum which contains flexibility for teachers to exercise their professional judgement when developing teaching programs to meet the needs of their particular students, depending on student interest, location, resources, skills, subject currency and other relevant circumstances.

The IEU stated that there was a real need for additional resources to ensure that there was capacity to teach the entirety of the new curriculum and that these resources need to include the provision of specialist teachers, enhanced opportunities for professional development and learning for teachers and support staff as well as provide for changes to initial teacher education programs.

Further, the IEU highlighted the risk of overcrowding in the curriculum, particularly in primary years as the writing and inclusion of additional subjects are added to those in the initial phases. It was emphasised that such overcrowding would put at risk the capacity of primary schools to ensure that sufficient depth of content and skill development was achieved, particularly in literacy and numeracy.

The IEU has further challenged the concept of reviewing curricula without direct teacher involvement. The only appropriate curriculum “experts” are qualified teachers and, as such, teachers should be significantly involved in any development of curriculum.

The final report, made public in October 2014, made 30 key recommendations for improving the Australian Curriculum.

The Federal Government has made an initial response to the Review’s Report and made statements on five themes:

- Fixing the overcrowded curriculum
- Making it easier for parents to engage with the curriculum
- Improving access for all parents
- Rebalancing the curriculum
- Reviewing the way ACARA works.

Information on the Review can be found at [www.studentsfirst.gov.au](http://www.studentsfirst.gov.au)

## Teaching Standards and Certification

Despite the development of national teaching standards, there is considerable disparity in the manner in which different jurisdictions are implementing matters in a ‘nationally consistent’ manner.

The **IEU’s Education Committee** has been mapping the certification, ongoing registration requirements and reward processes across jurisdictions to ensure that IEU Branches have access to current data for negotiations with employers around salaries and conditions.

The most significant matter of concern is the absence now of any ‘reward’ money from the Federal Government for teachers who receive certification at higher levels. The money that had been earmarked to reward ‘some’ has been rolled into the general recurrent funding provisions.

As a consequence there is very little certification happening at higher levels and a number of teacher registration authorities have indicated that they will not be undertaking the certification work.

Where certification and reward is happening under industrial agreements, it is clear that there are quite differing models and even the best of the outcomes falls well short of the type of reward that groups like the Business Council of Australia had been supporting 5-6 years ago of \$120,000.

The fact is that school systems and employers are not prepared to make the genuine investment required to appropriately reward these standards. Consequently, the certification processes remain patchy and not well supported by teachers.

## Teacher Education Ministerial Advisory Group Consultation Process

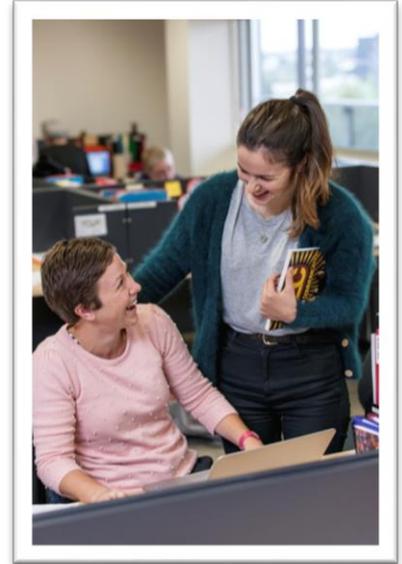
On 19 February 2014, Minister Pyne announced the establishment and membership of the Teacher Education Ministerial Advisory Group (TEMAG). The Advisory Group was tasked with providing practical, evidence-based advice on how teacher education programmes could be improved to better prepare new teachers with the practical skills needed for the classroom.

The Advisory Group released an Issues Paper in June, which formed part of the public consultation process. The paper gave an overview of current reforms relating to teacher education and outlined the issues of most interest to the Group, with the aim of collecting evidence based, practical responses to the areas for discussion. The paper is available electronically at [www.studentsfirst.gov.au/teacher-education-ministerial-advisory-group](http://www.studentsfirst.gov.au/teacher-education-ministerial-advisory-group).

The four high level questions posed in the consultation paper were:

- *What characteristics should be fostered and developed in graduate teachers through their initial teacher education?*
- *What teaching practices should be developed in graduate teachers through their initial teacher education?*
- *What level of integration should there be between initial teacher education providers and schools?*
- *What balance is needed between understanding what is taught and how it is taught?*

With support from the **IEU Education Committee**, the IEU has contributed to the consultation process both through a face-to-face meeting with members of the Advisory Group and a separate written submission. The final report arising from the consultation is yet to be released.



## Supporting Working Parents

In June, the Australian Human Rights Commission released its final report on *Supporting Working Parents: Pregnancy and Return to Work National Review 2014*.

The **IEU Women's and Equity Committee** had been active in the Review through making written submissions and by attending the round table conferences which were held throughout Australia.

In a submission to the Review, the IEU recommended:

- Stronger legislative changes to place the onus on an employer to justify any refusal of flexible working arrangements
- A formal appeals process to be put in place to ensure disputes are appropriately addressed
- Development of workplace strategies/plans that provide for the implementation of flexible working arrangements and
- Education programs and public awareness campaigns in order to alert employers, individuals and community, not only to the legislative requirements but also to the value of implementing flexible working arrangements.



In its recommendations the Commission recommended these measures and went further proposing broader changes to the legislation. The IEU submission also identified that, despite the existence of collective agreement provisions, IEU members with family or caring responsibilities were still denied access to flexible working arrangements.

### IEU Guide to Flexible Work Arrangements

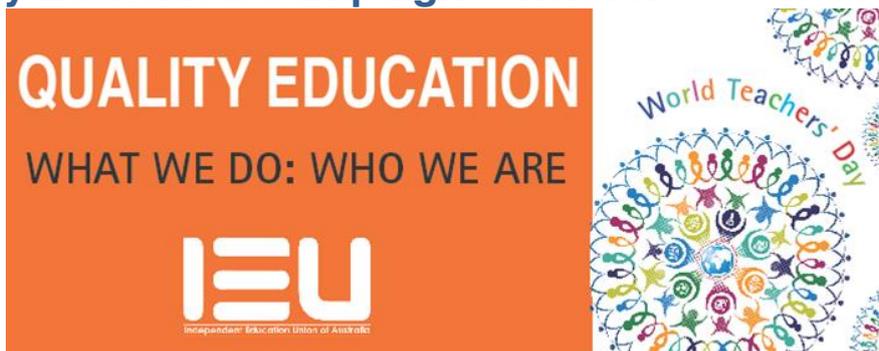
Education and training of employers and employees on stereotyping and unconscious bias is another important process in changing workplace culture. As such, the **IEU Women's and Equity Committee** developed the *IEU Guide to Flexible Work Arrangements* to assist members and employers in implementing flexible working arrangements in their workplace by explaining eligibility and the process of

application. Armed with this information, members and employers can take the important step towards eliminating ignorance, misunderstandings and ill informed prejudices. A copy of the guide can be located at [www.ieu.org.au](http://www.ieu.org.au)

## Stakeholder and Statutory Committee work

The IEU has continued its work on the various government and statutory committees/working parties such as AITSL and ACARA. As well, a range of meetings have been initiated by the Federal Officers with key senior officers of employer representative bodies such as Independent Schools Council of Australia, and National Catholic Education Commission. Moreover, a closer working arrangement is now in place with National Parent bodies and ASEPA. Representative meetings have been held with Senator Collins, Senator O’Neil, Graham Perrett MP, Education Minister Christopher Pyne, Minister Sussan Ley and Opposition Education Minister Kate Ellis.

## Quality Education Campaign – What we do: Who we are



Recently, the various IEU Branch Committees of Management came from across Australia to gather in Sydney for **the IEU National Conference**.

The two day conference, held over 2 and 3 October, analysed the elements of quality education such as teacher development and recognition, early childhood education and support and funding necessary to ensure quality outcomes for students with disabilities.

The National Conference highlighted the crucial role that teachers, and those who support teachers, play in the delivery of quality education.

The conference heard from a range of national and international academics and practitioners including Ged Kearney, ACTU President; Paul Goulter, National Secretary to NZEI Te Riu Roa in New Zealand; Dr Sean Kearney, Associate Dean, School of Education, University of Notre Dame, Australia; Ian Dalton, Executive Director of the Australian Parents Council APC; and Lawrence Ingvarson, Research Director at the Australian Council for Educational Research.



The IEU has united with global education unions to celebrate quality education and this conference was the final part of the twelve month co-ordinated effort with other international teacher unions through Education International.

On the last day of the conference, members rallied at Mrs Macquarie’s Chair at the Sydney Botanical Gardens in support of the Educational International Unite for Quality Education Campaign by holding up letters to spell out QUALITY EDUCATION.

## IEU Photography Awards 2014

Continuing on with the Quality Education Campaign, IEU members submitted photographs that show Quality Education in Action as part of the “**Quality Education: What we do, who we are**” campaign.

The awards presented an ideal opportunity to show the wider community the work that high quality teachers and support staff perform every day. An array of prizes were on offer, with the People’s Award being nominated at the IEU National Conference in Sydney.



Figure 2 People’s Award Winner

## Industrial Officers Workshop

The **IEU Industrial Committee** organised for IEU industrial officers from each Branch to come together in Melbourne for the IEU Industrial Officers workshop. The workshop held on 14 August provided opportunities for IEU Industrial Officers to increase their knowledge and skills in the core areas of their work and, as such, provided workshop sessions on:

- “The principles underlying our union’s ECEC ERO application”
- “The changes at the office of Fair Work Ombudsman” and
- “Adverse Action or Unfair Dismissals”.

## Organisers Workshop



The **IEU Organising and Campaigning Committee** conducted the Organisers Workshop “Reach, Recruit, Retain” was held in Sydney on 1 November 2013.

Overall the workshop provided, through a series of panel presentations and role plays, opportunities for discussion and skill development in membership recruitment.

The Committee is continuing with work for

the 2014 workshop which will be held on 7 November 2014 in Sydney and will analyse the organising strategies involved in taking protected action.

## International Work

### Asylum seekers

The IEU has publically condemned the Government and the Opposition for the way they have failed to step up and deal with the asylum seeker issues in open, fair and honest manner. At its recent national conference, *Quality Education*, the IEU reaffirmed its opposition on the current treatment of asylum seekers by the Australian Government.

The resolution from the **IEU Federal Executive** expressed its disgust with the way the Government and Opposition have failed to step up and deal with the asylum seeker boat issue in open, fair and honest manner. The endorsed resolution demanded that the Australian Government immediately move to process all asylum seekers onshore, cease detention of asylum seeker children under 18 years of age, and reject the Temporary Protection Visa (TPV)/Safe Haven Enterprise Visa (SHEV) system and provide all refugees immediate access to a permanent Protection Visa (PV).

The National Conference called for the Australian Government to get on with the job of fulfilling Australia's commitment under the Refugee Convention to treat people humanely, process applications for asylum onshore, and promote the better treatment of asylum seekers and refugees in our region.

### Council of Pacific Education (COPE)

COPE has established a lively network of committed, professional women within the various teacher organisations across the Pacific. The COPE Women’s Network provides women teachers in the Pacific with the opportunity to share experiences and learn from each other. There are many challenges which the COPE Women’s Network must overcome – financial, political and professional - but the challenges of distance, travel costs and isolation are often the greatest barriers to the Network.

A recommendation arising from the COPE Women’s Conference in 2013 was the establishment of a Facebook forum to assist the Women’s Network to overcome isolation.

The IEU has assisted in the development of a Facebook group which will provide an important networking opportunity for COPE Women’s Network members to share their stories, and help shape the agenda as we strive together to achieve quality education and gender equality. The Facebook group is a closed forum and by invitation only. For further information, contact the IEU Federal Office.



### APHEDA

IEU is in its third year of sponsoring the *Women’s Literacy Program in East Timor*. Almost two-thirds of adult women in East Timor have never attended any kind of school, and for those who have, it is often just for a year or two. A high proportion of older East Timorese women (and men) are illiterate, and if they are to participate in the reconstruction, and share in the development of East Timor, literacy and language training is essential.