



Farewell Deb James – we celebrate an extraordinary career

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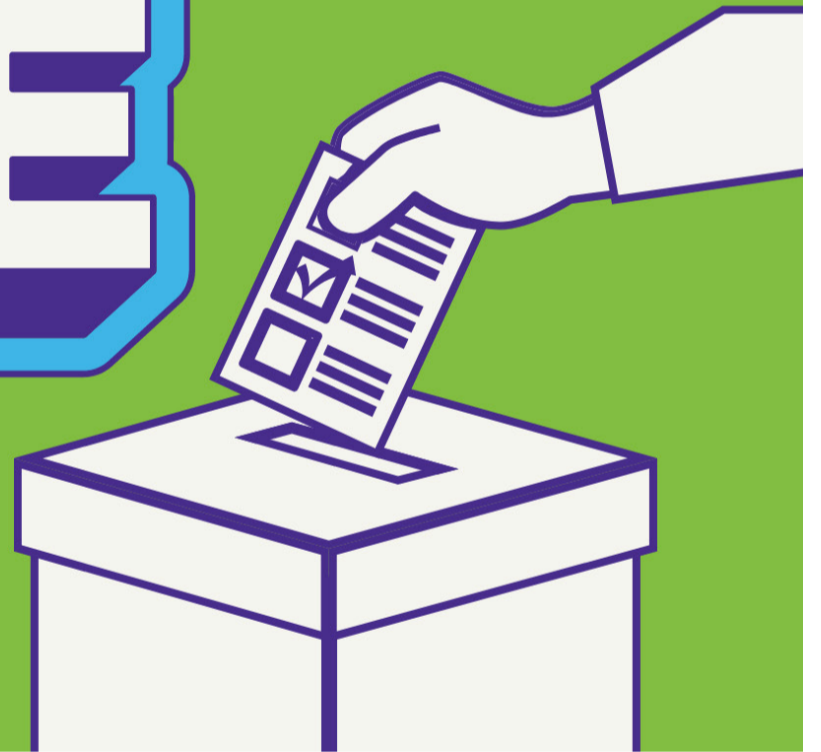
VOLUME 13 NO 2 TERM TWO 2023

ThePoint



TIME TO

VOTE



Vote **YES** for a better future for Victorian Catholic education!

Last year, IEU members in Catholic schools across Victoria put their foot down, demanding ‘No More Freebies.’

For too long we’ve seen workloads creeping upwards. We’ve seen teachers doing more and more out-of-hours work, a result both of extra-curricular expectations and of the chewing up of non-teaching time that should be spent on planning, preparation, and assessment. We’ve also seen education support staff being pressured to work through breaks or do additional hours without receiving overtime or time in lieu.

The proposed Agreement that Victorian Catholic education staff will vote on shortly is a huge step towards addressing this, and

towards stamping out the culture which expects already stretched staff to keep giving more and more without recognition or compensation.

This Agreement grants time in lieu for employer-directed activities outside of the school day, from parent teacher interviews to school camps. It protects big chunks of time within the working week for teachers to autonomously direct their own work, meaning a real reduction in the amount of work teachers take home with them. It reduces scheduled class time, puts a tight cap on how much time teachers can be

directed outside of the classroom, phases out extras for secondary teachers and limits meeting times.

This is why we call it ‘The Workload Agreement’. But it does a lot more!

It gives our lowest-paid education support staff access to a greatly improved salary structure, better rewarding their experience and dedication. It significantly improves parental leave entitlements, provides earlier access to higher redundancy payments, and offers better support for injured workers. It beefs up our Consultative Committees and empowers

them to ensure that genuine reductions in workload are achieved in a way that brings everyone along and gives everyone a say.

It’s been a long journey, but thanks to our members’ campaigning last year we at last have the opportunity to vote for an Agreement which will improve our schools, increase autonomy, reduce stress and burnout and go a long way towards making ‘freebies’ a thing of the past.

We urge you to Vote Yes.

See page 6 for more.



The Independent Education Union Victoria Tasmania acknowledges the Indigenous people as the Traditional Custodians of the lands where we live, learn and work.

The Point is published by the Independent Education Union Victoria Tasmania.

Melbourne International Film Festival school program

Enhance your students' cinema and language learning, intercultural understanding, and media-analysis skills with MIFF's 2023 Schools program.

The program presents high-quality, diverse films selected for how well they address Victorian Curriculum Learning Areas, themes, and issues.

Free Professional Learning webinars on each of the programmed films will give teachers additional resources, strategies, and ideas for how to best incorporate a screening of a MIFF Schools film with their students' classroom-based learning.

MIFF: 3-20 August

More info: <https://rb.gy/xu8wz>

Stop the silence on harassment

Non-disclosure agreements (NDAs) are frequently used in the settlement of workplace sexual harassment cases. They disempower victim-survivors, predominantly women, by forcing them to stay silent.

NDAs release employers from their obligations to address systems of work that allow sexual harassment to occur, enable repeat offenders and prevent workers from talking about their experiences. They should only be used when requested by victim-survivors to protect their own confidentiality.

Sign the petition at megaphone.org.au to support state government legislation to restrict the use of NDAs: www.megaphone.org.au/petitions/2022-ndas



Sign the petition: paid placements for pre-service teachers

Pre-service teachers in Victoria must complete up to 80 days of unpaid professional placement. This makes it really difficult for many to cover basic living expenses, particularly if they have family responsibilities.

Many are forced to choose between deferring their studies and quitting paid work – and too many end up dropping out of their studies because of the financial burden, ultimately reducing the intake of new teachers and exacerbating our teacher shortage.



We call on the Victorian government to provide paid placements for all pre-service teachers. Scan here to support the petition!

Free 'Yes' posters and corflutes

The Australian union movement is proud to support the Voice to Parliament. This is a historic change that will start to deliver long-overdue justice to Aboriginal and Torres Strait Islander people, and justice and solidarity have always been union business.

Visibility of public support will be crucial to this campaign.

By displaying 'Yes' material in your workplace or front yard, you can help build momentum in the leadup to this historic referendum.

WHAT: Free 'Yes' posters and corflutes!

WHERE: Victorian Trades Hall Council, 54 Victoria St, Carlton VIC 3053

PICK-UP TIMES: 9am-5pm any weekday!

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GENERAL SECRETARY (OUTGOING)
DEBRA JAMES

Goodbye and thank you, IEU members

In this newspaper over the years, I've written countless columns about the rights of education staff, bargaining campaigns, social justice campaigns and the amazing achievements of IEU members.

Now after an exciting and rewarding career serving the IEU, I say goodbye.

This is my last column as General Secretary as I'm retiring after 33 years with the IEU and a lifetime in education.

When I first wrote to you about my departure I used the words 'gratitude' and 'love' to describe my feelings for the union. That's because I hold most dearly the loyalty and support of rank and file members. I want to thank you for your support all through my time at the IEU, and the warmth shown to me since I announced I was leaving the job. The most rewarding part of this job has been working with you, and engaging with your endless tenacity as unionists and your magnificent work in schools.

You work in the most important jobs; educating, inspiring, and developing students so they can go out into the world engaged, curious, lifelong learners who contribute to whatever field they pursue. By nurturing the next generation, you shape the future.

IEU staff never forget that the members are the union, and we serve you.

In my 17 years as General Secretary, I was lucky to have leadership partnerships first with my great colleague and mate Loretta Cotter, and recently with the incoming General

Secretary David Brear. These 'teams of two' have always been a source of strength for me, and I thank them both for their teamwork and dedication.

I have no doubt that David, as the new General Secretary, and Kylie Busk as the new Deputy Secretary, are the next team of two to advance your interests in in the 2020s.

David takes over with the unanimous support of the Committee of Management. He started working with the IEU in 2001 after 13 years as a teacher mainly in Catholic secondary schools but also in independent schools and the English language sector. In addition to his experience as a teacher and a union official David has been admitted as a lawyer and is the IEU nominee on the Board of NGS Super.

Kylie has been employed by the IEU for 14 years, after serving on the Committee of Management while at De La Salle College, where she was the Rep for nearly a decade. In her years at the IEU she has represented members on many committees and in stakeholder engagement, and she is currently on the board of the Centre for Strategic Education.

David and Kylie will lead the IEU on to greater things. They bring energy and enthusiasm, intelligence, and insight to their roles. They'll continue to grow and strengthen our membership, build our

influence, and protect and promote our profession. They will be well supported by the Committee of Management and the wonderful team here at the IEU.

I'd also like to thank all the IEU Reps, members of the Committee of Management and federal and interstate colleagues I've worked with for their great support over so many years. We all need to support each other to get the outcomes we require for members, and none of us can do it without the network of wisdom, hard work, and friendship that you provided me.

It's tough to say good-bye after such a long time in a job I've loved so much and still love. But I know it's the right time, and I depart knowing the union is thriving.

Thank you all for your support and comradeship over the years. It has been an honour.

In unity.

For a tribute to Deb's career and the growth of the IEU, go to pages 12-14.

Photos from Deb's retirement party



IEU Rep wins Unionist of the Year Award

Congratulations to Andy Basterfield, IEU Rep from MacKillop Family Services Geelong, who has been presented with the Geelong Women's Union Network Woman Unionist of the Year Award at the recent Geelong Trades Hall dinner.

Andy has a long history as a union activist. She began working at the age of 15 on farms, and has worked in factories, hospitality, retail, aged care, and as a cleaner in hospitals and shopping centres.

Andy moved into the Community Sector where she found her true passion 25 years ago as a residential care worker and case manager. She has helped support and empower communities affected by the Black Saturday fires, young people in out-of-home care, young adults experiencing dual diagnoses of mental health and substance dependence, and young incarcerated adults.

Andy has been a member of the CFMEU manufacturing division, the

Health Workers Union, the Australian Services Union, and now the IEU.

Unionism has been a constant in her family.

'My Dad started work as a 12-year old as a panel beater and retired at the age of 79. He had a strong work ethic and he instilled in me the value of a hard day's work for a fair day's pay. He taught me about social justice and democracy, and I have been inspired by the support/advocacy he has provided to others.'

Andy first became involved in the union movement when she was working in a carpet factory as a 16-year-old. She was part of a group that held a picket line due to wage injustices. Union members were viewed as troublemakers by

management and even some colleagues. Police were often called to intimidate those on the picket line. Andy is very proud of her bravery as an active member at such a young age.

She moved into the educational system seven years ago in education support at MacKillop Education Geelong, a role she has loved.

'I saw a need for an independent voice that was not influenced by leadership. I nominated myself as IEU Rep as I believed I had the skills to maintain respectful relationship with leadership while advocating and supporting my colleagues with an unwavering determination. I feel immensely proud of the role I have played and the increase in

membership at the school.'

Andy has the respect of all staff and leadership because she is fearless, fair, and not afraid to have robust discussions. She is a worthy winner of the award and continues the great tradition of incredible winners of the GWUN Woman Unionist of the Year Award.

The task ahead



GENERAL SECRETARY
DAVID BREAR

I'm really excited to be taking on the role of General Secretary of the union that I joined as a graduate teacher way back in 1989.

To be more accurate, the union I joined at that time was the union for Catholic secondary school staff that went on to amalgamate with the unions for Catholic primary staff, Catholic primary principals, independent schools, and then later the Tasmanian branches of the IEU to become the union it is today – the IEU Victoria Tasmania.

Over my journey as an educator I worked in Catholic schools, ELICOS and in the independent school sector before taking on the role of Organiser at the IEU around 20 years ago. It's been a privilege to work for the union. The work is diverse and interesting but more importantly every day you are doing something that helps members do their job – and there's no more important work than education.

I want to acknowledge the work of my predecessor Deb James who led the IEU for 17 years as General Secretary and for many years before that held several other leadership positions in our union. I can't think of a more passionate and committed unionist than Deb and she leaves our union in really good shape.

Under Deb's leadership our branch has grown steadily, and we now have over 20,000 members. We have over 120 EBAs in independent schools and have negotiated Agreements covering staff in Catholic schools across both Victoria and Tasmania. Our members work in schools which are more litigious and more caught up in compliance and regulation than they have ever been before, so we've built a staff that has the appropriate skill mix to support members and at the same time drive our union forward.

Over my journey as an educator I worked in Catholic schools, ELICOS and in the independent school sector before taking on the role of Organiser at the IEU around 20 years ago.

When I started at the IEU we employed a single lawyer; today we employ five and they all have more than enough work to do. We have a dedicated communications team, IT support, finance, and admin as well as a super talented group of Organisers.

We have a strong and committed leadership group, made up of Kylie Busk the new Deputy Secretary who has a critical role co-ordinating the union's education and professional issues work, Assistant Secretaries Andrew Wood who coordinates training, Simon Schmidt who looks after campaigning and organising, and Cara Maxworthy who oversees our work in independent schools.

I'm really proud of our team and I'm confident that we're in a really strong position to do the necessary work for members going forward.

What we do know though is that nothing is more certain than change. Our staff need to be out in schools working closely with members, so we always know what the issues are and what we need to be doing to be effective. This means having influence at the school level, but it also means having the capacity to work with other stakeholders including employers, various regulatory bodies such as VIT, VCAA and the VRQA as well as government at both the state and federal level.

We need to be strategic, agile and strong. Given how much we've grown, how strong we've become and how much talent and dedication we have in our ranks as a union, I'm confident we will be up to that challenge.



Farewell long-time regional Organiser

The IEU recently farewelled much-loved and respected Organiser Mark Mitchell, a stalwart presence in Geelong education since the 1980s.

Mark built an unparalleled presence in his community and in schools as a teacher, activist, and sportsperson.

At the function celebrating his storied tenure, General Secretary **Deb James** said Mark had been a member of the union 'from the get-go'.

She joked that there's hardly a person in education in Geelong who hasn't been taught by Mark or by someone Mark taught.

'When Mark came to work for the union in 2006, it was a phenomenal pick up for us.

'Here was a person who lived in Geelong and knew everybody in Geelong and in its schools and had worked in many of them. He knew principals and members and people on the ground and made connections with others easily.'

The connections Mark made led to many lasting friendships, even with colleagues from different states.

'You're sociable, you mingle, you're talking to people all the time and that's the kind of thing you need in an Organiser. An Organiser needs to make connections with people in workplaces and be able to go into a workplace and connect with the principal..

'We're certainly going to miss you, you've been a fabulous Organiser for us, you've put in a phenomenal number of years and done absolutely great work mentoring our Organisers.

'We are much better for your participation and your contribution, and I'm confident that the people you have found and brought along like Heather Macardy will step into your shoes and keep your work going.'

Former IEU Victoria Tasmania Assistant Secretary **Nick Sahlqvist** said Mark 'always put his members first'.

'He always went above and beyond. Mitch has a quality we all want – he's a person you can ask to do anything, and you know he'll have it done. No need to follow up, check what's going on, it'll just be done.

'Mitch was also the colleague who always had

your back and backed you up with a tough employer.'

Nick says Mark's 'special skill' is the ability to continue to listen and show empathy for even the most emotionally charged people.

Nick says Mark's success as an Organiser is partly down to his willingness to talk to anyone and his community involvement in a wide range of activities including football, life-saving and cricket.

Despite his ubiquity in Geelong, Mark also played a crucial role in Tasmanian campaigns. Tasmanian Organiser **Dino Ottavi** said Mark stepped in to assist and advise during a difficult time before the IEU Tasmania amalgamated with IEU Victoria.

'Things were hectic. Mark brought a calming and diplomatic feel and was a constant source of strong support for me. He taught me how to look through the fog of difficult competing issues (a feature of our work as union Organisers) and focus diligently on the main game – assisting members, organising collective action, and recruitment.

'He is a valued friend, a fantastic colleague, and an exceptional Organiser. I will miss my comrade in arms (il mio compagno), my wingman.'

Incoming General Secretary David Brear said, 'Those who've been on the tools with Mitch know there's not a Catholic school in Victoria that he can walk into without knowing someone.'

He praised Mark's work in schools 'all over the state'.

'No one did it better than Mitch. He was an Organiser who could do it all. He could negotiate pay outs, he could negotiate EBAs - but I think his special skill is supporting people, no matter how difficult their circumstances. One of the great things about Mitch is that he never gives up on people.

'On behalf of all the members of the IEU I'd like to thank you for your dedication to your job and the hard work you've put in over many years and I'd like to congratulate you for a really inspirational and worthwhile career.'

Celebrating May Day and 140 years of Unions Tasmania

May Day was celebrated with gusto in Tasmania this year. Proud unionists including a strong IEU contingent, marched and then celebrated the 140th anniversary of Unions Tasmania with a party for over 300 people at the Hobart Town Hall.

Auntie Brenda Hodge performed an inspiring Welcome To Country acknowledging the traditional owners, the Muwina people, and welcoming guests from across the union movement. Amongst the guests were IEU Reps and Tasmanian Council members Ben Rheinberger and Darren Cox, IEU Deputy Secretary Kylie Busk, Leader of the Tasmanian ALP Opposition Rebecca White MP, and retiring IEU General Secretary Deb James.

MC Jess Munday, Secretary of Unions Tasmania, honoured Deb with a speech of congratulations outlining her many achievements in the union movement and

highlighting her work with the IEU in Tasmania.

Jess also announced Unions Tasmania awards nominees, which included IEU Rep Darren Cox and The Fahan School sub-branch.

Guest speaker John Falzon, sociologist, author, social justice advocate and ASU member, gave an eloquent and inspiring reminder of the importance of the union movement and the struggles that makes us stronger in the fight for justice and fairness in our society.

Read about the history of Unions Tasmania on P18.



Welcome to Organising, Jacqui!

Jacqui Scott is no newcomer to the IEU, having run our Student and Graduate program for several years.

Now, she is taking on a new challenge as an Organiser in the Geelong region, taking over some of the schools Mark Mitchell used to cover.

Jacqui joined the IEU as a student member in 2015 while studying a Bachelor of Education at RMIT. As a student member she was a co-convenor for the student/staff consultative committee for her course. Jacqui says at this early stage she was already a committed unionist!

She completed the Union Summer internship at the IEU in her final year of studies and commenced work in schools, before being offered an ongoing role at the IEU in 2019.

Her first work for the union involved visiting university campuses, meeting pre-service teachers, and giving guest lectures on our workplace rights and the role of unions.

'I absolutely loved it, and it wasn't long before I met some passionate unionists on campus and we formed a student activist network with the AEU. It's been awesome to see some of those activists become workplace Reps in schools and drive broader campaigns like the current petition for students to receive government support payments while on teaching placement,' Jacqui told *The Point*.

Her biggest challenge so far, not surprisingly, was dealing with the COVID pandemic when she was unable to talk with graduate teachers in schools, in 2020/21.

Typically, Jacqui found a positive in that difficulty – a new option to run events and meetings online, which turned out to be a great way to communicate with and support student and graduate members, and to identify union activists.

Jacqui made the move from Melbourne to the Geelong region several years ago, and quickly became closely involved with local union campaigning and activism in the area, in particular giving great support to a series of strikes by undervalued staff in the Geelong library network. She hasn't looked back since moving and

considers herself a local - she even got married in the Geelong Trades Hall!

Jacqui has recently returned from parental leave, and the IEU was very happy to offer her the opportunity to move into workplace organising, sharing the patch of schools previously looked after by Mark Mitchell with fellow new Organiser Heather Macardy.

Jacqui says she was always keen to move into organising.

'I know that as a union our power lies in building collective strength in our workplaces. I've already had the pleasure of working with some incredible Reps in the schools I've been allocated and want to put all my effort into supporting the work they are doing.

'Eventually, I'd love to get members and Reps together across schools to navigate the shared issues in our schools together and create solid networks to make change for the better.'

Jacqui's enthusiasm, solidarity and deep belief in union values is immediately obvious to anyone who meets her. The IEU is very confident that Jacqui and Heather will make a great team for the Geelong region, very ably filling the big shoes left by Mark Mitchell to empower and support members, and to grow union strength in our schools.

An Agreement to sustain careers



DEPUTY SECRETARY
KYLIE BUSK

I grew up in schools, the daughter of a teacher who is now enjoying a happy retirement after a 47-year career in education.

Having spent so much of my childhood in and around schools, I know how drastically educator workload has changed. Workload pressure and chronic understaffing is driving good people away from education in unprecedented numbers.

In my final couple of years as a teacher I felt continually inadequate, never prepared enough, never as up to date on marking as I wanted to be, never having as much time as I wanted to collaborate or learn new ideas or to follow up as well as I would've liked with kids who needed more.

It was slowly but surely ripping my heart out. So when the opportunity to work for the IEU came I jumped at it, determined to make a difference for those doing the important work in schools.

Despite the collective efforts of many, work intensification has worsened, fostering an environment where the complexity of student needs, rising record-keeping burdens, increased standards of compliance, and more focused centralised curriculum are demanding more of staff without any additional resourcing from the employer.

The IEU's successful *No More Freebies* campaign shone a light on how much members did that went above and beyond for the benefit of colleagues and students.

Our research through the NOUS group confirmed that members felt stuck in an endless 'whack-a-mole' struggle and there was no 'silver bullet' for workload; efforts to contain one element like scheduled class time simply shifted the workload pressure point rather than tackling its causes.

There will be ongoing work required to implement and fine tune the changes, but this Agreement can be the catalyst for vital changes.

As I start in my new role as Deputy of this mighty union, where I've worked for 14 years and been a member for 26 years, I'm confident that we've achieved a historic change which makes a great leap forward in members' working lives.

If members in Victorian Catholic schools support their proposed Agreement, there will be a shift in workload management that fills me with hope about the future of schools and the working life of members. There will be ongoing work required to implement and fine tune the changes, but this Agreement can be the catalyst for vital changes.

Systemic Catholic schools in Victoria will for the first time be required to look at total workload to achieve a shift to a sustainable model through measures like 30+8 and time in lieu for teachers.

This means ensuring that out of hours work is acknowledged and compensated with time or money. It will not reduce what's offered in schools, 'kill camps', or end collaborative practice.

It is designed to ensure that reasonable limits are in place that help make positive, healthy work cultures a high priority in every school.

This is essential to halt the burnout that has put our sector on the brink of crisis, and to ensure all students have the very best people working with them, staff who are able to develop their professional skills over long, healthy, happy careers.

It's my hope that the work we are undertaking now results in more careers, like that of my Mum, that span decades in the classroom.



From the President



UNION PRESIDENT
MARK WILLIAMS

A fond farewell to a leader who built our union and who leaves a great legacy.

I was part of the original Victorian Catholic Primary Staff Association (VCPSA) interview panel which employed Deb James in the late 80s.

My first impression was how confident and enthusiastic she was.

She was obviously a very intelligent and skilled teacher practitioner, who brought her substantial teaching skill and intellect to bear in becoming a union organiser and leader.

Her ability to listen, understand a problem and 'think on her feet' to offer options to resolve an issue was a major strength at interview, and these qualities continued to be a strength in her work.

I think Deb's contribution to the union movement lies in her diverse background in unionism. She grew through her experience of being an active member and Rep, a local Organiser in Melbourne, to being a federal leader in Sydney to then return to Melbourne as leader of what became the IEU Victoria Tasmania.

This vast experience of seeing unionism locally, through various amalgamations, and also federally, has held her in good stead to be nominated as (in a fairly male dominated structure) leader of the Victorian Trades Hall Council.

Deb's major contribution has been her trust and loyalty to the people around her. This trust makes her collaborative approach genuine to all who work with her.

During every round of negotiations for new Agreements, her patience in the face of adversity and toughness with the employers has been impressive. It is inspiring how finely focused she is on improving the lot of each and every IEU member.

We'll all miss Deb, but we can be grateful for the legacy she leaves us as we wish her all the best for her retirement.

Vote YES for positive changes to workloads

It's been a long and challenging process, but any day now staff in Victorian Catholic education should receive the full text of the draft Agreement. The IEU endorses this Agreement and urges members (and non-members!) to support it at the ballot box.

Long and challenging negotiations and the tireless campaigning of IEU members – especially during their innovative *No More Freebies* campaign last year – have won many important improvements.

Most notable of these is a fundamental overhaul of workloads in schools, an overhaul which gives us a new foundation to build on in coming years through Consultative Committees and in future rounds of bargaining. We have campaigned long and hard for this for a very good reason – we know and our members know that workloads have reached crisis levels over recent years, leading to escalating levels of burnout and stress, and undermining the delivery of quality education for our students.

Something had to be done about this – and this Agreement delivers.

This Agreement:

- Achieves an historic shift in the way the work of teachers is regulated and valued, introducing a hugely important new model for managing workloads
- Reduces Scheduled Class Time for teachers by one hour this year and a further half-hour next year
- Ensures that all staff have access to time in lieu for directed out-of-hours work, at last putting a value on the essential work done outside of the school day.
- Better regulates teacher working hours through the '30 plus 8 model', providing

teachers with more autonomy and control over their time during the school day

- Introduces big improvements to parental leave provisions (including a quadrupling of paid partner leave) and important measures to tackle the gender pay gap
- Maintains pay parity with staff in Victorian government schools
- Improves Education Support Staff classification structures and offers big salary increases to our lowest-paid colleagues
- Limits before- and after-school meetings to two hours per week
- Strengthens workplace consultation with new 'deadlock-breaking' measures and paid training leave for staff and IEU reps on Consultative Committees
- Contains commitments to better manage workloads, deal more efficiently with administrative burdens and limit 'spread-of-hours' for part-time staff
- Improves many other conditions, from the introduction of 'flexible leave' to stronger redundancy and Accident Make Up Pay entitlements.

Make no mistake – this is big! In fact, it is the biggest overhaul of workloads in decades.

We know that there have been, and will continue to be, 'teething issues' with implementation of all this change.

It will take ongoing work from IEU Organisers, from Reps, from those sitting on Consultative Committees, from school leaders, and from every IEU member. Of course, if you are a non-member reading this then there is one critical thing YOU can do to be a part of positive change – visit www.ieuvictas.org.au/join

Ultimately it is worth every effort to bed it down and get it right.

And the best way to start? A really strong 'Yes' vote in Catholic schools across Victoria.

Find out more!

Read up on the wins in this Agreement and watch our explainer video at

ieu.news/VCA23



TASMANIAN CATHOLIC BARGAINING UPDATE

New year, new faces, new hope on a deal

Negotiations on a new Agreement covering staff in Tasmanian Catholic schools has recommenced, with a meeting held on 12 May between the IEU and employer representatives.

For the first time the meeting took place on our home turf at the IEU Hobart Office, marking what we hope will be a new, more constructive and cooperative approach to the bargaining process.

At the top of the list of issues discussed was wages. Members will know that under the terms of the current IEU negotiated Tasmanian Catholic Agreement, percentage increases paid to teachers in Tasmanian government schools flow onto staff in Catholic schools. This happened in 2022 when staff in Catholic schools received a 2.35% wage increase.

In 2023 and over the coming years, determining the applicable payment is not entirely straightforward, as the government deal includes percentage increases and additional payments which are made at different rates to different categories of staff.

This means that we need to negotiate with the employers to ensure that staff in Catholic schools get at least parity with staff in like roles in government schools. Our early discussions with employer reps have been really positive and we have

committed to work together to ensure that increases won in government schools flow on to staff in Catholic schools as soon as possible. We are confident that this will be before the end of June and that the payment will include back pay to 2 March this year, and that further wage increases will be locked in for 2024 and 2025.

There will be more to follow but the headline details of the government outcome are this:

- A 3.5% increase for all staff, backdated to March 2023
- 3% increases in 2024 and 2025
- Additional increases of \$1000 to higher-earning staff and \$1500 to those on the lower end of the pay scale
- Further additional payments made each year of the Agreement to lower-earning staff.

There are a significant number of other improvements to entitlements and working conditions that the IEU is seeking in our Log of Claims, some of which have already been won in government schools. We will be pushing hard for much-needed

improvements, particularly around workload and the ES structure. Members in primary schools are no doubt keenly aware that weekly face-to-face teaching time in Catholic schools is currently 1 hour more a week than it is in government schools – something which must be addressed.

Other key issues discussed at the recent meeting included Long Service Leave, parental leave, redundancy and wages for staff in leadership positions.

The parties have scheduled a series of further meetings over the coming weeks, and the IEU will hold a 'Rep Huddle' to update Tasmanian Catholic school Reps. As negotiations continue we will be in frequent contact with IEU members.

Clearly good outcomes in negotiations only come about when the union is a strong and powerful voice - this in turn relies on us having strong membership! If you have colleagues in your school who are not IEU members, now is the time to ask them to join as we are always stronger together.



KNOW YOUR RIGHTS

What happens when you get a reportable conduct charge?

All too often teachers face this process, so it's important to know what to expect.

When a Head of Entity (usually the principal) receives an allegation about a teacher and forms a 'reasonable belief' that the alleged conduct may have occurred, they must report it to the Commission for Children and Young People (CCYP) within three business days.

A reasonable belief is more than a suspicion; there must be some objective basis for the belief. However, it does not require certainty. This means that if the person who makes the complaint has a reasonable belief that the alleged conduct occurred then the Head of Entity *must* report it to the CCYP unless it is plainly wrong or has no basis in reality. The employer has an obligation to investigate the reportable allegation unless the police are investigating the matter, in which case the employer's investigation must be put on hold until the police have concluded their investigation.

If you are covered by an IEU-negotiated Agreement, your employer must discuss the allegations with you once the Head of Entity has reported the allegation to the CCYP.

If you are invited to such a meeting, ask the employer to give you as much detail as possible before attending so you can contact the IEU and obtain advice, and then take a representative with you.

If the employer refuses to give you any information before the first meeting and says they will give you information at the meeting, the union can seek a postponement of the meeting or make arrangements to attend with you.

If you are caught off-guard and ambushed at a meeting (for example if you are called in on false pretences of another matter), take everything on notice, make as many notes as possible, and advise the employer or Head of Entity that you will respond once you have the allegations in writing and have sought advice from your union.

Make sure you don't make any substantive responses until you have the allegations in writing and have sought advice from your union.

Once you have the allegations in writing, the IEU will review the allegations and assist you in providing a response. Sometimes, the employer's written allegations are not sufficient, and we will assist you in making a formal request for further and better particulars so that you can properly respond.

Put simply, if you need to guess at what is in the allegation, you don't have enough information and we need to ask for more details. If you take guesses and respond, this may disclose something that is not part of the original allegation and

potentially expose you to more allegations.

If you are covered by an Agreement, you will most likely have the benefit of a set process for how the investigation proceeds. However, even where there is no such process, the relevant legislation demands that the investigation adheres to natural justice.

This means that you must know the case against you and have a proper opportunity to be heard. You can ask for information to clarify any gaps in the allegations and to make sure you understand the case against you.

The Head of Entity must report progress on the allegation to the CCYP within 30 days, and the employer must notify the CCYP of the outcome of the investigation, which will be one of the following findings:

- Substantiated
- Unsubstantiated – insufficient evidence
- Unsubstantiated – lack of evidence of weight
- Unfounded
- Conduct outside the scheme.

If the allegation is substantiated, the employer must notify the Victorian Institute of Teaching (VIT) and/or the Working With Children unit of the Department of Government Services.

The VIT and WWC unit will then conduct their own process. Once you

receive any correspondence from the relevant regulator, contact the IEU immediately for advice and assistance.

The biggest thing to remember is: Don't say anything until you have all the details of your allegations and you've spoken to your union.

Why the Reportable Conduct Scheme must be reformed

In 2019, *The Point* reported that teachers were 'caught in a perfect storm' regarding the 'career-ruining processes' surrounding complaints against educators.

Great educators were leaving the industry after suffering through months of tortuous investigations. Their self-esteem and professional reputations were in tatters even when they were ultimately exonerated. We said, 'The personal cost is life-defining and the cost to the education industry is inestimable'.

Things did not improve. Late last year, we summarised the union's submission to the ministerial review of the Reportable Conduct Scheme, finding, 'in countless cases a lack of transparency and procedural fairness has resulted in significant and in many cases completely unnecessary damage to the careers and mental health of education staff'.

The Scheme is now clogged with trivial and malicious allegations and is severely damaging the careers of many teachers who are either innocent of the allegations they face or whose alleged conduct does not meet the true threshold of a reportable allegation.

The last thing the education industry needs is another reason for teachers to be persuaded to leave.

The Act and the Commission need to place a great deal more emphasis on natural justice. It is a fundamental tenet of natural justice that the accused knows the case

against them and has a proper opportunity to respond – yet employees are routinely presented with allegations which are either absurdly broad, or so lacking in specifics that they are unintelligible. Employees are also often denied access to evidence relied upon by the employer, or information about who made the allegations and who (if anyone) provided evidence.

School-based investigations in our sector can be particularly flawed. On one hand there is the income from a fee-paying student and on the other is a replaceable staff member, dependent upon the employer for their income and reputation, with no right to information from the school or the Commission, and no right of appeal against an adverse finding. The incentive for the school to find against the employee is overwhelming. The result is a catalogue of dubious adverse findings.

Here are two examples of how this Scheme is ruining careers, instead of protecting children.

Example 1

A student with a documented history of seriously disruptive behaviour alleged that they were pushed by an experienced

teacher. The school reported this to the Commission, engaged an investigator, and stood the teacher down on pay during the investigation. The student was openly boastful about the matter and, as the teacher was not in attendance, rumours abounded. The allegations were ultimately found to be unsubstantiated, and the evidence comprehensively showed that the student complaint was vexatious.

The teacher suffered serious psychological harm. Their WorkCover claim, initially refused, was ultimately accepted after a WorkCover Review Decision found that the employer had acted unreasonably by failing to have any initial discussion with the employee or making any attempt to determine whether there was any truth in the allegation before making the report to the Commission.

The staff member may never work as a teacher again. The student suffered no consequence of any sort.

Example 2

A teacher had previously worked as a model and actor, and had years earlier created an online profile on an industry website to facilitate that work. This profile

contained professional photos, including some where he was not wearing a shirt. The principal of the school found this profile as well as Instagram photos of the teacher shirtless at the beach, and commenced an investigation under the Scheme, alleging that the photographs were sexual misconduct 'committed against, with or in the presence of a child.'

Although he had no evidence of students accessing the photographs, the principal based his allegation on the premise that if students were to see these photos this could constitute reportable conduct. The IEU commenced an application in the Fair Work Commission, and eventually the principal withdrew the allegations. The teacher was emotionally affected by this, and shortly after left that school and commenced employment in another sector.

Such examples are salient reminders that the Reportable Conduct model needs a thorough revision. To not do so would be unfair and damaging to education.

REP PROFILE

Ian Butler, St Francis Xavier College, Berwick

Ian, 60, moved into teaching at age 40 after working as a marine biologist helping to create the world's first marine national parks.



It turned out that spending his twenties and thirties grappling with United Nations regulations, lobbying politicians, and pursuing poachers was great preparation for life as a teacher and unionist.

'I think pretty legalistically, I think about overall cooperation, and I can see how people think,' Ian says.

All helpful when dealing with new workloads provisions.

He told his first meeting of members that the branch had to 'stop being reactive and start being proactive'.

'And we can only do that collectively. We can no longer complain when something is put in place – 'why didn't the union do something about it?' – because we are the union. We need to find some means to be united and work together.'

Ian is a first-time Rep but long-time member of his school's consultative committee. He's urging his IEU members to present their own surveys and other inputs to build a 'documented track record' of attempts at reform.

Persist with disciplined effort and you lose a few battles, but you can win the war. When key moments arise, prepared members can 'hammer them with knowledge.'

Ian believes such long-term tactics will eventually see workload provisions prevail.

He believes the new Agreement and employer organisation DOSCEL are 'allies' that members can leverage to gain a foothold.

Ian sees his role as Rep as his unofficial 'position of leadership' at the school.

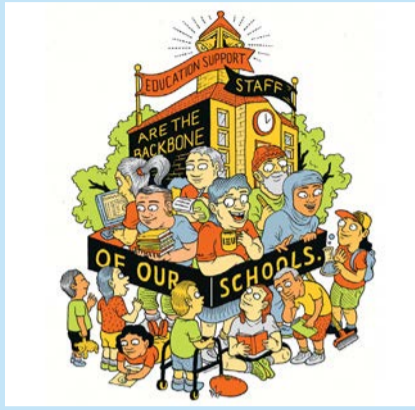
He gains confidence from his seniority and the union 'having his back'.

'They can put a target on my back as Rep, but I know I can go to my Organiser...'

Initial Rep training offered him a chance to gain information and share invaluable informal chats.

'It's good to find out what's happening in Melbourne, really good. It's good to get to see what's happening in other schools and to share chats.'

Ian praised the training for its 'feedback sharing', which builds solidarity and grows confidence.



In many cases, the employer ignores an employee's qualifications as well as their capacity, skills, experience, and knowledge, and even their actual daily work. In the Victorian Catholic sector, many years of work by IEU Organisers and Reps to support reclassification applications has gone a long way to address this, and the restructure in the proposed Agreement is another huge step forward.

Under the proposed Victorian Catholic Agreement, all existing employees at Level 1 are moved to Level 2 (with Level 1 effectively becoming a trainee level). Not only has this significantly increased salaries for those previously classified at Level 1, it provides a meaningful career structure in which they will continue to increment to higher pay points with each year of experience.

However, there is always more to do!

Recently, in several schools we have pursued the employer for **misclassification** of staff rather than making a request for **reclassification**. The difference between the two is essentially this:

Reclassification should occur when there is a change to an employee's role, qualifications, or other relevant factor. It assumes that the employee's previous classification level had been correct prior to the change, and that backpay at a higher rate only needs to be made to the date that the reclassification request was initially made.

On the other hand, where we believe that there is a strong argument that a member has been under-classified for an extended period of time (for example if they have been classified at Level 1 while being expected to supervise students alone), we can support them in making a **misclassification** claim for historical backpay for up to 6 years.

Misclassification also leads to staff missing out on annual progressions up the salary scale to which they would have been entitled had they been correctly classified. The IEU ensures that this is factored in when back-pay is calculated – this can add up to a significant sum!

For example, an employee classified at the top of Level 1 in 2022 translated across to Level 2-3 in the new pay scale. However, if they had been performing Level 2 duties for several years, they would instead be at Level 2-8 in the new scale. This is a large difference in wages, particularly when the cumulative effect is considered over a period of years.

The union has won redress from many employers for shocking

EDUCATION SUPPORT STAFF

Salaries and classifications: getting it right!

For too long, many Education Support Staff have languished on classification levels that do not reflect their role, tasks, and responsibilities. We've been working hard to fix this.

misclassifications.

If you were on Level 1 before the translation to the new scale and have any doubts about whether this was legitimate, get in touch with your Organiser.

Breaking News: *The IEU have negotiated with Melbourne Archdiocese Catholic Schools around the misclassification of four LSOs at St Matthews Fawkner. The settlement will include back-pay as well as advanced incremental progression to reflect where they would be in the new pay scale had they been classified correctly. This was a long process, but we got there in the end. These members stood firm, stuck together and won! This is what can happen when members back each other and fight for what is right.*

Incrementing vs translation and fixed-term contracts

There are some employers who are confusing these terms and it can have big implications for members.

In October last year, when the new pay scale was adopted in Victorian Catholic schools, Education Support Staff also translated to a new level. Some payroll administration staff have been incorrectly advised by employers that the **translation** that occurred last year was an **increment** and that, as a result, ongoing staff are not entitled to an increment in May 2023.

The May increment applies only to ongoing staff. Those employed on fixed-term contracts are entitled to a salary assessment at the commencement of each new contract (in most cases at the start of each school year), and if they meet the experience requirements, will progress to the next increment immediately.

Given the concerns that have been raised in relation to confusion about incrementation, the IEU through our regular meeting with Shared Services have sought assurances and sharing of data to ensure that ES staff have been properly assessed and incremented, with appropriate backpay of any entitlements provided.

Revamp of the classification structure for the next Victorian Catholic Agreement

We are committed to continuing to work closely with Education Support Staff and School Services Officers to ensure the classification structure remains relevant to the needs of a contemporary school environment and that it rewards staff with commensurate remuneration.

Although we are still awaiting approval of the 2023 Agreement, the

protracted nature of the bargaining means that we will be recommencing negotiations for our next Agreement relatively soon – so this work needs to start now!

We're looking at which roles need to be included and which descriptors need updating as more and more tasks are taken on by support staff to ease the burden for teaching staff. Education Support staff bring significant skills, knowledge, and experience to their work, and it is vital that this is recognised and rewarded with clear career pathways and appropriate salaries.

There is a great deal of work to do and we will be asking members provide insights and feedback to help us craft a clear, relevant, and contemporary classification and pay structure claim for the next round of bargaining.

INDEPENDENT BARGAINING

Workload improvements are the priority!

Why do so many independent schools find it so challenging to include workload in Agreements and to secure meaningful reductions to workload?

We will continue to campaign strongly to get workload provisions into enforceable Agreements and to ensure staff workload reductions of staff are a priority in all negotiations.

VICTORIA

Approved deals

The new Agreement at **Aitken College** is a great outcome, including pay increases for all staff, an increase in Paid Parental Leave from 14 to 16 weeks, an doubling of Non-Primary carer leave to 20 days, an increase in Domestic Violence Leave from five days to 10 days, a doubling of the camp payment to \$100, a reduction in maximum extras, a reduction in class sizes from 30 to 26 students, and better protection for part-time staff around changes to time fractions and their spread of hours.

The new Agreement for **Beaconhills College** general staff includes clauses on modes of employment and clarity on the school year, especially important to general staff planning their annual leave. There's also increases to paid parental leave (16 weeks), paid partner leave (10 weeks) and paid family and domestic violence leave (20 days per year), and a 10% salary increase across the life of the deal.

The **St Leonard's College** Agreement was recently approved, bringing wage increases of 3.75% this year with 3% increases for the following two years. Face-to-face teaching was reduced across the Early Learning Centre, primary and secondary areas. Days of work fall to 190 next year. However, it is very disappointing that the school refused to match workload limits achieved in the Catholic sector, as well as the overuse of fixed term contracts for general staff.

After 61% of staff voted against a non-union Agreement in 2022, the **Billanook** Teachers Agreement has been finalised this year with a 94.6% YES vote. The school made a significantly improved salary offer which ensures that teachers will be paid no less than 3.5% above state teacher wages. Days of attendance for Billanook teaching staff are now limited to 195 days, SCT is reduced to 18.5 hours in secondary and 21 hours in primary, staff can work from home on report writing days, and class sizes are capped at 27. There is also a new entitlement for an overnight camp allowance; a two-week limit to the early start program, and paid parental leave is increased to 16 weeks for the primary carer and four weeks for the secondary carer.

At the table

The main item to address in Multi Enterprise Agreement negotiations with **Lutheran Education** (Victorian Schools) is the inclusion of workload into the Agreement rather than in

unenforceable 'Workload Guidelines'.

The initial salary offer places teachers an average of 1.38% above government/Catholic school rates, but does not consider the provision of time in lieu nor the December additional payments.

However, improvements have been won, including:

- Better redundancy provisions
- Automatic progression for general staff within sub-levels
- Parental Leave up to 16 weeks' pay
- Paid Partner Leave up to 4 weeks' pay
- Increased camp allowance.

Bargaining has commenced on the **Billanook** General Staff Agreement with the school including most of the conditions agreed to in the Teacher's Agreement. Learning Assistants will be favourably reclassified and Instrumental Music Tutors who wish to convert from casual employment will be supported to move to ongoing employment.

Members at **Yarra Valley Grammar** are about to commence bargaining, and aim to consolidate two Agreements into one comprehensive Agreement covering all staff. Members have been surveyed and a draft Log of Claims is being formulated.

Bargaining at **Ilim College** has been suspended due to changes at the governance and management level. A new CEO and board have been appointed and bargaining is set to recommence in June. The IEU is pushing to commence bargaining as soon as possible, recognising that we have a long way to go given the current wages and backpay offer does not match the government and Catholic system.

Management continues to refuse the claim to match government Education Support salaries at **Highview College**. While teachers have been offered salaries higher than their government and Catholic school colleagues, they support holding out for greater improvements for general staff, and an IEU member survey has shown a lack of support for the College's proposed outcomes.

Bargaining has now recommenced for the Anglican Schools Commission Victorian Agreement involving **Cathedral College** and **Cobram Anglican Grammar**. With a change in employer bargaining representatives there is hope for improvements in workload.

At **North-Eastern Montessori School** teachers at the top of the scale were previously frozen at level 10, a step below government and Catholic teachers. The school has committed to rectifying this anomaly, a huge win. The school's opening proposal to introduce applications and interviews prior to pay increments at the top of the scale was rejected by the staff and withdrawn.

There's movement towards an Agreement at **Bayview College**, which will match the Catholic sector on wages, parental leave, and face-to-face hours,

using the '30+8' workload model. The Consultative Committee policy will be referenced with a sunset clause to ensure a policy review is conducted at the end of the Agreement. Cultural and Ceremonial Leave has been agreed to.

At **Ballarat Grammar School**, management have now issued the Notice of Employee Representational Rights (NERR) required to commence negotiations for an Agreement covering assistants and ELC Staff. School management has agreed to align the date of expiry with that of the Teachers' Agreement so re-negotiation commences at the same time. A draft log of claims has been developed and management have been approached to confirm the first meeting.

Negotiations continue at **Southern Cross Grammar School**. Some improvements have been agreed to, including entitlements for Parental Leave and Family and Domestic Violence Leave. However, the school is maintaining its opposition to the inclusion of Consultative Committee provisions and Scheduled Class Time in the Agreement.

Continued negotiations at **Tintern Grammar School** have yielded an improved salary offer of 3.25%, followed by 3% in the following two years. The Employer has also agreed to an additional reduction in teacher loads and other beneficial workload reductions. In-principle agreement has been reached, and drafting is being completed.

While **Trinity Grammar School** has offered reasonable wage increases, the IEU bargaining team is determined to also negotiate improved workload provisions.

TASMANIA

Negotiations have been finalised at **Launceston Church Grammar** for two Agreements covering teachers and general staff, and voting will occur shortly.

The NERR has been issued at the **Friends' School** for the Agreement covering Teachers. Consultation is occurring with employee bargaining Reps to formulate the Log of Claims.

Bargaining continues at **St Michael's Collegiate** with a separate working party established to look at classification and salary rates for all support staff. Employee Reps are working with the school to establish a simplified classification structure with salary rates aligned to those in the Catholic Agreement. The Teachers' claims revolve around workload inclusion to ensure fair and equitable face-to-face hours and release time.

Drafting of the new **Tarremah Steiner** Agreement is underway with all claims finalised and voting is expected to take place shortly.



Free workplaces from discrimination

The IEUA is disappointed that the reporting date for the review of religious exemptions for educational institutions in federal anti-discrimination law has been extended by eight months.

There must be no further delay in ensuring protection from discrimination regardless of occupation or place of work.

The review, originally due to report in April, was long overdue and offered our members the chance to share heartbreaking stories of discrimination.

Such treatment would be unlawful in any other workplace, and the special employer exceptions that allow for these situations must end. No employer should be allowed to 'lawfully discriminate' due to an employee's sex, sexual orientation, marital status or pregnancy. Every IEU member has a right to equality and deserves a workplace free from discrimination.

IEU members accept they have a general duty of fidelity to their employer. For example, a teacher speaking openly in class against the religious ethos of their employer would be in breach of their common-law obligations and open to disciplinary action.

Such scenarios are different and separate to matters of discrimination. Faith-based schools don't need special discriminatory privileges to ensure reasonable workplace conduct by their staff.

We need new federal legislation that:

- Protects all employees from discrimination in line with Australia's human rights undertakings
- Removes the special exemptions that allow religious institutions to discriminate
- Provides clearer parameters for the use of any 'employee preference' as they relate to the religion of an employee in a faith-based school
- Consolidates existing federal legislation to provide for discrimination protections as part of a single, broad-based, federal human rights regimen
- Empowers the Fair Work Commission as a free and impartial discrimination resolution service.

Worawa College's support for the Voice to Parliament

Worawa Aboriginal College in Healesville is probably the only school in Victoria where Yothu Yindi's iconic 80s anthem *Treaty* signals the end of a class.

Worawa Elder-in-Residence, Dr Lois Peeler AM (pictured), who teaches Aboriginal culture and history at the College, says the school chooses not to use a bell to signal the beginning and end of class as the sound of the bell has negative connotations in Aboriginal history of Missions and Aboriginal Reserves.

Worawa, the only Aboriginal school in the state and an Aboriginal Community Controlled Organisation (ACCO), is celebrating its 40th birthday in 2023. Lois and the school are right behind the Voice to Parliament.

Lois says she supports the Voice because 'historically, decisions were made for Aboriginal people that continues to affect the social and emotional wellbeing of Aboriginal and Torres Strait Islander Peoples today'.

'A Voice would be the first part of a process leading to a Treaty between Australia and its First Nations peoples. It will provide Aboriginal and Torres Strait Islander peoples a voice in matters that affect their lives and provide the opportunity for parliamentarians to hear the voice of communities in regard to place-based initiatives.'

'The new body would help the broader Australian community to understand why First Nations people must be more involved in political decisions that affect their lives.'

Education has been the mission of Lois and her family for generations at the site of Worawa, which occupies 55 idyllic hectares of eucalyptus bushland in the shadows of the Great Dividing Range. The college is situated on the site of the former Coranderrk Reserve, on traditional lands of the Wurundjeri Woiwurrung of the Kulin Nation.

Lois' ancestral connections are to Yorta Yorta and Wiradjuri through her mother and Yorta Yorta and Wurundjeri through her father. Her paternal grandfather was a Yarra Yarra (Wurundjeri) man born on Coranderrk, who grew up in the Coranderrk Children's Dormitory.

As early as 1863, Aboriginal leaders petitioned colonial authorities for this land to be set aside for them. However, it subsequently became a government controlled Aboriginal Reserve where every aspect of the life of a resident was 'managed'. Daily life on the Reserve was controlled by the tolling of the bell for work allocations, the handing out of rations, the call to prayers, and the call to church.

At that time the Manager of Missions and Reserves from the Aboriginal Protection Board had the power to determine who could enter or leave the mission or reserve. Children were educated to grade three before being sent into servitude: the girls as domestic servants and the boys as farmhands. The Mission Manager even implemented policies that separated

families and communities, causing enduring trauma.

Lois acknowledges the important leadership of Simon Wonga, then Ngurungaeta or Head Man of the Wurundjeri who had the vision of an Aboriginal Village. The Coranderrk State School No 3048 opened 15th July 1890.

Worawa Aboriginal College was founded by Lois' sister Hyllus Maris and opened in 1983 as a co-ed school on leased premises in Frankston.

At Worawa's opening, Pastor Sir Douglas Nicholls said, 'Aboriginal children must be educated in the way of our people. They must learn their history, about their great ancestors, the language, and the lore. It's time for them to know and understand themselves. They must also be educated in the ways of the society in which they live, in the very best of what it has to offer, so they can truly be part, not only of Australia's past, but also its present and future.'

Those words sum up Worawa's vital educational mission. It offers students from around Australia a unique opportunity to learn their own traditions and history as well as the mainstream curriculum. Worawa's philosophy of 'Walking together to make a difference', brings Aboriginal and non-Aboriginal people together with a shared vision.

Worawa purchased the Healesville site in 1985, and in 2008 the College decided to become a single sex school catering specifically for Aboriginal girls. Lois' mother Geraldine Briggs AO was the Elder-in Residence. On Lois' retirement as Principal/Executive Director, she handed the baton to her daughter Tanya Peeler, who has held executive positions at the University of Melbourne and La Trobe University.

Since its establishment, Worawa has delivered programs to create knowledge and understanding of Aboriginal history and culture in the broader community. The College collaborated with the Parliament of Victoria to develop **Aboriginal Change Makers**, a ground-breaking educational resource for Victorian schools based on Worawa's History Walk.

Aboriginal Change Makers profiles Aboriginal heroes and role models – like Pastor Sir Douglas Nicholls – who fought for justice for their people. It is a vital resource for every school and teacher in Victoria. Aboriginal heroes featured on the History Walk – and detailed in *Aboriginal Change Makers* – helped create pioneering indigenous bodies such as the Victorian Aboriginal Health Service, Victorian Aboriginal Legal Service, Aboriginal Funeral Service, and the Victorian Aboriginal Child Care Agency that continue to service Aboriginal communities today.

Aboriginal Change Makers is just part of Worawa's educational mission.



The College grounds also contain a Professional Learning Institute housed in a multi-purpose venue adorned with Indigenous artworks and artefacts. It hosts workshops and seminars that foster understanding of Aboriginal history, culture, and contemporary perspectives. Participants undertaking cultural awareness training have the privileged opportunity to take a guided tour of a cultural space called The Dreaming Trail.

'The Dreaming Trail concept was developed at the wish of Aboriginal Elders as an educational tool to record and celebrate aspects of traditional culture and lifestyle of Victorian Aboriginal tribes and clans,' says Lois. 'It introduces the general public to a special understanding of the natural world and Aboriginal cultural heritage through the promotion of Aboriginal culture, history, and environment, including plants used traditionally for food, medicine, and craft.'

On the Trail, you see, hear, touch, and smell the way Aboriginal people interact with the land, learning about the area and its history as you walk in it. Recordings of Lois' forebears are heard speaking, as if from the landscape itself, a tiny inkling of the connection to the land she feels.

Lois says her people's intimate connection to the land has been forged over 80,000 years.

'Our people are imbued with an ancient relationship to land that gives them their sense of being. It is the basis of our belief system, our moiety system, our lore, our kinship system, our cultural ceremony, our spiritual nourishment, and the resting place of our ancestors.'

'Nurturing the land continues to be a very large part of our responsibility. The land is our greatest legacy and the essence of our understanding of our 'spirituality'. In one sense we must look back to look forward. We can learn from the ancient teachings of relationship, responsibility, and respect as it relates to the land.'

Whilst Lois is no longer principal and executive director at Worawa, she's as committed as ever to pushing for justice for young Indigenous people. Her continuing role as a highly respected Elder-in-Residence, and her passion for the College's projects, means she remains a visible, influential presence. And she's busy!

As well as the Dreaming Trail, *Change Makers*, and her College responsibilities, Lois is also leading a pilot program on Restorative Justice which aims to divert young people from the criminal justice system.

Then there's Worawa's already mutually enriching cultural exchange program with The Academy of Mary Immaculate in Fitzroy. In Term 1, this saw Mary Immaculate students participate in Culture Day celebrations, which included

students from both schools sharing cultural song and dance.

Lois is a generous and inspiring leader and Worawa is one of the most remarkable schools in Australia.

Teachers and schools are strongly encouraged to consider Change Makers, and to investigate offerings from the Worawa Professional Learning Institute, including the History Walk and the Dreaming Trail.

www.worawa.vic.edu.au/our-story/aboriginal-resource-centre





Worawa students on the Voice to Parliament

Worawa is not your average school.

Although based in Victoria, students primarily hail from remote communities in central and western Australia and when *The Point* visited recently, student attendance numbers at the boarding school were down, for good reason - small planes couldn't land to pick up pupils because of extensive flooding.

Although most students at the school won't be able to vote, the referendum on the Voice is of interest to all of them.

Shantay Morris and Teigan Ricky told *The Point* that the Voice would 'make a change for Black people'. Shantay is from Walpiri country in the Tanami Desert, northwest of Alice Springs, but she's been living in Darwin. Teigan is from Elliott, a town halfway between Alice Springs and Darwin.

They said one of the big issues a Voice could help with is alcohol in Aboriginal communities. Drinkers cause fights and despite going outside dry communities to drink, they put themselves and others in danger when coming home.

Teigan and Shantay believe the Voice would mean 'local knowledge could be used to provide support and advice' for communities struggling with such issues and enable more input into decision-making which affects them. 'They (politicians) don't have experience with our laws... We have our own Elders who make our own laws. We have to follow those as well.'

They believe the Voice could provide outsiders with a greater understanding of how their communities function.

The girls want teachers elsewhere in

Australia to learn about Black culture and 'spread awareness' of what Indigenous people have been through due to colonisation. They say more Aboriginal history and culture needs to be taught, because 'if it remains hidden people will never learn'.

'That's where you can start to make a better world, when you teach.'

Shantay has dreams of becoming a veterinarian while Teigan wants to train as a police officer. They are making the sacrifice to learn far from home to develop skills they will use to help their families and communities upon their return.

Such dedication sets Worawa apart - education and personal growth here have a direct and positive effect on communities thousands of kilometres from the campus.

Worawa demonstrates the commitment Aboriginal people have for each other and for a better future - students here see education as the key to making changes, personally and for entire communities.

Teigan and Shantay hope a Yes vote in the upcoming referendum will also help.

When the possibility of a No vote is raised, their warm smiles dissolve. They will be angry if the referendum doesn't get a Yes vote; they see this as a once in a lifetime opportunity.

'Things won't change unless you take an action. It's a cycle that just goes over and over again.'

'It's the first step.'

'A small step.'



Be proud, make a stand – join the Yes campaign!

As part of our commitment to the Uluru Statement from the Heart, the IEU actively supports a Yes vote at the upcoming referendum.

The enshrining of the Voice is the first step in fulfilling the Voice, Treaty, Truth of the Uluru Statement from the Heart, an invitation for all Australians to walk together on a journey of healing.

Why is a Voice necessary?

Only a Voice to Parliament will provide true opportunity for representatives to legitimately speak on behalf of ATSI people to advise on issues that disproportionately affect them. These issues include health, education, resilience, and the rights to practice culture.

This small change to the constitution does not come at a cost to non-Indigenous Australians, and it does not disenfranchise anyone.

For 235 years Aboriginal and Torres Strait Islander people have suffered genocide, theft, and forced loss of languages and culture, and have been denied the right to guide their own futures.

ATSI people across this country are strong and organised, and are ready to discuss and provide solutions for people in their communities.

A Voice will give ATSI people the tools to Close the Gap where other avenues have failed. We need to Vote Yes to raise their voices.

ATSI people are not asking for non-Indigenous 'saviours', but they are asking for allies. The Yes campaign is a campaign for all Australians to back.

Unionists know that campaigns are about individuals collectivising to take action together until we grow a groundswell into a loud unified message. This is our time as allies to make a difference!

What can I do?

- Attend community meetings about the campaign.
- Get your organisations (workplaces, sub-branches, sporting clubs and interest groups) to discuss and vote to support the Yes campaign.
- Tailor your Acknowledgement of Country to the campaign (see below).
- Set up social media tiles.
- Change your email signature.
- Display posters.
 - Write Yes on your letterbox, your front door, or chalk the footpath.
 - Tell friends and family, 'I am voting Yes because it is the right thing to do, it comes at no cost to me, and it can create an exceptional difference to the lives of many.'
- Enrol to vote, and remind senior secondary students that they can fill out an enrolment form at 17 to ensure they're ready to vote as soon as they turn 18.

Example of an Acknowledgement of Country for meetings and email signatures

I/We wish to acknowledge the custodians of this land, the [Aboriginal group/clan] people of the [Aboriginal nation] nation and their Elders past and present. I acknowledge and respect their continuing culture and the contribution they make to the life of this region.

We support the Yes Campaign to enshrine in the constitution a Voice for all Aboriginal and Torres Strait Islander People.

Source: Welcome to Country & Acknowledgement of Country - Creative Spirits, retrieved from www.creativespirits.info/aboriginalculture/spirituality/welcome-to-country-acknowledgement-of-country

Resources:

- <https://yes23.com.au/>
- <https://www.reconciliation.org.au/reconciliation/support-a-voice-to-parliament/>

Yes campaign moves into the IEU's Tasmanian office

We're very proud to be hosting Lee Archer and Marta Hodul Lenton, Tasmanian state Organisers of the Yes campaign on the Voice to Parliament referendum, in the Hobart offices of the IEU.

It's a tangible sign of the support of our union for the Yes vote and the Uluru Statement from The Heart. Lee, a proud direct descendant of the Pinterraier tribe from the North East nations of Tasmania says she is 'very honoured and grateful' to be part of the Yes23 team in Tasmania.

'This year, we have a once-in-a-generation opportunity to unite all Australians by acknowledging the unique and valuable perspective of First Nations people and take a significant step towards addressing ongoing injustices and inequalities.'

'Many thanks to the IEU Vic Tas for all your support!'

Marta says this year all Australians have the chance to build a fairer nation and to connect to more than 65,000 years of history when we vote to recognise First Peoples through the Aboriginal and Torres Strait Islander Voice to Parliament.

'I'm proud to be working for a strong Tasmanian Yes vote in the referendum,' she said.

She also thanked the IEU Victoria Tasmania 'for backing us in'.



Thank you Deb James and congratulations on a brilliant career

A union is the sum of its parts, comprised of the contribution from each member. But that doesn't mean outstanding individual contributions should not be celebrated.

We hereby celebrate the mighty contribution of retiring IEU Victoria Tasmania General Secretary Deb James!

Deb has been with the union and its precursors, at state and federal level, for 33 years. She's overseen its growth, championed crucial reforms, and won countless battles on behalf of members.

We asked IEU alumni and prominent figures from across the union movement for their impressions and memories of Deb.



'Deb and I were the first all-female leadership across the branches of our union,' recalls **Loretta Cotter, former Deputy Secretary, IEU Victoria Tasmania**. She says neither of them had undertaken any formal leadership training.

'We learned from each other and with each other. There was no middle structure: we were Human Resources, lead negotiators, employers, policy drafters, editors, budget planners, and decision makers.'

'Deb had a great capacity to keep going, to always look for a sign of movement on the other side of the table. She's been an indefatigable worker with a deep and enduring commitment to the members she has represented so effectively over many years.'

Loretta says Deb is a 'positive, a charismatic leader, someone who loves a laugh and doesn't back down from a fight. She is generous to a fault and displays great pastoral care to all of her staff'.



Deb James – a life in union

Looking back at Deb's illustrious career is a great way to take stock of the IEU itself, for she's worked for the organisation since before it had its present name. The span of her career traces the rise of the union.

1979 Teaching career begins at St Bernard's Coburg (teaching 44 grade fives).

1986 Becomes a Rep for the Victorian Catholic Primary Schools Staff Association.

1988 Joins the executive of the Victoria Catholic Primary Staff Association.

1990 Addresses thousands at the sector's first-ever strike. Starts as full-time union Organiser for VCPSA.

1992 Assistant Secretary of the Independent Education Union of Australia (IEUA) based in Sydney.

1994 The Victorian Independent Education Union (VIEU) is formed by amalgamation of the Victorian Catholic Secondary, Catholic Primary and Independent schools' unions.

1997 VIEU wins parity of wages for all staff with government school staff for its members after a huge campaign featuring mass meetings – which Deb addressed – stoppages, and protests.



1999 Deb works in East Timor to deliver medical supplies and help re-establish an education system for its people leading up to its independence vote.



ACTU President Michele O'Neil says it's been 'a privilege and delight to have known and stood alongside Deb James as a unionist and sister for more than 20 years'.

'Deb has been a formidable, passionate, and determined fighter for IEU members. She understood as a teacher and unionist the power of good quality education and how it transforms lives. She has led campaigns that have not only won significant improvements in pay, conditions, and secure jobs for IEU members, but also the right to not be discriminated against based on who you are and who you love.'

'A great unionist, sister, feminist. A fighter, a comic, an ally, a comrade. Deb, you might be retiring from your leadership at the IEU, but I know you will never retire from being a unionist.'



Former Victorian Independent Education Union General Secretary Tony Keenan recalls first meeting Deb when she was at the Catholic Primary Association, and he was at the Secondary Association.

'Deb has made a massive contribution to our union and the broader union movement. The fact that she was elected as President of Victorian Trades Hall shows the admiration and respect with which she is held within the movement. Deb has also been an absolute champion within the movement for removal of the laws which allowed faith-based schools to discriminate against staff.'

He says Deb is the best negotiator he ever worked with. 'Many of the wins members have gained over the past years are because of Deb's great negotiating skills backed up by the collective actions of members.'

'I was really excited to read of the improvements in workloads in the new Catholic Agreement – something we thought for many years was not possible. That's a great legacy that Deb leaves.'

2000 Deb is elected Deputy Secretary of VIEU.

2005 Deb is appointed General Secretary of VIEU, replacing Tony Keenan.

2011 VIEU becomes the IEU Victoria Tasmania after VIEU amalgamated with the Tasmanian unions covering Catholic school staff.

2012 The AEU and IEU stage an unprecedented and massive dual stop work seeking a fair deal and successfully fighting divisive and flawed performance-pay proposals.



2014 Tasmanian members make front-page news, downing tools for historic stop-work actions in support of a fair Agreement after years of delays. The employer's non-union Agreement proposal is comprehensively demolished with a 77% 'No' vote.

The IEU Victoria Tasmania further grows, welcoming members from 30 Tasmanian independent schools.

2015 The IEU Victoria Tasmania wins 97% support for a union-negotiated Tasmanian Catholic Schools Agreement.

2019 and 2021 Deb addresses enormous crowds of young activists at the School Strikes for Climate.



2020 and 2021 The IEU fights for safety and fair treatment during COVID lockdowns, winning several high-profile disputes against unpaid stand-downs and standing beside the AEU to successfully call for school closures during periods of high community transmission.

2021 The Victorian Parliament passes laws that ban religious schools from sacking or refusing to employ teachers because of their sexuality, gender identity or marital status. Deb was a key player in the 10-year campaign for the anti-discrimination measures.

Deb is elected President of Trades Hall Council Victoria, becoming the first woman to hold this position in the organisation's 160-year history.

2022 Innovative *No More Freebies* campaign achieves in-principle deal for Victorian Catholic teachers after years of inactivity from employers.



Former IEU Victoria Tasmania Assistant Secretary Cathy Hickey says Deb is 'flexible, adaptable, dynamic, never flustered, indefatigable, and is across it all in seconds. She never shies away from a fight or a challenging situation, she is totally committed to workers' rights and social justice principles, and she won't ever let you down.'

Cathy says Victorian and Tasmanian Catholic and independent school employers 'both fear and respect' Deb.

'A wonderful innings Deb. Welcome to retirement!'

Former IEU Industrial Officer Denis Matson has the 'hugest respect for Deb as a union leader and friend'.

'Deb combines wisdom and humour with an unshakeable commitment to IEU members.'

Denis says Deb is one of few people in the Australian union movement who has maintained their 'pure passion and empathy' through 'decades of pressure'.

'There are even fewer who can manage all the people and diverse interests in a sizeable union. There have been almost none who could grow a union over the recent years of institutional anti-unionism. Deb has done all of this and much more.'

'She is smart, funny, humble, passionate, insightful, strategic, and irresistibly likeable. Her contribution to the IEU and the union movement is enormous. It will be long remembered and celebrated.'



Farewelling Deb recently, **Victorian Premier Dan Andrews** said, 'I don't think (teachers and staff) could have had a better advocate, a better champion and not just for pay parity, but also for things like ending discriminatory practices, working hard in partnership with us to make sure you don't get sacked for just being who you are or who you love...'

'Thirty-three years is a long time, and you can go to whatever the next chapter holds with a sense of abundant pride and certainty that we are all deeply grateful to you.'

Alex Abela, IEU Committee of Management member and former President of the IEU Independent Council says Deb is 'a formidable leader and an impeccable source of wise counsel'.

Working with Deb on the IEU Committee of Management (COM) since 2017, and as a fellow member of the Board of the Centre for Strategic Education, Alex says Deb is unique because she has 'attained and sustained high standards of leadership for such a long time'.

'She brings the human element to negotiations and has always identified with her constituents. Deb is as transparent with her friends as she is with her foes; she does not suffer fools.'



Luke Hilakari, Secretary, Trades Hall Council, says Deb has served the entire labour movement, providing guidance and leadership about the campaigns and priorities for Victorian workers.

'Victorian unions would not have had the impact we did during the COVID-19 lockdowns, and across both the Federal and State elections of 2022 without her staunch, resolute, and compassionate leadership.'

'There is no better example of a tireless fighter for workers, and the IEU has gone from strength to strength under her leadership.'



Brad Hayes, IEUA Secretary

'In recent years Deb has been an incredible supporter of our IEU Federal Office. An IEU Federal President who knew exactly when to offer advice, guidance and leadership in a manner that was only ever encouraging and practical. Her decades of experience and knowledge as a union leader has been instrumental in helping to build a strong national IEU identity.'

'The fact that my own 20 years as an Organiser occurred outside the VICTAS Branch made no difference to Deb. She went out of her way at national get-togethers and federal meetings to reach out to new Organisers and new IEU officials. Just to check in and see how you were going and welcome you to our broader IEU family. Deb made us feel at home and we knew we had her friendship and support whenever we needed it.'

Continued next page

Rachael Evans, Teacher, Deputy President IEU Catholic Primary Council:

'I first heard Deb James speak live on Valentine's Day 2013. From that very moment she had my admiration. As the huge crowd of IEU members gathered on the lawns near Parliament, every word, story, and chant that Deb spoke (or should I say bellowed out over the microphone on the back of a truck) had an impact on us all.

'Deb has always been a fiercely strong, dedicated, and passionate leader who strived to achieve better outcomes and standards for all those involved in education.

'I thank you Deb for all that you have done not only for me, but also for our union family. You will be greatly missed but will forever be remembered for the inspiring way you have guided and led your colleagues and IEU members.

'Happy retirement Deb, you totally deserve it!'



Patrick Lee, former IEUA Federal President and Federal Secretary, says Deb's 'remarkable' contribution to non-government teacher and support staff unionism means her work in East Timor can be overlooked.

'Deb was part of a small IEU delegation to Dili in the extremely tense and dangerous weeks just before the ballot for independence (in 1999), bringing suitcases of medicines to volunteer clinics under the noses of Indonesian military authorities.

'Post-independence, Deb led VIEU's efforts to support the development of a new teacher training college in Baucau (East Timor's second city) in partnership with the ACU. Deb provided powerful and consistent leadership in driving these efforts.

'This important episode in Deb's career exemplifies her commitment to the ongoing struggle for justice for teachers, for support staff, for women, for those beyond Australia, and therefore for the rights of school children.'



Susan Hoppood, President Education International

'I would like to recognise and congratulate Deb for her wonderful contribution to education in her sector and to those who work within it and the labour movement more broadly.

'I appreciate her conscientious and no-nonsense approach to the task at hand but also her good humour and ability to bring people together to achieve the outcome needed.

'At another level Deb and I worked with the Council of Pacific Education Women's network over a period of time – her contribution to this work and also to the work of COPE more broadly has been fantastic.'



VIEU General Secretary Debra James with guest speaker Mary Bluett, Victorian President of the Australian Education Union

Mary Bluett (former President of the AEU Vic Branch) and Brian Henderson (former Secretary of the AEU Vic Branch) have known Deb since she was IEU Assistant Secretary. They say the Victorian AEU 'always had a great association' with the IEU Victoria Tasmania.

When Deb was Assistant Secretary, the two unions converged on Victoria Parliament after separate stop work meetings 'to give the employers a clear message'.

They combined again in 2012 and 2013 when Deb was General Secretary.

'If you don't fight you lose.

'Deb has always supported public education whilst fighting for her members' interests. We are proud to call her our friend.'



Karen Batt, Secretary of the Victorian branch of the Community and Public Sector Union, worked with Deb for many years as a Victorian Trades Hall Council delegate and admires Deb's willingness to support affiliates in struggles unrelated to her role with the IEU.

'She was so well regarded that when we suggested her name to Luke Hilakari for President at the last election it was unanimously endorsed.'

Karen always found Deb's sense of humour a 'terrific antidote' to the relentless grind of union work, especially when employers were hostile.

'Deb's reports were laced with black humour and a tongue in cheek sarcasm that meant we could empathise with the struggle more easily and offer the necessary support.'

Sharan Burrow, former President, ACTU and former General Secretary, International Trade Union Confederation says Deb 'is a legend in her own union, the IEU, but equally across the union movement'.

'Deb's career in the foundation of the union in Victoria, the transition to the IEU and the growth of a union dedicated to its members and to social justice is a testament to the dedication and commitment of an incredible leader. This commitment to rights, justice and fair play has carried over into broader Victorian and Australian union activities and leadership well as onto the international stage.'



Maree Shields, Teacher, President IEU Catholic Primary Council:

'Deb has been such a strong advocate for all teachers in Catholic and independent schools in Victoria and Tasmania, doing her best to make sure that we can do our best!

'She has also stood out in her leadership of our branch of the union, being the first woman in the General Secretary role since the amalgamation of the various teacher associations into the IEU, as well as constantly growing our membership during her time in office.

'Her knowledge, experience and enthusiasm will be greatly missed!'

Dick Shearman, former General Secretary, IEU NSW/ACT first met Deb when she was with the Catholic Primary School Union in Victoria.

'Victoria led the way nationally in mobilising teachers against anti-union attitudes within Catholic employers in contravention of Church teachings on the dignity of labour and the right to strike.

'The solid support from members for industrial campaigns certainly concentrated the minds of the Archdiocese.

'Deb had a range of leadership skills and a wicked sense of humour in pointing out such contradictions. The mass meetings held by the branch under Deb's leadership were not only informative but also highly entertaining.

'Deb is first and foremost a unionist, always displaying solidarity with workers' struggles across industries. She will be greatly missed by her colleagues in the union movement.'

Christine Cooper, former Federal Secretary IEU Australia, who has known Deb for over 30 years, says Deb has been 'an immense support' to the federal office and to her personally in her role as Federal Secretary.

'Deb has been able to keep us focussed as a team, and fighting for our members, nationally.

'Deb also has the unique ability to help others enjoy life – no matter how serious things get; she will always find a way to help us take a breath and laugh at the situation – or at ourselves.'

Michael Flinn was the first Secretary of the Victorian Independent Education Union.

He first met Deb in 1984 when she was the Rep at St Stephen's Primary School and came onto the Committee of Management.

'In those days we had no staff and worked as volunteers out of an office in St Bridget's Primary School.

'Deb was there at the very beginning and has been there ever since, a stalwart and a true believer. It was Deb James who moved the very first motion for the union to take industrial action. A feisty, passionate unionist then and today.'



***Read the full submissions about Deb from staff and colleagues on the IEU website. There is also a feature article on Deb's career in the next edition of our national journal IE.**

Saint Paul and *agape*

In the last edition of *The Point*, Dr Michael Victory, discussed his new book *Saint Paul and the Education Encounter: Lessons on Love, Event and Change*. This time, Michael examines one of Paul's most important ideas.

Paul introduced a new way for people to relate to one another; described as *agape*. *Agape* is typically translated as 'love', and is often listed as one of the four Greek words for love (along with *eros*, *philia* and *storge*). This not a helpful translation for an education narrative, given the romantic connotations of the word love. However, if we take *agape* as Paul defined it, we have a new insight into connections with our students.

Paul's most succinct expression of *agape* is in his letter to the Philippians:

Always consider the other person to be better than yourself, so that nobody thinks of his own interests first, but everybody thinks of other people's interests instead. (Philippians 2:3-4)

Living in *agape* requires each person to put aside self-interest and to act for the good of the other. This is an extraordinary challenge to the values of contemporary society - as it was in Paul's own time. This is also Paul's challenge for educators to create communities, classrooms, where every person in the group looks to the interests of the other.

The characteristics of *agape*

The following five characteristics of *agape* draw on a reading of Paul's letters

1. *Agape* is lived in a community that is created for people to live in *agape*. *Agape* is not a generic and individual approach like 'love your neighbour'

or 'love your enemy'; it exists in a community where all are committed to building up the other.

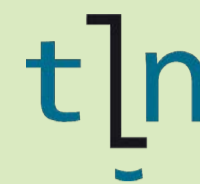
2. *Agape* has a quality of otherness. It is expressed to the other and is expressed without desire, without anticipation, and without expectation of reciprocity. While translated as love, *agape* is not to be understood as the love between two subjects. It may be expressed between two people, but it has meaning only within a community where people have chosen to live in *agape*; it is the expectation for every member of that community.
3. *Agape* is learned in living *agape*; it must be experienced. A person becomes capable of *agape* relationships through encounters with others. There is no law to describe *agape*, there is no single act to bring it into existence, but rather people learn how to live this new life with, and from each other, in the very experience of living.
4. *Agape* is expressed to the other without restriction of identity; it is indifferent to who the other person is. We find this in that classic expression by Paul to the Galatians, 'no more distinctions between Jew and Greek, slave and free, male and female, but all are one' (Gal 3:28). *Agape* is to be lived without the restrictions of identity.
5. *Agape* is creative and generative and not self-sacrificing. A true commitment to *agape* requires openness to new

knowledge in each relationship. *Agape* involves a commitment to teach, or as Paul writes, to 'keep strengthening one another, as you do already' (1 Thessalonians 5:11).

What does that mean in practice for educators?

Every educator engages in relationships with children and students to help those children and students grow in knowledge, in skills, in social and emotional development. How might *agape* change what happens every day? Here are a few practical suggestions:

1. *Agape* reminds us that there are no put downs ... ever ... Whether student-student, student-teacher or teacher-student. The challenge is to build up!
2. *Agape* reminds us that there can be no limitations on our expectations of a student created by the identity we give them, or that they take up themselves. 'I'm no good at Maths' is not acceptable in a classroom where *agape* is lived. As a teacher I am challenged to work with that student to move beyond that identity. Here is the basis of Dewey, inclusive education, and the conviction that every child can learn.
3. *Agape* must be lived with others. It is not a fixed idea, but an evolving relationship that requires constant reflection on the part of each person who is committed to live this way. Each



Teacher Learning Network

- day we need to commit to building the relationships that create an environment of love. Your classroom is organic and dynamic, never fixed. A problem 'classroom' can be set right!
4. *Agape* is clear that who you are as a teacher or educator, and how you relate to people is far more important than the curriculum you teach. When you create the right relationships, that generates learning and knowledge.
5. *Agape* is inconsistent with competition and external rewards. In a community of *agape*, my joy, my satisfaction, my success, is in the success of others. This is student to student, but importantly it is also teacher to teacher. How do you celebrate the success of your colleagues?

There are excellent teachers who can bring more and deeper insights into what is possible through *agape*. Many of these teachers are working with the IEU and TLN in The Learning Hub. If you have never logged in, go to - www.ieuvictas.org.au/webinars. Look for upcoming courses by Jane Wenlock, Emerson Zerafa-Payne, and David Vinegrad.

Michael Victory
TLN Executive Officer
mvictory@tln.org.au



Xavier College bargaining update

Negotiations on a new Agreement at Xavier College have been a long haul, and the IEU hopes a conclusion is drawing near.

Back in April 2022, Xavier staff representatives spent a day during the holidays drafting an IEU Employee Log of Claims for the current round of bargaining. In the year since then, we have participated in 15 bargaining meetings, elected new IEU Reps and Health and Safety Reps, and facilitated a Women's Rights at Work session with female employees. Still, the bargaining continues...

Salary

At the time of writing, management at Xavier have tabled a 2.5% increase for each year of the proposed Agreement with the intent to resolve all outstanding items. Our claim for all staff is 2.95% per year of the Agreement, including back pay. We note that in 2023 student fees increased by 5%.

General staff overtime

A survey of General Staff conducted by the IEU found that 62% work more than

their contracted hours, but that overtime arrangements aren't working, and 55% of general staff are unsure of the process to secure overtime payments.

The IEU has run a staff petition to encourage the school to support easy access to and proper payment for all overtime. No longer will General Staff be left to negotiate with their line managers, as the new proposal would ensure them access to a third party for any disputes relating to overtime claims.

In addition to this claim, the IEU remains determined to improve flexibility as to how and where work is performed. The survey found that 92% of General Staff believed they could and should have greater access to flexible working arrangements including the ability to work from home on occasions.

Co-curricular commitments

Prior to bargaining we identified that co-curricular activities were rated as having an 'extremely significant impact' on the workloads of Xavier employees. Xavier is clearly a school with particularly high co-curricular expectations of staff.

Teachers are required to perform additional work like coaching sport on Saturdays or before or after school, which is not counted when calculating face-to-face teaching loads.

Agreements negotiated in government and Catholic schools have resulted in the biggest reductions to scheduled class time limits in decades. With this industry-wide change, Xavier's historical lower scheduled class time advantage (used to justify extra co-curricular duties) has been eroded.

Our Log of Claims tackles this issue by seeking the following changes:

- All co-curricular activities that fall within school hours to count as face-to-

face teaching hours

- Penalty rates for all directed 'out of hours work' (such as Saturday sport).

The bargaining team are aware that union members in government and Catholic schools have recently won time in lieu for directed work outside of the 38-hour week. Staff representatives see co-curricular workload as a critical issue and members have run a petition seeking significant changes in this area garnering almost 200 signatures.

The union sub-branch at Xavier is a hard-working, focused, and collaborative team, deeply committed to the school and with high expectations of what can be achieved by persisting with bargaining.



Teacher shortage is hurting principal wellbeing

The Australian Catholic University's (ACU) *Australian Principal Occupational Health, Safety and Wellbeing Survey 2022* has revealed that the pressure created by the national shortage of teachers was the third highest source of stress for school leaders, up from twelfth the year before.

Every year, the survey is sobering reading. But this one is shocking. It says principals are grappling with 'the highest rates of burnout, sleeping troubles, stress, and depression in a decade'.

It reveals that one in two school leaders are at risk of serious mental health concerns, including burnout and stress. Even more alarmingly, it reports that school principals are 11 times more likely to be subjected to physical violence than the average Australian, and nearly half have reported being assaulted by parents or students.

The survey's co-lead, Associate Professor Theresa Dicke from the ACU's Institute for Positive Psychology in Education, said the report's findings are 'very concerning for the profession.'

'The red flags demonstrate that our school leaders are at breaking point,' Associate Professor Dicke told *The Educator*.

The survey revealed that 'red flag' alerts jumped by 18.7 percentage points last year – a 64% increase.

Red flag alerts mean school leaders are at risk of 'self-harm, occupational health problems or serious impact on

their quality of life'.

Principals work an average of 56 hours a week and their job satisfaction and trust in management is at the lowest levels ever recorded by the survey.

Many principals are targeted by parents in online forums and have no right of reply. Parents are also threatening legal action against principals and sending abusive, attacking, and often threatening, emails. Principals are frustrated that they're often unable to deal with inappropriate behaviours without threat from parents or their legal teams.

In the 2022 survey, parents were the highest ranked source of bullying at 19%. Conflicts and quarrels were reported by 60% of participants, mostly with parents (36%).

Gossip and slander were reported by 50% of participants, with parents the main source (31%).

ACU Investigator and former principal Dr Paul Kidson says there has been a 'severe escalation in stress levels'.

'Such a significant shift in red flags warnings in a short space of time suggests the situation is more serious

than first thought.

'Enough is enough. Our research shows abuse and intimidation towards principals and the associated health risks suffered by school leaders continues to grow and it must stop.'

Educational psychologist and co-lead investigator of the ACU survey Professor Herb Marsh said principals are 'weighed down by the compounding crunch of unsustainable workloads, chronic teacher shortages and concern about mental health issues among staff and students'.

'The wellbeing of our school leaders is at a tipping point and increasing numbers of principals may not be able to do their jobs. If this happens, their absence will seriously limit the achievement of national educational priorities and policies.'

'There is an urgency in our call for action as the time to redress these concerns diminishes. We may see a mass exodus from the profession, and the implication for Australian education would be devastating.'

The IEU believes principals must be allowed to take actions that deter inappropriate student behaviour, particularly where the safety of other

students or staff is put at risk. This includes immediate suspension and expulsion without the threat of legal action against the principal or the school. There is also a need for awareness programs to inform parents of the actions that can be taken against inappropriate behaviour.

Education authorities must fully support principals and put in place process and practices that support principal action against dangerous student and parent behaviour.

The authors of the ACU principal survey call on governments to specifically address the health and wellbeing of Australian school principals.

'We cannot achieve anything meaningful in education if our school leaders are not better supported to do their work, which is so critical to keeping teachers, students, and school communities happy, safe, and engaged.'

End the silence: join the campaign against NDAs

Non-disclosure agreements (NDAs) are being abused to deny the rights of victims in workplace sexual harassment cases and help perpetuate toxic cultures where workers are mistreated.

Organise for Equality and We Are Union - Women are leading a petition campaign (see Page 2) calling for the Victorian government to legislate 'to restrict the use of non-disclosure agreements to ensure victim-survivors are empowered to speak out'.

'NDAs protect employers from accountability and release them from their obligations to address systems of work that allow sexual harassment to occur, enabling repeat offenders to continue and preventing workers from talking about their experiences.'

'Victim-survivors, predominantly women, are disempowered by being forced to stay silent. To end sexual harassment at work, we need to end the silence and hold employers accountable.'

'We need legislation to restrict the use of NDAs. They should only be used when requested by victim-survivors to protect their own confidentiality and victim-survivors should be allowed to decide to speak out later.'

Across the world, campaigns such as *Can't Buy My Silence* are lobbying governments and legal professionals to end the misuse of NDAs.

Canadian lawyer Jo-Anne Stark says NDAs were initially created to protect trade secrets.

'However, somewhere along the way, the NDA became a tool used by organizations, corporations and public bodies when they investigate complaints of sexual misconduct and human rights violations.'

Often, the consequences of such investigations are 'devastating' for the victim, while the perpetrator continues with their employment under the protection of the NDA. The problem is not addressed, and the perpetrator may feel entitled to continue their predatory behaviour.

Stark says NDAs 'gag' victims permanently, 'meaning they are prevented from speaking to friends, family members or even health-care providers about their experiences'.

'These agreements effectively force victims to lie – about why they left an organisation, why they are struggling emotionally or why they are dealing with a legal problem.'

AFR's Kristin Ferguson says NDAs are the 'go-to' for company boards when it comes to protecting their reputations.

'At worst, NDAs facilitate further offending... While NDAs may solve a potential, short-term reputational issue, they don't solve the systemic, long-term health and safety challenge of workplace sexual harassment.'

'The timing of whether a victim chooses to speak up – or whether they do so at all – must lie entirely with that victim and not be taken out of their hands through a restrictive NDA.'

'Instead of turning to an NDA to seal a financial settlement and drafting a generous resignation letter thanking the perpetrator for their service, boards could announce that someone was departing because there had been a clear breach of the company's code of conduct, values and commitment to workplace health and safety.'

'The statement could also thank the victim, unnamed if preferred, for bravely coming forward. The board could acknowledge the courage and commitment the victim had shown to ensure a safe workplace for others and take the opportunity to encourage others to do the same.'

Julia Szlakowski, who made a sexual harassment complaint against Boe Pahari at AMP, says, 'non-disclosure agreements are designed to muzzle survivors of sexual harassment, protect perpetrators, and help mask the toxic company culture, which enabled the harmful behaviour in the first place.'

'NDAs are used by most companies and aid in contributing to a culture of silence.'

Breaking this silence is an intimidating and precarious undertaking. It makes good sense why sexual harassment (and assault) cases are severely underreported.'

If this article raises any issues for you, you can contact:

- 1800 RESPECT (1800 737 732). That is the National Sexual Assault Family Violence Counselling Service.
- 1800 806 292 Centre Against Sexual Assault (CASA).

To share your story anonymously to support the campaign against NDAs go to: www.weareunion.org.au/nda_share

To sign the petition against the use of NDAs: www.weareunion.org.au/nda_petition

WOMEN AND EQUITY

Pay close attention to Paid Parental Leave changes

Employees working in Victorian Catholic schools are now able to access 16 weeks of paid parental leave and 4 weeks of paid partner leave (subject to meeting eligibility requirements).

Independent schools with workplace Agreements are mostly matching or improving on this entitlement. In addition, most employees are eligible for the government paid parental leave scheme. There are some important changes to this outlined below.

Australian Government Parental Leave Pay (PLP) Scheme

Eligible employees who are the primary carer of a newborn or newly adopted child get up to 18 weeks' paid leave on top of their employer entitlements, paid at the National Minimum Wage.

Since July 2020, eligible employees have been able to claim PLP for one set period and one flexible period.

The first PLP period is a set period of 12 weeks. This has to be used in one continuous period within 12 months of the birth or adoption of a child.

The second PLP period allows an employee to use up to 30 days of flexible PLP. The flexible PLP period:

- can be taken in flexible periods as negotiated by the employee with their employer
- has to be taken within 24 months of the birth or adoption of a child
- usually starts after the first PLP period ends.

Using flexible Parental Leave Pay

Employees who want to use flexible PLP when they return to work from parental leave need to come to an agreement with their employer about how it will work in their circumstances. Employees and employers can consider:

- reducing the hours or days of work
- changing the pattern of work
- taking additional unpaid leave.

An employee's unpaid parental leave ends when they return to work, even if they're working less or different hours than they used to.

Example: Requesting flexible PLP

Kerry works part-time, four days a week. After the birth of her child, she uses her initial 12 set weeks of PLP while she's on parental leave from work.

After the 12 weeks, Kerry returns to work hoping to access flexible PLP. Kerry and her employer agree that she'll work 2 days per week and use flexible PLP for the other 2 days. They also agree that after her flexible PLP runs out, she'll return to 4 days of work a week.

Kerry takes her flexible PLP for 2 days each week for the next 15 weeks – a total of 30 days. She then returns to work for 4 days a week as agreed with her employer.

From 1 July 2023, the current entitlement

to 18 weeks' paid parental leave pay will be combined with the current Dad and Partner Pay entitlement to 2 weeks' pay. This means partnered couples will be able to claim up to 20 weeks' paid parental leave between them. Parents who are single at the time of their claim can access the full 20 weeks.

These changes affect employees whose baby is born or placed in their care on or after 1 July 2023.

Other changes include:

- allowing partnered employees to claim a maximum of 20 weeks' pay between them, with each partner taking at least 2 weeks (except in some circumstances)
- introducing a \$350,000 family income limit (indexed annually) for claiming paid parental leave pay
- expanding the eligibility rules for fathers or partners to claim paid parental leave pay
- making the whole payment flexible so that eligible employees can claim it in multiple blocks until the child turns two.

International Women's Day 2023

IEU members and staff were enthusiastic and colourful participants in the 2023 IWD March in Melbourne on 8 March and the Women's Rights at Work festival organised by the women's team at Trades Hall.

The program was once again packed and included sessions on ending NDAs

(see opposite page), a film night, revamped WRAW chats, and pay transparency.

Retiring IEU General Secretary Deb James addressed the marchers from the steps of parliament in one of her final public duties as President of the Victorian Trades Hall Council.

Anna Stewart Project in Tas 31 July - 4 August

We are keen to hear from our Tasmanian women members who are interested in developing their activist skills. If you are interested in applying for the Anna Stewart Memorial Project in Tasmania you can find more information here www.unionstas.com.au/news-events/events/anna-stewart-memorial-project-2023/

If you would like to become part of our IEU feminist network in Tasmania, contact Marit Clayton at mclayton@ieuvictas.org.au

WRAW Chats

There has been a revamp of the Women's Rights at Work materials. If you would like to find out more about how to run a WRAW Chat in your workplace or online contact your organiser or email info@ieuvictas.org.au

REP PROFILE

Michelle Perceval, St Peter Chanel Primary School, Deer Park

New Rep Michelle is at pains to point out that members at her school are 'very well looked after', but she's sympathetic to peers with difficult challenges.

'I feel like we are in a good space. Our principal is on board with trying to look after staff in the best way possible. He has been really proactive for what potentially will be upcoming with the new Agreement.'

Michelle says St Peter Chanel has been put in good stead because 'a lot of things have been largely put in place through consultative committee'.

'For example, staff didn't want to come across for one-hour meetings on a regular basis. Through consultative (committee), staff said they would prefer to stay for a couple of hours on one night and have the second night off. So there's some things that are agreed on as a school. We're in a privileged position with that.'

From the start of 2023, staff members were asked to track any extra hours they were doing and ensure that they were properly accounted for under the new arrangements. Michelle expected challenges, especially with timetabling, but was confident the school could work through them if they were done 'in accordance with what's been agreed through consultative committee and through the Agreement'.

Like many fellow Reps who met for the first time at Initial Rep Training in March, Michelle didn't set out to become her school's IEU Rep. But she had extensive experience as a member and in those consultative committees.

'The election came up and the previous Rep, who'd been in the position for many, many years retired. There were not others who put up their hand for it. So the election was pretty swift!'

Wisely, her team are also looking to upskill younger members, so there's a succession plan, and that the load is shared.

Michelle found Initial Rep training useful for both instruction and getting to know her colleagues.

'It's both the opportunity to network, to hear what's happening in other schools... The opportunity to clarify some things...'

'There's a lot of unknowns at the moment, and I think that networking, the chance to go slow and just focus on this role for a day, is really good.'

Women's Gender Equality Agency

The Workplace Gender Equality Agency (WGEA) report provides important and interesting information about gender issues and pay equality, particularly relevant for schools where enterprise bargaining is taking place.

We recommend that IEU members have a look at the report when it is finalised.

The WGEA is an Australian Government statutory agency charged with promoting and improving gender equality in Australian workplaces in accordance with the *Workplace Gender Equality Act 2012* (the Act).

Under the Act, private sector employers and, from 2023, Commonwealth public sector organisations with one hundred or more employees are required to submit a report on six Gender Equality Indicators each year. This includes questions regarding policies/strategies, governing bodies, gender pay gaps, flexible work, sexual harassment, and family and domestic violence.

The submission period for employers is from 1 April to 31 May each year and employers must provide public access to this data and inform employees and their union

that they have lodged the report.

You can find out the following from the WGEA report:

- If your school has a policy on promotions or succession planning
- If employees have been consulted on issues concerning gender equality in the workplace
- What flexible work options are offered
- If there is a strategy for the prevention and response to sexual harassment or a policy to support employees who experience family or domestic violence.

Workplace gender equality will be achieved when people are able to access and enjoy equal rewards, resources, and opportunities regardless of gender, and this should be the aim of all our workplaces. Accurate reporting on equality is a vital aspect of that mission.

www.wgea.gov.au/

Gippsland graduates get the IEU gospel

The IEU has broken bread with 60 first year graduate teachers from the Sale diocese at Graduate Teachers' Induction Day, held in Warragul in March.

The graduates were guided through the VIT accreditation process, mentor structures and some conditions of employment.

The IEU addressed the group of graduates to provide an overview of the benefits of union membership and the importance of contributing to the newly negotiated democratic consultation provisions as part of the new Agreement.

Existing members were able to talk to IEU Organisers about their initial experiences within their schools, and several new members joined on the day, taking advantage of the discounted first year graduate membership rate.

The IEU looks forward to working with all early career teachers in the Sale region and to improving transparency and equity in local schools, many of which are currently experiencing teacher shortages.

DOSCEL invited the union to the event, continuing the constructive relationship that saw an Agreement signed, sealed and delivered in the Sale region in 2022.



In the following decades, as in the rest of Australia, many unions were short-lived and unionism spread slowly. Yet these early entities assisted members during illness, death, and unemployment, and campaigned for improved wages and working conditions. Gradually, other groups of workers, such as miners, seamen, wharf labourers and teachers also organised into unions.

Michael Quinlan and Margaret Lindley, writing for the University of Tasmania's *Companion to Tasmanian History*, say bodies like the Hobart Trades Union (1844-53), provided representation to workers in struggles against unemployment, transportation and the 'pernicious' Master and Servant Acts in the 1850s.

This year, we celebrate the 140th anniversary of the establishment of the Hobart Trades and Labour Council in 1883, which helped extend union organisation amongst saddlers, wharf and coal labourers, coal and metal miners, engine drivers, mill-hands, railway employees, hairdressers, shop assistants and carters.

A fragile economy, hostile employers and 'recurrent bouts of unemployment' including the 1890s depression, were huge challenges, however, unions grew as trade and labour councils began to play a greater role in mediating disputes between workers and employers.

Quinlan and Lindsay say the establishment of government industrial tribunals in 1909 'accelerated the renewed growth of unions, especially for the industrially weak such as female factory operatives'.

LABOUR HISTORY

Unions Tasmania

Tasmanian unions were amongst the first formed in Australia. There is evidence of a printers' union being established in 1829, and unions representing tailors, carpenters, bootmakers, and bakers in the 1830s.

Nationally, the introduction of compulsory arbitration in the early 20th century established minimum wages and conditions and encouraged employers to consult with unions.

Tasmanian unions were largely independent of their mainland comrades until formal interstate links and national structures became more common.

Tasmanians fought many of the same battles as mainlanders – opposing conscription during the First World War; fighting evictions and defending the right to protest and the rights of the unemployed during the Great Depression; and eventually, passionate internal divisions which manifested in problematic factionalism.

But unionism was no picnic on the island state.

Lindsay and Quinlan say that activism was 'hazardous', with unionists were up against well-resourced opposition from employers, governments, and most of the press.

'... Employers regarded workers as their subjects, bound to loyalty and liable to blacklisting if suspected of being 'treacherous'... women could be employed for no pay at all for up to twelve months, in the hope of receiving a pittance the next year'.

In 1968 the separate Trades Halls of Hobart, Launceston and Devonport were amalgamated as the Tasmanian Trades and Labour Council. A rival Tasmanian Trade Union Council was formed in 1980 before Tasmanian unions were re-united in 1984 under the leadership of Paul Lennon.

From the 1980s onwards, the big issues were the effects of privatisation,

deregulation, changes to industrial laws, and the increasing prevalence of casual work and contracting. Public sector unionism rose and private sector unionism fell, and unions launched campaigns around justice issues such as affirmative action and reconciliation.

Known these days as Unions Tasmania, the peak body represents a movement of 50,000 members, working in the public and private sector, across every industry and workplace in the state, 'dedicated to action on the big issues for workers: job insecurity, decent work, fair pay, workplace health and safety, and dignity at work'.

Unions Tasmania Secretary Jessica Munday says the organisation stands for 'equality, respect, and fairness in the workplace'. At 140 years young, those values are as relevant and important as ever.



Farewell Christine Cooper

The former IEUA Federal Secretary has been praised as a dedicated, staunch unionist after recently retiring from the union's national leadership.

Outgoing IEU Victoria Tasmania General Secretary Deb James says Christine dedicated her working life to her colleagues and our members.

'With the Women and Equity committee she was instrumental in establishing the BOLD program – Building our Leadership Development. BOLD drew activist women members together for skill development and networking building.

'Participants have gone on to leadership roles in their schools, stepped up for the IEU Committee of Management and some are now working at the IEU.

'Christine is friendly, inclusive, and supportive, as well as being a very hard worker. Her work with our union

colleagues in the Pacific has been phenomenal. Christine has been a member of the Executive of the Council of Pacific Education (COPE) and has organised training for women members in the Pacific via the women's network. She has worked closely with Neselinda Meta from Vanuatu who is the newly elected Secretary of COPE and is one of very few women to have held that role.'

Deb says Christine has been very supportive of the smaller branches of the IEUA, often on the ground with them, training and supporting Organisers and working with various women's networks.

'She's been great to work with, and she will be very greatly missed.

Acknowledgment of her commitment and advocacy for our members nationally is thoroughly deserved.'

Christine taught science and religion in South Brisbane then Bundaberg between 1986 and 1995. She was elected President of the Queensland IEU branch in 1994.

At the union, she started as Enterprise Bargaining Project Officer, then as an Organiser.

In 2004, Christine was elected as Assistant Secretary/Treasurer for the Queensland and Northern Territory Branch (IEU-QNT) and then in 2008, she was elected IEUA Assistant Federal Secretary.

Christine then assumed the position of IEUA Federal Secretary upon the retirement

of her predecessor Chris Watt.

Christine told the national IEU magazine *IE* that the IEU 'is well placed to secure a positive future for our members and for the profession'.

'Our members are focused on delivering high-quality education, that's what they're about, and they demand the professional and industrial conditions that will support them,' she said.

You can read the full profile of Christine Cooper in the current edition of *IE* on the IEU Victoria Tasmania website. We welcome Brad Hayes as the new Federal Secretary of the Independent Education Union of Australia.

Memorial Day prompts call for industrial manslaughter laws

Unions Tasmania has used International Workers' Memorial Day services to renew calls for the urgent introduction of industrial manslaughter laws for the state, the only Australian jurisdiction without existing laws or a plan to legislate for them.

The services remembered those who lost their lives or were injured because of their work – including 36 people in the first four months of 2023.

But it is also a day to promote protection of the health and safety of current workers.

Jessica Munday, Secretary of Unions Tasmania, said, 'We host these services every year to say to injured workers and families who have lost loved ones that we haven't forgotten about your pain and that we are committed to the continuing fight for improved workplace safety.'

'Each year, thousands of Tasmanian workers are seriously injured at work. Over the last decade, there have been 87 work-related fatalities in Tasmania. Every injury and death in a workplace is preventable – and every year that governments fail to improve protections for workers means more lives lost or changed forever.'

In a statement, the Community and Public Sector Union said that too many employers, especially multi-million multinational corporations, simply see the occasional fines they receive for permitting an injury or death to occur on their watch as 'the cost of doing business'.

'They can afford it – so they do nothing. We cannot permit that to continue.'

Sarah Lovell, MLC, the Tasmanian Shadow Minister for Workplace Relations says new industrial manslaughter laws 'would greatly increase deterrence for employers not pulling their weight when it comes to ensuring safe workplaces'.

'Tasmania can do much better in protecting the lives of workers, and the Rockliff Government needs to introduce industrial manslaughter laws to pull us in step with the rest of Australia.'

Unions Tasmania has created a petition

as part of its campaign. You can sign here: www.megaphone.org.au/petitions/tasmania-needs-industrial-manslaughter-laws

Unions hope Labor commitment will complete Workers' Memorial Park

Unions Tasmania has 'warmly' welcomed the commitment from the Labor Party to fund the completion of the Workers' Memorial Park in Launceston.

Guy Hudson founded the Tasmanian Workers Commemorative Park in Elizabeth Gardens, Launceston, after his son died in a forklift accident. For years it has stood half-finished but it now stands a much better chance of being completed after funding was pledged by the State Opposition and the Federal government.

Jessica Munday said, 'For years, we have called for the State and Federal Liberal Governments to fund this Park. It's been an absolute kick in the guts to family members like Guy Hudson that those Governments have denied all requests for funding and taken no action to see the Park finished.'

'We congratulate the Labor Party for recognising the importance of workplace safety and understanding how important it is to have a memorial for workers who left for work and did not return home.'

'Good News for Living' – Bad News for Tasmanian Catholic schools?

The Tasmanian Catholic Education Office has announced major changes to the delivery of religious education in Year and 11 and 12 and IEU members are concerned these changes could have a severe impact on student enrolments.

The plan would involve the introduction of new units not accredited by the Office of Tasmanian Assessment, Standards and Assessment (TASC) known as Good News For Living, and would make the study of RE mandatory in Catholic Schools in both Years 11 and 12.

While we have not yet seen detailed unit planning, the overview we have been provided with indicates a concerning level of potentially damaging conservatism around issues such as sexuality and marriage.

It is the understanding of the IEU that most students elect to complete their RE requirements in Year 11. The new plans from Catholic Education Tasmania would see all students completing mandatory RE in Year 12, which would add 40 hours of study above current expectations that don't count towards a student's crucial TCE or ATAR score.

The issues raised by members are many and varied, including:

- Who will teach these new units and when will this be taught within the timetable?
- When will students/parents be told about proposed changes?
- In a state which already has low high-school completion rates, will this additional burden discourage current Year 10 students from enrolling in Year 11/12?
- How is this fair for current Year 11 students who enrolled at a College without any awareness of this change?
- What happens if parents do not want their children doing these units?

The IEU believes there are many concerns that have not been dealt with satisfactorily by the employer. These concerns could lead to a drop in student enrolments, which would be a huge concern in schools where there is already a struggle to get students to complete their secondary education.

In the current climate, the IEU calls on the employer to delay this introduction until reasonable consultation is undertaken with Year 11 and 12 students, parents, and employees at all schools.

Why we should kick ATAR to the curb

Alright folks, let's talk about ATAR scoring. You know, that high-stakes exam system that decides if you're university material or not.

Well, spoiler alert: it's time to scrap it and find a better way to assess academic progress.

First off, ATAR scoring doesn't capture academic progress. It's based on a single set of exams at the end of your high school career. It fails to take into account important stuff like your extra-curricular activities, volunteering, or the personal qualities you could bring to a university. All these missing links can demonstrate leadership skills, creativity, and a commitment to community service. It also does not consider factors such as socio-economic background or access to educational resources, which can significantly impact a student's academic performance.

The ATAR system also puts undue pressure on students to perform well in high-stakes exams, leading to increased stress and anxiety. This can lead to a narrow focus on achieving a high ATAR score, rather than on learning and personal growth. It can also result in a lack of diversity in university admissions, as students from disadvantaged backgrounds may be less likely to perform well in high-stakes exams.

So, what's the alternative? Well, we could start by taking a more holistic approach to assessing academic progress. Universities could consider a student's overall academic record, including coursework and assessments throughout their high school career. They could also look at a student's

extra-curricular activities and volunteer work, as well as their socio-economic background. After all, not everyone has the same access to educational resources, and that shouldn't hold them back from pursuing higher education.

Why stop there? Let's get creative with our assessment methods. Personal essays, interviews, and portfolios could all be great ways to showcase a student's skills, creativity, and passion for learning. Who knows, maybe you're a brilliant essay writer but not so great at taking tests. We won't know until we try.

In conclusion, ATAR scoring is a bit of a dud. It's time to ditch it and find a better way to assess academic progress. Universities

should consider a more holistic approach that considers a student's overall record, extra-curricular activities, and background.

Jack Andrews
House Leader of Loyola
Sacred Heart College



IEU
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The IEU Learning Hub provides comprehensive professional development. These free member-only webinars are offered live and on-demand and cover a big range of relevant topics.

Details and registration:
ieuvictas.org.au/webinars

Future-proofing your teaching career

Member Sandra Fordyce-Voorham enjoyed last edition's *Career Corner* regarding moving from one school to another. Here, she offers further suggestions for educators needing a change.

Give back to your profession

Keep up your membership in your subject associations and remain active in them. I sat on the board and became president of a state subject association (later becoming a life member) and I remain a committee member of the national subject association. This meant that I was able to call upon the CEOs to be my referee (instead of school management) when I sought work elsewhere.

Stay active and keep up to date in your profession

As a long-standing VCE teacher, I have been (and remain) active in two VCE subjects as an examination assessor, subject reviewer, examination panellist and reviewer. This means I've always networked with colleagues, the Victorian Curriculum and Assessment Authority, and key learning managers,

which ensures that my credentials are current to my subject. It also means extra 'pocket money' arrives at the end of the year.

Be a life-long learner

When I was overlooked for a senior leadership position, I deployed the 'extra' time I would have needed for this position to instead hone my tech skills with a post-grad in Computer Education. I then completed a Masters of Educational Administration and a Doctor of Philosophy with a dissertation that helped to validate my subject, and therefore 'future proof' teachers working in the same subject.

Think beyond to post-secondary

My post-grad qualifications have enabled me to undertake sessional teaching, lecturing and assessment as a 'side hustle', but now provide me with

more flexible work opportunities as I move into my 'third age' career.

If the prospect of further studies appears financially daunting, I suggest exploring scholarship opportunities that may be available from subject associations to help fund studies. You can also visit philanthropic organisations such as <https://philanthropy.org.au/guidance-and-tools/training-and-education/>

Be union, be strategic, be powerful

I've been a union member for all my career, over 40 years, since the IEU was known as the Victorian Association of Teachers in Independent Schools, and I've always enjoyed the comradery and support of being union. Even though I've left the sector, I remain an associate member to continue ongoing contact with my comrades at the IEU.

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CAREER CORNER

Transition to retirement and positive changes for CRTs

Current staffing shortages are causing unexpected outcomes.

Very few independent school Agreements contain a Transition to Retirement clause. These clauses allow an ongoing full- or part-time employee to specify a retirement date up to two years in advance, and a part-time fraction for the remainder of the career is agreed upon in writing when the arrangement is made, which cannot be varied. In schools where the clause applies, this retirement scheme is available for all employees.

Such a transition is still possible when no formal Agreement clause exists through a request pursuant to the Fair Work Act to vary one's work, either by fraction, start/finish times and/or location. Any employee can request this. There are, however, restrictions on who is granted such a variation, based on criteria including age, career status and level of disability.

Perhaps more attractive to many

educators in the current climate, especially on the back of three challenging COVID years, is the opportunity to change employer. The shortage of qualified and experienced teachers means job ads and casual replacement teacher (CRT) vacancies are at an all-time high. That means more people could resign from their current employer, crystallise their entitlements like long service leave in a financially advantageous manner, and find a new job.

Previously CRT work has been a pernicious and season-dependent beast, in lean times offering very little in the way of financial stability. CRTs, even collectively, had little bargaining power as they are not attached to a single workplace, and often missed out on the extensive professional development provided to ongoing employees.

As of Term 2 this year however, schools are falling over each other to

secure the services of decent CRTs. The daily rate has increased, as has the willingness to engage regular CRTs on a longer-term basis and include them in internal professional development. This high demand has reduced the financial instability of CRT work and made it far more attractive to many. A long-serving teacher can currently bank some long service leave, take off to the Northern Territory for a camping trip or go skiing in Japan and be reasonably confident of securing as much CRT work as they want when they return.

The teacher shortage also offers the opportunity to work in a different subject area, school, sector or state as both government and non-government schools struggle to 'plug holes'.

Why not finish your career with a bit of adventure? Less marking and preparation and no parent-teacher evenings and other compulsory add-on duties that you've

had for the past 30 plus years? Focus on the kids in your classrooms and remind yourself what teaching used to feel like in the 'good old days'.

It might even extend your employability for a few years!



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INTERNATIONAL UNION ROUND UP

Bangladesh: Ten years after Rana Plaza catastrophe, more needs to be done

On 24 April 2013, the eight-storey Rana Plaza building in Dhaka, Bangladesh, housing five garment factories, collapsed crushing 1134 workers to death and injuring more than 2500.

The tragedy was a global wake-up call, sparking world-wide demands for improved working conditions and labour rights in the garment industry.

Unions in Australia and around the world campaigned to win what is now the International Accord on Health & Safety, a legally binding agreement between unions, garment retailers and brands demanding independent inspections, health and safety committees and the right to refuse unsafe work.

President of the Bangladesh Garment Manufacturers and Exporters Association (BGMEA), Faruque Hassan, told *Equal Times* that 'a massive transition occurred after the Rana Plaza tragedy' 10 years ago, but safety inspections only cover 2,500 of approximately 4,000 readymade garment factories in Bangladesh.

Some safety measures are not legally enforced and it is difficult to register a trade union, while major US brands like Levi's, Gap, Walmart and Amazon haven't signed the Accord and factory owners cut costs in ways that both exploit and endanger workers, who are still paid very low wages.

On the tenth anniversary of the tragedy, the ACTU urged Australian

garment retailers to sign the Accord and take a more ethical approach to their supply chains, and asked Australian consumers who want to support locally, ethically-made fashion to choose brands accredited by Ethical Clothing Australia.

France: Protests pan pension changes

France's main labour unions have called for another round of nationwide demonstrations and strikes on 6 June to oppose a law that would raise the retirement age in France from 62 to 64.

The change is due to take effect in September.

Organisers of May Day protests across France say 2.3 million people took part.

Protesters have been loudly banging pots and pans near where French President Emmanuel Macron has made speeches, actions dubbed 'casserolades'.

Protesters have gathered in front of town halls in over 400 locations, and in the streets of Paris, Marseille, Toulouse and Strasbourg in an effort to drown out Macron's voice.

Raising the retirement age has led to months of protests. AP reports that

opponents of the change were further angered after Macron's government in March chose to use a special constitutional power to pass the reform without a vote in parliament.

South Korea: Harassment of trade unionists condemned

The Council of Global Unions, representing 200 million workers around the world, has expressed deep concern about recent attacks, judicial harassment, and interference against the legitimate activities of trade unions and the rights of working people in South Korea.

Global manufacturing union peak body IndustriALL reports that on May Day, Yang Hoe-Dong, a district leader of the Korean Construction Workers Union (KCWU), set himself on fire to protest the harassment of trade unionists by government authorities. Yang, one of the victims of that harassment, passed away from complications of severe burns.

Yang left a message before his self-immolation saying that, although he had carried out his union duties lawfully, he had been charged with obstruction of business, coercion, and extortion.

Myanmar: H&M urged to divest

Global unions are calling on Swedish textile giant H&M to pull out of manufacturing operations in Myanmar, which has been ruled by a murderous military dictatorship for more than two years and citizens are denied the right to join a union.

The Ethical Trading Initiative, of which H&M is a member, released a report last year saying that 'due diligence is not possible in a context where independent worker voices are suppressed, where unions are banned, and trade unionists are imprisoned and killed'.

IndustriALL says H&M's Environmental, Social and Governance record is better than many of its peers, 'yet it refuses to stop sourcing from Myanmar, a military dictatorship where unions are banned, and foreign exchange is used to buy weapons'.

Myanmar is a military dictatorship with no freedom of association. The Myanmar Ministry of Information reports that garment exports were worth US\$4.7 billion last year. The military regime desperately needs foreign exchange to buy weapons, ammunition, and fuel to conduct a civil war against the population.

NATIONAL UNION ROUND UP

Unions applaud a NETA way to net zero emissions

On 5 May, the Federal Government announced that a new National Net Zero Authority will be established to support workers and their communities, and to deliver a just transition to a net zero emissions economy.



This was a major victory for the union movement, which had campaigned for a National Energy Transition Authority for more than a decade.

Thousands of Australians added their name to the Australian Unions campaign which urged the establishment of a body to ensure that no worker or community is left behind as the nation makes the urgent transition to a greener economy.

Prime Minister Anthony Albanese, Treasurer Jim Chalmers, and Climate Change and Energy Minister Chris Bowen said in a joint statement that the National Net Zero Authority will have the following roles:

- supporting workers in emissions-intensive sectors 'to access new employment, skills and support as the net zero transformation continues'
- coordinating programs and policies across the government to support regions and communities 'to attract and take advantage of new clean energy industries and set those industries up for success'
- aiding investors and companies in engaging opportunities opened by the 'net zero transformation'.

In a recent National Press Club speech, ACTU president Michele O'Neil called for the Government to commit to a transition agency. O'Neil said there was not a choice 'between jobs and our climate' – we must

act on both.

'That means turning an extractive economy reliant on fossil carbon to a circular economy powered by clean energy...'

Successful week of actions spurs on NTEU

NTEU members have voted to escalate industrial action, including another state-wide strike, if Victorian universities continue to refuse to replace most casual jobs with permanent positions.

Large numbers of NTEU members from Melbourne, Monash, La Trobe, and Deakin universities went on strike in early May as part of a national week of actions across the country.

No new Enterprise Agreements have been struck despite all Victorian university Agreements having passed their nominal expiry dates by between 6 and 20 months.

'Members have been left without a real pay rise and no end in sight to churning redundancies, job insecurity and unfair working hours,' an NTEU spokesperson said.

'Meanwhile, the insecure workforce model of universities has enabled pervasive wage theft.'

A motion passed at a mass meeting at Victorian Trades Hall as part of the strike promised further industrial action unless Agreements are finalised at all Victorian

universities by 30 June. The NTEU demands that the deals include a target for 80% of jobs to involve continuing employment rather than casual positions and short-term contracts.

Profits drive greed-price spiral, despite what the Reserve Bank says

The Centre for Future Work says the Reserve Bank's warnings about a return to 'wage-price spiral' are inappropriate.

The centre's director, Jim Stanford, says that Australian businesses have increased their prices 'by a total of \$160 billion per year over and above their higher expenses for labour, taxes, and other inputs, and over and above new profits generated by growth in real economic output'.

Stanford argued that the RBA's 'frightening predictions' that wages must be further suppressed to prevent a 1970s-style 'wage-price spiral' are 'misplaced and one-sided'.

'Australia has not experienced a 1970s-style 'wage-price spiral,' he said.

'It has experienced an unusual 'profit-price spiral', in which corporations have used their freedoms and structural power to extract additional surplus from purchasers – despite the conditions of social and economic crisis of the time.

'Current anti-inflation policies blame

the victims of inflation, while ignoring its perpetrators, and will impose further needless harm in coming months through further real wage reductions, and quite likely an economic recession.'

An ACTU survey of 3,000 people in Australia in February found that:

- 24% were skipping meals
- 51% have used their savings to pay for their daily expenses
- 68% reduced or stopped spending on non-essential items
- 24% have been unable to pay bills or had fallen behind on bills.

Meanwhile, big business profits are going through the roof, and in some cases, outstripping even pre-pandemic levels.

ACTU secretary Sally McManus said average Australians are bearing all the pain of a situation they did not cause and have little control over, and the Centre for Future Work research shows that if the FWC had granted the 7% increase to minimum wages that the union movement had campaigned for, this would have had 'no meaningful impact on inflation'.

She said the business sector had been 'busy running scare campaigns about a wage-price spiral, while driving up inflations through price rises and profiteering – their own greed-price spiral'.



UNION AID ABROAD/APHEDA

Union Aid Abroad-APHEDA supports global justice education for unionists

As the global justice organisation of the Australian trade union movement, Union Aid Abroad-APHEDA stands with marginalised people of the Global South by strengthening local communities and empowering workers – as well as by building knowledge among Australian unionists about past and current movements for global justice.

Building internationalism is crucial, and we seek opportunities to pass these lessons on to union leaders of the future.

New training module launched

Recently, Union Aid Abroad-APHEDA has been working with a group of volunteer union educators to create a new training module focusing on global justice and international solidarity.

The training gives participants a better understanding of the key political, economic, and social issues affecting workers and communities in Australia and overseas. It encourages participants to think about how international solidarity is important to their union. It also explores APHEDA's history and delves into the frontline work of APHEDA's partner

organisations in the areas including climate justice, trade union development, women's rights, and refugee rights.

This training module, which has 30-minute and 90-minute versions, is a resource for all unions and like-minded civil society organisations, continuing the tradition of building an internationally concerned and engaged social justice movement in Australia.

In March, a pilot of this training was delivered as part of Victorian Trades Hall Women's Rights At Work Fest, with a specific focus on building the feminist movement. However, the training can be adapted to focus on climate justice and other specific themes.

Help us expand our global justice education

Union Aid Abroad-APHEDA is seeking volunteers to expand this program across the country. If you have a background in training and would like to be part of the group delivering our training, or if you know a group who would like to receive this training, please contact APHEDA's Lead Organiser Lachlan Batchelor via email at lbatchelor@apheda.org.au

About Union Aid Abroad-APHEDA

Union Aid Abroad-APHEDA works to support stronger union and social movements in 13 locations in Southeast Asia, the Pacific, the Middle East, and Southern Africa. Our approach to development and movement-building work values partnership, solidarity,

equality, justice, and accountability.

We provide on-the-ground assistance which aims to address the causes of injustice and inequality, not the symptoms. We support organised movements of people to make their own change possible, by exerting political pressure for just and sustainable solutions.

NATIONAL IEU ROUND UP

NSW/ACT: Pressing pause on the NSW Curriculum rollout is the right decision

The NSW/ACT branch has welcomed the announcement by the Minns Government that it will 'press pause' on the implementation of the NSW curriculum.

'Teachers have been warning for months that the previous time frame was both unnecessary and unmanageable' Mark Northam, Secretary of the Independent Education Union NSW/ACT Branch, said.

'It's encouraging to have a government that is finally listening to the profession.'

A hasty rollout of the curriculum would exacerbate staffing shortages and excessive teacher workloads. The previous government planned changes to 26 syllabuses in 12 months, despite warnings from the teaching profession that this was 'unworkable and would prove detrimental to student outcomes'.

'Implementing a new syllabus is complex and time consuming,' Northam said. 'It takes time to get it right and to ensure the best educational outcomes for students. The teacher shortage crisis demands this enlightened response from the government, and we applaud their decision.'

The 2019 NSW Curriculum Review suggested a 10-year rollout timeframe, a recommendation strongly supported by teachers.

'The syllabus review and reform program is the most significant change to the NSW Curriculum in many years. It is important to get it right rather than just get it done quickly,' Northam said.

IEUA backs federal budget commitments to education

The federal IEU says the recent budget begins the 'long-term repair of a broken education system' by restoring education to the centre of the nation's policy focus.

In a statement, Federal Secretary Brad Hayes said high quality education and restoring a strong teacher and support staff workforce must remain our national priority.

'It's universally accepted there are major problems in education including widespread staff shortages. Yet those with the power to act – employers and governments – fail to follow their platitudes with tangible change.

'IEU members will therefore welcome the commitments of a federal government prepared to not just listen to the problems, but one that will also act on their concerns.'

The IEUA specifically praised:

- measures to attract more new teachers, including 5000 new scholarships and additional budget funding to support the Teacher Workforce Action Plan
- a \$72 pledge to support the skills and training of early childhood education professionals
- Targeted funding to close the gap in First Nations student attendance rates and educational

outcomes in Central Australia

- \$32 million for 1300 schools to upgrade school infrastructure and equipment.

Hayes said work must now continue on the next phase of priority reforms including review of the National School Reform Agreement later this year.

'Greater certainty and transparency in funding, reducing teacher workloads and targeted support for students suffering disadvantage are essential to securing an equitable and high-quality education system for our future.'

IEU-QNT welcomes government action on vaping

The Queensland and Northern Territory branch has welcomed the federal government's stronger regulation of e-cigarettes as vaping surges among Australian school students.

IEU-QNT Secretary Terry Burke said action was urgently needed to tackle the scourge of vaping, which poses a significant public health risk.

'Vaping and the use of e-cigarette products by students at school is an issue increasingly raised by our members,' Mr Burke said.

'While the long-term issues of vaping remain to be seen, research shows children who vape are three times more

likely to take up smoking, which is highly concerning.

'Vapes were introduced as a therapeutic tool for adults transitioning off cigarettes in a bid to quit smoking.'

'Instead, vapes have been made readily available for recreational use by children, sold cheaply over the counter at corner shops and marketed with flavours, colours and packaging designed to appeal to young people.'

'School staff are struggling to combat the issue and report they feel ill-equipped to educate students about the long-term dangers of vaping,' he said.

My Burke hopes stronger legislation, enforcement, education, and support will curtail the uptake of vaping, which has exploded in popularity in the last five years.

IEU LEARNING HUB

THURSDAY
8 JUNE
6:00pm to 7:30pm

Engaging students with ASD

IEU LEARNING HUB

THURSDAY
29 JUNE
4:30pm to 6:00pm

The Victorian First Nations Treaty for schools

IEU LEARNING HUB

TUESDAY
4 JULY
10:00am to 12:00pm

Understanding budgets

Coming up at the IEU

Monday 5 June

- HSR Initial OHS Training Course (also, 6, 7, 20, 21 June)

Thursday 8 June

- [PD Webinar](#) - Voice care strategies
- [PD Webinar](#) - Engaging students with ASD

Thursday 8 June

- [PD Webinar](#) - Voice care strategies

Saturday 17 June

- IEU Victorian Council

Tuesday 4 July

- [PD Webinar](#) - Understanding budgets
- [PD Webinar](#) - Understanding and responding to Gifted and Talented students
- [PD Webinar](#) - Leading effective meetings

Wednesday 5 July

- [PD Webinar](#) - Leadership - building healthier relationships with parents

Thursday 6 July

- [PD Webinar](#) - Google suite programs for ES staff

- [PD Webinar](#) - The Uluru Statement and the Voice (primary)
- [PD Webinar](#) - Being organised - from your computer to the cloud
- [PD Webinar](#) - The Uluru Statement and the Voice (secondary)
- [PD Webinar](#) - Supporting students with ASD

Wednesday 19 July

- HSR Refresher OHS Training Course - Work-related Stress

Tuesday 25 July

- Level 1 Rep Training

Thursday 10 August

- [PD Webinar](#) - Supporting the learning of students with Dyscalculia
- HSR Refresher OHS Training Course - Work-related Gendered Violence Including Sexual Harassment

Friday 11 August

- Level 2 Rep Training

Events and training updated regularly. To find out more and register head to www.ieuvictas.org.au/all-events-training

UNION QUIZ

- The history of the IEU can be traced back to what year?
 - 1940
 - 1919
 - 1970
 - 1990
- In what year did Deb James become IEU General Secretary?
 - 2000 (*I'm Outta Love* by Anastacia was ARIA's top song of the year)
 - 2005 (*I Wish I was a Punk Rocker* by Sandi Thom)
 - 1994 (*Gangsta's Paradise* by Coolio)
 - 2010 (*Love The Way You Lie* by Eminem featuring Rihanna)
- Before coming to the IEU, Deb James worked as:
 - Principal
 - Receptionist
 - Primary Teacher
 - Research scientist
- In what year did VIEU amalgamate with IEU Tasmania?
 - 1997
 - 2010
 - 2011
 - 2020
- Who are the two IEU Organisers for Tasmania?
 - Dino & Jeremy
 - Deb & Dave
 - Tom & Jerry
 - Rupert & Orlando
- Deb James began her work as a union organiser for Victoria Catholic Primary Staff Association in 1990. Which of these events happened in the same year?
 - Essendon won the AFL Premiership
 - The first mobile phone was invented
 - In Australia, front-seat seat belts became compulsory
 - The #2 song in Australia was 'U Can't Touch This - MC Hammer'
- Misheard lyrics overheard in the staff room. Correct the italicised word. Sweet dreams are made of *these* (Eurythmics)
 - Sweet Dreams* topped the Billboard top 100 on September 3 1983. Which song was number two on that date?
 - She Works Hard For The Money* by Donna Summer
 - The Safety Dance* by Men Without Hats
 - Maniac* by Michael Sembello
 - Up There Cazaly* by Mike Brady
- Who said this? 'Trade Unions have been an essential force for social change without which a semblance of a decent and humane society is impossible under capitalism...'
 - Deb James
 - Andrew Bolt
 - Pope Francis
 - Anthony Albanese
- What are some powers of a Health and Safety Representative?
 - Inspect any part of the school in which members of their Designated Work Group (DWG) work after giving reasonable notice to the Principal, or immediately if there is an incident or immediate risk.
 - Require the establishment of a Health and Safety Committee (HSC).
 - After consultation with the school leader responsible for OHS, issue a Provisional Improvement Notice (PIN) to require that a health and safety issue is fixed.
 - All of the above.

PAY IT FORWARD TO ANOTHER SCHOOL

The Point's Quizmeisters have nominated Eltham College sub branch to provide 10 questions for the next edition of the quiz and to then pay it forward to another school!

PICTURE THIS

What did Loretta Cotter say to Deb James just before this picture was taken?



- The Victorian Catholic Agreement is sure to be completed on time.
- Do you remember that employer who said we'd never achieve pay parity with government schools?
- Scott Morrison is leaving Parliament.
- You just won the footy tipping.

ANSWERS: 1. b. 1919 2. B. 2005 3. c. Primary Teacher 4. c. 2011 5. a. Dino & Jeremy 6. d. The #2 song in Australia was 'U Can't Touch This - MC Hammer' 7. Sweet dreams are made of this 8. c. Maniac by Michael Sembello 9. c. Pope Francis 10. d. All of the above. Picture This: Any of the above