

Independent Voice

August 2019 Vol 8 No 4



CENTENARY SPECIAL EDITION



Happy birthday

Congratulations on one hundred years of improving the lives of members of the non-government education sector in Queensland and the Northern Territory.



CENTENARY SPECIAL EDITION

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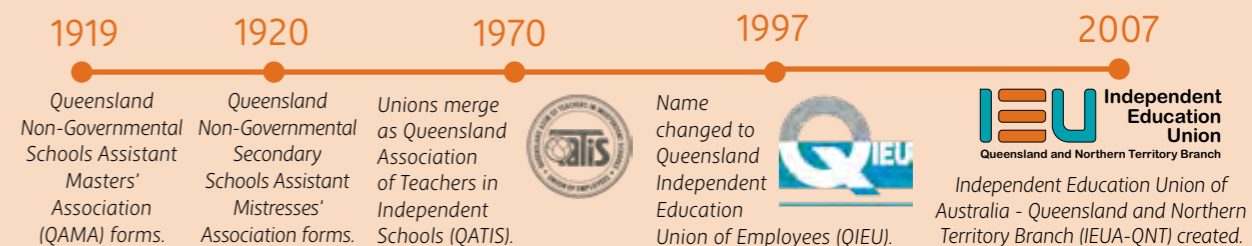


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Our union through the years



A proud 100 years of collective action

Our union has a proud history of promoting and protecting members' professional and industrial rights since the formation of our originating unions, the Assistant Masters' Association in 1919 and the Assistant Mistresses' Association in 1921, through to the amalgamation of these two associations in 1970 as the Queensland Association of Teachers in Independent Schools (QATIS).

From the broadening of our membership to include non-teaching staff in schools, to the renaming as the Queensland Independent Education Union (QIEU) in 1997, and then to the geographic expansion in 2007 with the integration of the Queensland and Northern Territory Branches of our Federal Union to become the IEUA-QNT – the focus has and always will be member-focussed.

There have been many significant achievements throughout our 100 years.

Securing equal pay for women in 1971 was a clear matter of inequality addressed by the Assistant Mistresses' Association, which took 50 years to be achieved.

Improved wages in Catholic primary schools were won in 1976 after years of Catholic employers paying employees only a percentage of the Award wage rate.

In 1979 full Award coverage with full provisions was won.

Wage parity with state sector teachers has been achieved for most but again has taken significant campaigns and we need to be ever vigilant to maintain this.

Significant enhancements have been achieved with school officer classification and the need for a structure that recognises the roles and responsibilities of school officers.

This again is a focus of review as we bargain to enhance and modernise this classification with our *Careers You Can Count On* campaign.

Enhanced superannuation employer contributions were achieved in 2002.

Employer compulsory contributions in 2019 are currently 9.5% - well below the



Andrew Elphinstone was elected President in 2008.
Image: Queensland Catholic bargaining campaign, 2009.

enhanced superannuation contributions of 12.75% (with a co-contribution) won by our members in 2002.

With nearly 20 years of enhanced contributions, due to collective action, tens of thousands of dollars difference have been made to members' retirement income.

A significant gain for those contributing due to our members taking action.

What is consistent across these successful campaigns is our gains have only occurred through collective action.

Our 100-year history demonstrates time and time again that collective action, no matter its scale, is the essential action to achieve enhancements for workers.

It is not provided as a gift of the employers but through the power of the collective action of the good men and women of the union movement to which we belong.

Throughout this year we pay our respect to those who have made significant contributions to our union.

Our Life Member function held in June was a wonderful occasion to celebrate and recognise these great people.

We had 18 Life Members attend and it was an awesome experience to be in the room with such wonderful activists who shared memories of campaigns and experiences from their time with our union.

I look forward to catching up with our regional Life Members in our Branch celebrations in Terms 3 and 4 this year.

Whilst we have paid respect to our past activists, we are also celebrating current activists at Branch meetings with the call to recognise outstanding activists in our 100th year.

Further to this our Union Council has endorsed three new awards.

Firstly, the Beginning Educator Award, recognising outstanding efforts and commitment to build a better future for our members.

Secondly, the First Nations Member Award to recognise outstanding effort of a First Nations member and their efforts to organise their colleagues in pursuit of shared industrial, professional and reconciliation goals.

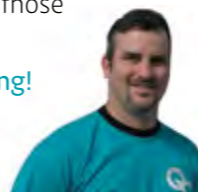
Thirdly, a very special award and scholarship to recognise the significant contribution of Life Member Vonnice Burke (1934-2018).

The award is made in honour of this remarkable teacher and unionist and seeks to provide an opportunity for an early career female member to undertake union-related professional development.

We honour those who have shaped our union, we recognise those who are currently at the forefront, and we promote and support those who are our future.

100 Years Union Strong!

Andrew Elphinstone
President



Union Strong: then, now and forever

The work and achievements of the past are our heritage – the future our responsibility'

- Peter O'Brien
QATIS General Secretary, March 1979

Our history – our legacy – is important. Even more significant is our future.

Throughout our 100 years as a union, members in the non-government education sector have looked to our union for collective representation and advocacy of their issues.

That will always be so, and this journal provides a sweeping account of those issues and the representation provided by our union in its various iterations.

Our history provides an insight into how collective advocacy and action can bring about real change and it is energising to reflect on those achievements and satisfying to be a beneficiary of those campaigns and their outcomes.

However, what of our union for the next 100 years and what will those in 2119 say about us charged in 2019 to frame and build our future century?

Our forebears understood the power of the collective in its most fundamental character of like-minded people banding together in shared interest.

They also understood the significance of education as a change agent in society and their power to influence that change.

At core they knew that shared aspiration only meant something if that aspiration was framed in terms of foundational values of dignity and respect.

We shall, of course, in our century carry that forward.

We will, however, take up that mantle in a very different context from that of 1919.

The First World War had shaken pre-war certainties and society was dislocated, truth-tested and division sharpened.

The quest for some certainties and truths was played out in different contexts including one's working conditions.

The establishment of common rule Awards 100 years ago provided a core assurance to our early unionists that



Terry Burke was elected Branch Secretary from 1994. Image: member rally, 2001.

their work and they, as teachers, were valued and respected.

We too live in a world of uncertainties.

The technological world not only engenders those, but it is in itself the source of many uncertainties.

Limitless connections provide ready distraction, 'truth' is a sound bite or meme and work follows into every aspect of one's life.

In that world we have an essential role to play as educators.

We will, as did our predecessors, call out the illusions and question the 'truths' and do so in a value driven context.

However, as unionists we have a deeper role again in our dislocated and disrupted world.

As unionists, we have an essential role of connecting people for shared purposes and working together towards their shared goals.

As unionists, we persistently ask what can we do together and inherently provide continuity of purpose and connection for a living and vibrant community.

As educators, we, at core, search for the truth and out the tendentious and the falsehoods.

And, as unionists and educators, we are motivated to build trust and respect and to bring dignity to relationships.

None of that is easy in a world of disruption and fleeting moments of

information relevance - whether that information be true or untrue.

Our role as truth seekers is one we can and must play.

For those a century hence, our world and our contribution may be insignificant in light of the century they will have seen.

However, if we do merit a moment of reflection and acknowledgement it will be because we have made a difference to the lived human experience.

We, in 2019, can certainly say that of our union and its members over the past century have acted with collective common purpose.

Their legacy is not only the working conditions we enjoy but more especially one where, as unionists, we have contributed to the making of a fairer and more inclusive society.

Our schools and our society are the better for it.

Of that we can be proud, and borne of and inspired by that legacy, may we embrace the responsibilities of the future.

I commend these accounts in this special edition of our journal and congratulate our union and its members on their century of remarkable and notable achievements.

Terry Burke
Branch Secretary



The beginnings of our collective voice

To understand the story of the founding of our union, it is necessary to understand the significant historical developments which occurred in Australia in the late 1800s and early 1900s and, in particular, the election of the first long-term Labor government in Queensland led by Premier T J Ryan.

The establishment of our antecedent unions – the Assistant Masters' Association in 1919 and the Assistant Mistresses' Association in 1921 – were a direct response to major industrial reforms in Queensland under the Ryan government.

A former secondary Grammar teacher, Ryan was the Premier of Queensland from 1915-1919 and his government set out, quite deliberately, to establish a range of institutions and structures within society which attended to the needs of workers.

Throughout its term, the Ryan government established many social institutions and structures for workers including workers' compensation and unemployment insurance as well as state-run businesses catering to the need of these workers and their families.

While the *Queensland Trade Union Act* had been passed in 1886, giving legal legitimacy to trade unions, social attitudes towards unions were slower to change.

This changed in 1916, however, when the Ryan government introduced the *Conciliation and Arbitration Act* which entitled an industrial union of employees to apply for an Award.

Such an Award would then provide common rule provisions for all workers in that occupation.

The Act also protected employees from being dismissed for union activity and gave union officials the right to enter a workplace.

Teacher unionism started developing through these reforms, fighting not just for industrial rights, but for professional development and professional status.

Assistant Masters' Association

In mid-1919 approximately 20 Assistant Masters from metropolitan non-government schools in Brisbane met to consider forming an Assistant Masters' Association.

By the end of the year, the Association was formally established and in 1920 was registered as an official industrial union under the name Queensland Non-Governmental Schools Assistant Masters' Association (QAMA).

Application by the Association was then made to the Arbitration Court for an Award.

The Court granted QAMA its first Award on 27 November 1920, to come into effect in 1921 and would parallel the

conditions of the public sector Award of the time.

The Award changed the culture of schools and, in a pattern to be repeated over the next hundred years, many employers objected to it – their main objection being they couldn't afford to pay the Award wages.

However, some employers of the time, such as F.S.N. Busfield, the then Headmaster of the Brisbane Grammar School, recognised the Award meant an increase in the professional respect and status of teachers.

"I no longer refer to them as my Masters, but my colleagues," Busfield said at the time.

A notable and far-reaching outcome of the Award was the establishment of maximum employer-directed hours of 30 hours per week and an additional 10 hours for teachers undertaking boarding supervision.

Assistant Mistresses' Association

After the formation of the Assistant Masters' Association and the establishment of their Award, teachers in girls' schools started mobilising in 1920 to legalise their own industrial rights.

A group of Assistant Mistresses resolved to form an Assistant Mistresses' Association and register as a union of employees.



Early Queensland Assistant Masters' Association (QAMA) members from Brisbane Grammar School in 1927.

Their official name was the Queensland Non-Governmental Secondary Schools Assistant Mistresses' Association. Miss Armitage and Miss Anderson were elected as President and Honorary Secretary, respectively.

At the time, the idea of joining the two unions was suggested but failed to transpire; an amalgamation would not occur for a further near 50 years.

Records from the time note Mr N Connal, Secretary of the Assistant Masters' Association – who was present at the first meeting of the Assistant Mistresses' Association – as saying

"his union was not anxious to include women as an association and advised them first to register as a union under the Arbitration Act".

He claimed the "men would admit the women when the necessary alteration to the Constitution had been made".

In 1921, an Award application was made which came into effect that same year.

The Mistresses' Award reflected the socio-political context of the time as their wage rates were set lower than for the 'breadwinner' Assistant Masters.

It also included a 'Religious Exemption' clause which was of major concern

to the association and permitted individual teachers, on the basis of religious grounds, to accept wage rates below the Award rates.

The Assistant Mistresses and their future colleagues in QATIS became a formidable force in the campaign for working women's rights over the next 100 years.

While achieving an Award was the foremost goal of both associations, they built strong reputations as advocates for professional issues which are still reflected in our union today.



Brisbane Girls' Grammar School, the workplace of many foundational Queensland Assistant Mistresses' Association members, students and staff in 1921. Image credit:

State Library of Queensland Archive.

Shaping our sector: the story of our first Awards

Shortly after forming, our antecedent unions – the Assistant Masters' Association and the Assistant Mistresses' Association – each turned their attention to enshrining working conditions for members within Awards.

Our first Awards were the *Teacher's – Non-Governmental Secondary Schools – Award* and the *Non-Governmental Secondary Schools for Girls – Assistant Mistresses' Award* which came into effect on 1 January 1921 and 18 April 1921 respectively.

Creating the character of our sector
Two provisions of these Awards were big wins for non-governmental teachers at the time.

The first was that the 'Duty' provisions were detailed and remained, almost unaltered, until the employers' transfer to federal Awards in the 2000s.

The list is still reflective of the work of the profession today (see image, right).

The hours of duty provisions were also the most prescriptive of any state and included restrictions on hours worked (30 per week) and that no more than one third of these could be performed before 9 am or after 5 pm.

It should be noted that "such work as supervision of school sports" was clearly defined as "honorary duties" within this first Award.

The second was provision of overtime payments of five shillings per hour – rarely enforced but, nevertheless, there.

Embedded discrimination
The terms and conditions of the two Awards, and some of the assumptions that underpin them, are challenging

from the distance of time; not just because they may seem quaint by today's standards, but rather, because they bear witness to the tremendous improvements that have been won over the past 100 years by our members who set out to ensure decent working conditions and fair rates of pay.

No more starkly is this in evidence than on the matter of gender and wages (see image, right).

The differential pay structures embedded into these Awards would provide a longstanding basis of pay discrimination against women – true, not only in the teaching profession, but, in relation to work generally for many decades to follow.

It was a differential that survived in our sector well into the 1970s and was only overcome in Catholic primary schools after a significant campaign by our union and in the face of fierce Catholic employer opposition (see pages 28-29).

Religious Exemptions
If the pay differential contained within the Awards wasn't questionable enough, the Mistresses' Award from 1921 contained a problematic clause called the 'Religious Exemption', allowing a teacher who did not belong to a religious order to 'apply' for an exemption to the Award – and a severe reduction in wages – on religious grounds.

It was argued by employers that many teachers "are willing to do work for no remuneration at all or for very little, in the interest of religion; and that if they should be prevented from continuing to do so it would be difficult, if not impossible, to carry on many of these schools".

The Association vehemently fought this Religious Exemption clause for decades as the practical experience was that in some cases the whole of the staff of an individual school 'applied' for the exemption.

By the time of the joint *Teachers' Award – Non-Governmental Secondary Schools* (TANGS), which came into being on 28 July 1971, the Religious Exemption still existed but with somewhat strengthened protections.

The Exemption would remain an issue for members until TANGS was superseded by federal agreements coming into the federal jurisdiction in 2010.

Broadening our Award coverage
Over time, our union extended Award coverage to include all teachers from all schools.

In 1975, Award coverage was extended to primary school teachers attached to secondary schools, and in 1979 our Award applied to all teachers in both primary and secondary schools.

Subsequently, our Awards and Agreements included those for early childhood educators, school officers, deputy principals and principals who do not have the autonomous right to "employ and dismiss teachers".

Modern Awards came into effect 1 January 2010 and they set out the minimum terms and conditions of employment on top of the *National Employment Standards* (NES).

These Awards were put in place to be a safety net of conditions for workers on the basis that collective bargaining would be the mechanism through which real enhancements to conditions would be achieved.

Collective bargaining
The move beyond Awards took place in the early 1990s when our union became very active in negotiating Industrial Agreements, the precursors to collective bargaining.

This time period saw the beginning of the transition from the Awards era towards the current system of collective bargaining and enterprise agreements.

In the last edition of *Independent Teacher* for 1990, General Secretary Peter O'Brien predicted this change.

"In my view, QATIS should not be apprehensive about the new trends in the industrial relations arena now evident in Australia," Peter wrote.

"There is no doubt that enterprise agreements will become the feature of the next decade.

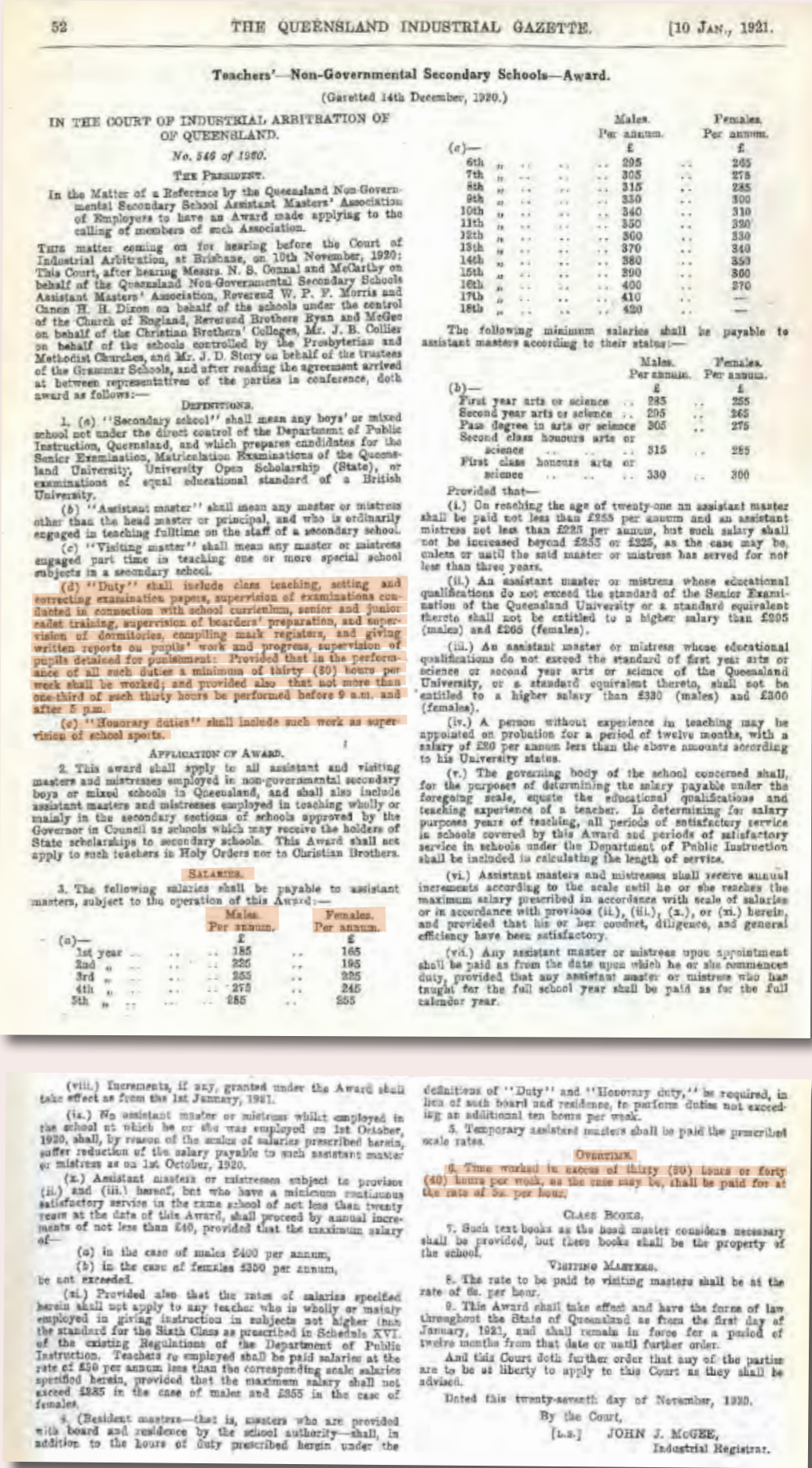
"We accept the challenge of enterprise agreements which for the employer provides flexibility and for the employee and the union a closer organic relationship vis a vis the industrial direction of a particular school."

Collective bargaining has enabled our members to secure wages and working conditions well above those outlined in the current Modern Awards.

Graduate teachers, for example, working in schools with a union member-negotiated collective agreement earn in excess of 25% more per year compared to their counterparts working under the *Modern National Award*.

The setting of a statewide benchmark on wages by Queensland Catholic sector members in 2016 (see story pages 38-39) is our most recent example of the significance of collective bargaining over Award provisions.

Images:
Above, left: Ipswich Girls' Grammar School, 1925 (State Library Queensland).
Right: Award as listed in the *Queensland Industrial Gazette*, 1921 (emphasis added).



Fighting for dignity after the Great Depression: the legacy of Ruth George

While the Australian labour movement had secured significant industrial relations wins in the early 1900s, the fallout from the Great Depression would see a major setback for our members, especially women workers, with a reduction in the conditions they had won. However, the action and advocacy of members and Ruth George (Assistant Mistresses' Association President 1935-1937 and Life Member) in particular, would see those reductions reversed.

Through the formation of the Queensland Assistant Masters' Association (1919) and the Queensland Assistant Mistresses' Association (1921), Awards were established for non-governmental teachers.

The early 1920s saw members of our antecedent unions fight hard for amendments to the Awards in order to reflect the conditions of the public sector.

However, Australian economic development was slowing down as a result of on-going costs from World War One, large foreign loan repayments and declining returns on infrastructure investments.

These factors made Australia especially vulnerable to the Great Depression triggered by the Wall Street stock market crash in 1929.

The Great Depression

On 24 October 1929 the United States stock market crash sent shock waves across the world.

An acute outcome of the Great Depression was unemployment, which peaked in the June quarter of 1932 at 30%.

Living conditions deteriorated severely with many people moving to find work, living on 'susso' payments and relocating to shanty towns in the outskirts of cities.

Loss of Award wages

With the advent of the Great Depression, the Australian government and states adopted the *Premiers' Plan* to balance the budget and honour interest repayments on loans to British banks.

The measures included the removal of the public sector, including teachers, from the protection of the Arbitration Court and, as proof of impartiality, the same applied to non-government school teachers.

This resulted in an approximate 30% reduction in the actual paid rate.

In today's terms, for a person on a \$90,000 salary, one had simply lost \$30,000 overnight.

Other measures under the *Premiers' Plan* included a 20% cut in government expenditure and increases in taxes.

Fight to win back rights

When the economy started to improve a little, the Assistant Masters' Association, following the lead of the Queensland Teachers' Union (QIU) in 1934, were successful in winning back the pre-existing wage rates in the Award prior to the Depression cuts.

However, when the Assistant Mistresses' Association decided they wanted their Award provisions back and made their application in the middle of 1934, they found it was rejected except by a limited number of Girls' Grammar Schools.

The church schools which existed at that period remained Award free.

The Assistant Mistresses' Association applied again in 1936 and it was again refused.

Ruth George's role in winning back women's rights

During the 1936 application for the reversal in Award reductions, President of the Mistresses' Association Ruth George made a crucial argument against the employers' claim of 'poverty'

and thence an inability to afford to pay the Award rates.

Ruth argued schools had steadily increasing finances and therefore the means to pay Award wages, as evidenced by:

- Improved economic conditions in general;
- Increased school fees and enrolments;
- Denominations increasing the number of schools in their control; and
- Increased wages for some teachers in some schools, in particular males.

Ruth argued although Independent schools were not conducted for-profit, neither were government departments and yet their employees were granted an Award.

"We question charitable as applied to schools which charge fees as high as any in this state," Ruth said at the time.

"Also, it seems to us that it becomes enforced charity of the staff that is dispensed by the Governing body."

While it was not until 1937 that the Award provisions were reinstated for the Assistant Mistresses, the advocacy and leadership shown by Ruth George had played a critical role in winning back the working rights that afforded women teachers of the time a level of dignity and respect that had previously been denied to them.

In her honour, our union presents an annual award in her name to an active school officer unionist.



Ruth George, pictured at University of Queensland Women's College in Brisbane, 1922. Image: UQ Fryer Library Collection.



QATIS Council, 1972.

Stronger together: the merger that formed QATIS

The 1970 merger of the Assistant Masters' Association and the Assistant Mistresses' Association to form one union – the Queensland Association of Teachers in Independent Schools (QATIS) – is the basis for our union as we understand it today.

Throughout the existence of the two associations, the idea of amalgamating had been raised at various points by each of the associations but never fully investigated.

In fact, the notion that the women and men should join together in one union was actually first raised by the Assistant Mistresses during the October 1920 meeting at which they considered forming their union.

The associations did work closely together throughout their early decades – including in the 1940s to establish a joint standing committee to discuss "matters of common interest" such as Awards and academic affairs – but with no executive power.

The amalgamation would not take place however until 1970 with the formation of QATIS – Queensland Association of Teachers in Independent Schools – Union of Employees.

Making it happen

Significant impetus for the amalgamation took place in mid-1968 when Colin Bevan, then executive member of the Assistant Masters' Association (pictured, right), called for the Assistant Masters to reconsider uniting with the Assistant Mistresses.

Colin, who would later become the QATIS General Secretary from 1974-1978, recognised this would only bring strength and solidarity.

The then Secretary of the Masters' Association agreed – saying such a move could only give both associations more strength.

Indeed, both associations often met in the industrial commission to have their cases heard as togetherness saved duplication, especially now both genders were essentially on the same Award provisions.

As a result, a sub-committee was established to work out the merger details and by October 1969 they had drawn up a referendum and sent it out to their respective members for ballot.

The Masters at the time had a membership of 400. Of these, fewer than half voted but those that did so were overwhelmingly in favour of the amalgamation: 190 to 4.

The Assistant Mistresses' AGM that year was informed "the principle of amalgamation has been almost unanimously accepted by the members of the Queensland Assistant Mistresses' Association and the Queensland Assistant Masters' Association".

The sub-committee was tasked with accomplishing the amalgamation by 30 June 1970.

While considerations of the sub-committee took place, a meeting of members from the respective two associations at a joint professional



conference at Brisbane Grammar School in May 1970 would provide the major occasion where participants from both associations discussed, and ultimately saw the light as to, the significant benefits of joining together in one union.

The old associations met as separate entities for the last time on Friday, 19 June 1970.

They resolved to amalgamate with one another, dissolved and came together immediately after at the first General Meeting of the new union which now had the collective strength of 774 members – membership doubled in the following five years and trebled in the following ten years.

The name for the new union caused much thought and consideration – QAMMA, AMMAQ, QAATIS and QISTA were all considered but the chosen name of what would form the basis of our union today was determined to be QATIS.

Reinforcing the status of teaching: ensuring quality education in the mid-20th century

“Throughout our long history there has been a consistent theme which has emphasised that the fully professional teacher will be a member of the union” – *Independent Teacher*, Volume 1 No. 1 (1980).

In the early decades of its existence, our union placed a high value on raising the status and quality of the teaching profession with key campaigns during the 1950s, 1960s and 1970s focusing on teacher registration, public examinations and reform of the curriculum.

Teacher registration

Teacher registration was a key concern for both the Assistant Masters' and Assistant Mistresses' Associations right from their establishment in 1919 and 1920, respectively.

They initiated steps to gain registration and had support from the Headmasters' and Headmistresses' Associations but unfortunately nothing eventuated at the time.

The issue was revived in the 1950s, as the associations were again concerned there needed to be proper recognition of the professional status of teachers through teacher registration.

“It is for the protection of teachers and the public they serve,” said B. Forster, President of the Mistresses' Association at a 1950 Executive meeting.

In 1965, the Assistant Mistresses again considered the notion of teacher registration and, interestingly, they advocated that schools as well as teachers should be registered, with the support of the Headmasters' and Headmistresses' Associations.

In 1965, the President of the Masters' Association noted “it is essential that those entering the teaching service be properly qualified”.

Call for compulsory teacher registration would be reinforced by the Queensland Teachers' Union (QUTU)



Teacher and class in Kelvin Grove, 1951. Image: Queensland State Archives.

in 1968 following a teacher shortage with the Emergency Teacher Scheme which lead to strike action.

The scheme had sought to place teachers in high schools just eight weeks after completing their training.

Our two antecedent unions supported the QUTU member action and continued to advocate for teacher registration once they merged to become QATIS in 1970 (see story page 11).

Throughout the early 1970s, our union worked closely with the QUTU on pushing for government reform on the issue.

In April 1971, following the action and advocacy of QUTU and QATIS members, the Queensland government established the Board of Teacher Education with a view to implement compulsory registration for the teaching profession.

Registration of all teachers would finally become operational at the beginning of 1975.

Public examinations and the curriculum

Our union has always had a presence on curriculum bodies and an interest in where the curriculum is headed.

In the 1960s, our newsletter established by the Masters was replete with curriculum advice while minutes of the

Assistant Mistresses' Association are abounding with curriculum discussions, formal presentations and advisories.

We also had a continuing presence on public examination boards for both junior and senior examinations.

This was important as between 1876-1964 Queensland secondary school examinations were subordinated to the requirements of universities, primarily the University of Queensland.

Consequently, the university controlled the secondary school syllabus requirements.

The *Education Act 1964* changed the control of secondary education and raised the school leaving age to 15.

Thereafter followed a series of reviews analysing public examinations in Queensland, such as the *Radford Report* in 1970 and *Review of School Based Assessment (ROSBA)* in 1978.

The *Radford Report* replaced public examinations with school-based assessments that cumulated towards a leaving certificate.

The last external senior examination was held in 1972.



Proud to be union: industrial activism in the 1980s

During the 1980s, our union significantly developed its strength and capacity to create real change when it came to key industrial issues and the impact these had for quality education in our schools as well as issues facing the union movement more broadly.

Winning key industrial provisions to underpin the professional nature of our sector became a core focus of our union in the 1980s.

Many of the professional and industrial issues discussed at our union's 1983 education conference became key campaigns throughout the subsequent decade – many of which remain highly relevant today:

- Work intensification in the profession resulting in teacher burn out;
- Teacher 'bashing' by academics and researchers;
- Increasing use of contracts in the sector;
- Democratisation of education and the move to school-based decision making and accountability;
- Computerisation and pre-packaging of what is taught, the subsequent deskilling of teachers and move to turn education into 'big business'; and
- Criticism of standards and the rise of the back-to-basics advocates of core-criteria.

Standing up for our members

Two industrial cases in the early 1980s demonstrated the willingness of our union to fight on behalf of our members.

The first was the case of a Catholic school which dismissed two non-Catholic teachers in favour of two Catholic graduates.

Our union fought this decision and won back the members' jobs – standing up for fairness in the workplace.

The second was in 1983 when our union held its first member strike at Holy Rosary Primary School (see story

page 34), establishing collective action as the key way to show solidarity and achieve change.

Fighting for key industrial provisions

Throughout the 1980s, the strength and collective action of our members saw a number of key industrial wins:

- **1981:** First application to establish portability of sick leave in the Catholic sector (which was finally achieved 1990s);
- **1981:** Member action at Downlands College and Ipswich Grammar School to secure better long service leave provisions (see story page 35);
- **1985:** First application for non-contact time in primary schools (achieved 1990s) and Working Rights of Women Committee wins the campaign to include 'Ms' on government forms (see story pages 26-27);
- **1985:** Operational date for long service leave of 1.3 weeks per year for Catholic Diocesan schools;
- **1987:** Application for Award coverage for ELICOS sector;
- **1988:** Initiated the process of changing our union's eligibility rules to include non-teaching staff, and later all staff employed in non-government education; and
- **1989:** Achieved consistent agreement for Positions of Added Responsibility (PAR), promotional positions in schools and Award coverage for Deputy Principals.

Joining the broader movement

The 1980s would also prove to be a critical time in our union's history, in which our union sought to become a part of the broader movement.

In 1986, our union affiliated with the Queensland Trades and Labour Council, now known as the Queensland Council of Unions (QCU) and when our federal body was registered in 1987, it

immediately affiliated with the Australian Council of Trade Unions (ACTU).

Both affiliations strengthened our union's voice and ability to take action in the interests of members, while supporting fellow unionists working in industries across Queensland, the Northern Territory and Australia more broadly.

Solidarity during SEQEB dispute

The mid-80s was a particularly turbulent time for unions in Queensland who were facing an anti-union Premier in the form of Joh Bjelke-Petersen.

When 1,000 Electrical Trades Union (ETU) members were sacked by the South East Queensland Electrical Generating Board (SEQEB) with the then government's blessing, the move led to strike action by the ETU to protect workers' jobs.

At the time, our union called the Premier's action in the dispute “a systematic and fundamental attack on the trade union movement in this State”.

Our union understood an attack on these workers and their industrial rights under the Award was an attack on all workers' rights. Our union supported ETU members by condemning the actions of the government and providing financial support to striking workers.

As the then QATIS President, Lynne Rolley, wrote in April 1985: “Undoubtedly, a union has a responsibility to deal with the day-to-day bread and butter issues – salary increase, superannuation, class sizes, hours of duty, etc. But all of that will be very difficult if the union has ceased to exist because it has lost its teeth through repressive government legislation, or because its members have lost their nerve”.

Our solidarity with the broader movement would permeate through the work and campaigns our union was part of from that point forward – including the *Your Rights at Work* campaign of the mid-2000s when unions across the country came under attack from then Prime Minister John Howard (see story pages 36-37).



Professional respect and pay parity for Early Childhood Education employees

Seeking professional respect through professional rates has been the cornerstone of our union's work for Early Childhood Education (ECE) employees since they became part of our union in the early 1980s – with our union securing a national first in achieving pay parity for teachers with other non-government sectors as well as the state sector.

ECE employees have been part of our union since 1980 when the Queensland Kindergarten Teachers' Association (QKTA) amalgamated with QATIS, as we were then known.

The motivation for amalgamation came from ECE teachers' innate understanding that without professional rates of pay, they would continue to lack the professional respect they were due.

This had been the guiding principle for these teachers when they formed the QKTA and this remained the case when they amalgamated with our union.

Following the amalgamation, our union continued the fight the QKTA had started against the many challenges facing teachers in the sector as they fought for professional respect and improved conditions.

Parity with state counterparts

In 1981, after 11 months of hearings, inspections and appeals, the industrial commission awarded an across the board increase in salaries of non-government kindergarten teachers.

This meant, for the first time in history, non-government kindergarten teachers would receive parity in salary with their state sector colleagues.

The victory came after a tough and lengthy battle between our union and the principal employer in the non-government kindergarten sector, the Crèche and Kindergarten Association (C&K), which opposed the wage increases and insisted, as part of the commission process, upon onsite inspections in kindergartens.

On 18 December 1980, a decision was handed down which awarded a 5.8% increase as compared to the 6.5% which the rest of the teaching profession in Queensland had received.

Our union filed an appeal on the same day, leading to a hearing on 2 March 1981, where Commissioner Birch granted the full increase our union was

seeking, meaning a 12% wage increase was obtained.

Our union's case was built firmly on the fact there had been a wide range of factors that contributed to an increase in work value of a kindergarten teacher since 1975, and the overwhelming evidence from the other Australian states that parity of salary existed between state and non-government kindergarten teachers.

Peter O'Brien, QATIS General Secretary at the time, noted the achievement as a historic decision by the industrial commission which would support the retention of high quality teachers in the sector.

A decade of wins

This was only the beginning in a long list of improvements our members fought hard for in the ECE sector over the following decade.

In 1982, following an application made by our union to increase wages in the *Kindergarten Teachers' Award*, Commissioner Howatson handed down a decision that would see a 9.5% increase in salary rates and allowances for teachers teaching under this Award.

"Here is an application for salary increases by a group of employees who have the same qualifications and perform the same work in similar circumstances to a body of employees who have been granted a salary increase of 9.5%," Commissioner Howatson said.

The next significant achievement for early childhood teachers was the negotiation of the four-year scale, which was implemented in July of 1987, followed by improved long service leave entitlements in July 1989, meaning teachers would be able to access this

leave after ten years of service rather than 15 years, and an increase in employer-funded superannuation through an industrial agreement, providing for a 3% superannuation contribution.

Assistants join our union

In the same year, our union had a rule change that allowed kindergarten assistants to join, which resulted in greater participation for the early childhood education branch and an increased push for long-awaited improvements to be made to the Assistants' Award.

It was only a year later that our union successfully brought all early childhood education assistants under the *Early Childhood Education Award*, which was established as part of the Award restructuring on 1 December 1990.

This meant all teachers and assistants in early childhood education centres were covered under the one industry-wide Award, giving assistants access to entitlements such as guaranteed vacation periods, 10 days per year sick leave and long service leave accessible after 10 years.

The restructuring of this Award also brought changes to the salary scale based on formal qualifications and professional development activities, meaning a salary rate increase ranging from 5% to 28% and an additional 2.5% for teachers, as well as a flat \$10 per week increase for assistants.

From 1990 through to 1995, our union worked hard to continue to make positive developments to the early childhood sector through Award improvements, before we completed



INDEPENDENTS MAKE SWITCH

Pre-school staff now in QATIS

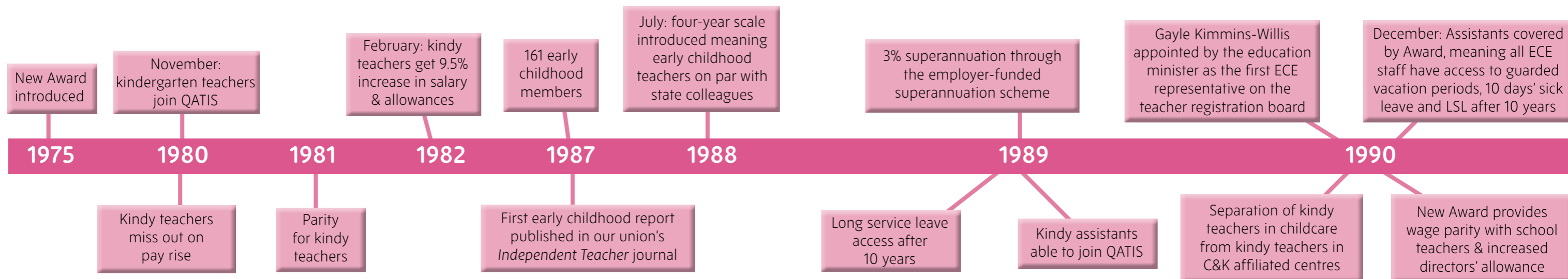
our first successful round of enterprise bargaining in early 1996.

From there onwards, our achievements in this sector have been gained through collective bargaining, which has ensured comparable working conditions with other sectors in Queensland.

Our union continues to drive improvements in wages and conditions for our members in the early childhood education sector, with current focuses on Universal Access funding, maintaining the 400+ individual kindergarten agreements in the state and protecting community kindergartens in Queensland.

Images:

Above: early childhood members in Hughenden, 1995. Above, right: first QATIS Early Childhood Branch President Ann Lock and a headline from Independent Teacher, 1980.





Strength in numbers: creating careers you can count on for school officers

School officers have been a core part of the membership of our union since the first steps were taken to provide them with coverage in the late 1980s – recognising the critical role they play in our schools and the need for them to have access to wages and conditions reflective of that role.

In 1988, QATIS, our union as it was then known, undertook a referendum of members with a view to expand membership to include support staff in our schools.

At the time, these employees lacked the representation of a union that understood the essential role they played in their school communities and the proper recognition and reward that should be afforded to them.

The coverage of school officer members became official following the Queensland Industrial Court's ruling in July 1990.

IEUA-QNT Branch Executive member and school officer Ian Hughes, from Lourdes Hill College in Brisbane, said up until this time support staff didn't have someone to represent them and, whilst there were several unions that could be utilised, no-one really knew about them.

"Then QATIS came along and actively sought out school support staff, asked us what our issues were, and then went in to bat for us," Ian said.

"The result – an Award just for us, which recognised (at that time) our work and relationship with teachers and more importantly the students."

School Officers' Award

Following the ability for school officers to join as members, our union took immediate steps in the early 1990s to establish an Award which recognised and reflected the role and responsibilities of these employees.

The early school officer members who had joined our union reported a range of issues related to the fact they had no formal, uniform industrial instrument covering their working conditions.

This meant varied and inadequate wages; inferior working conditions when it came to superannuation, hours of duty, sick leave, annual leave, long service leave and permanence of employment; a lack of legal liability cover; workload issues; and a lack of training and professional development.

Through member consultation and engagement with school officers, our union developed the first *School Officers' Award* which filled the void when it came to these issues for school staff.

A major element and significant outcome in the establishment

of the Award was provision of a clear classification structure and associated wage rates for school officers.

The road to get the Award was, as newly elected QATIS President Terry Burke wrote in the May 1993, "long and tortuous and characterised by the employers' laziness, procrastination and lack of preparation".

An interim Award was put in place on 3 August 1992 by the industrial commission but it was not until 27 February 1995 that the *School Officers' Award* was finalised – this was due in large part to the employers' contention and challenge surrounding the proposed classification structure (and associated wage rates) proposed in the Award.

Ian said the establishment of the *School Officers' Award* at that time was a momentous win.

"Through achieving this Award, our union gave us a collective identity and

structure and validated our roles – varied as they were at the time," Ian said.

"Our union gave us a voice and a collective power that we had never had before...and they even changed their name to QIEU to show how inclusive they were becoming."

QIEU: a union for all

In late 1996, our union took steps to properly recognise the fact that we were a union made up of teachers, school officers and other employees in the non-government education sector by the significant step of changing our name to Queensland Independent Education Union (QIEU).

It was a historic moment in our union's history and clearly set us apart from our state sector counterpart union, which today still only covers teachers.

Fight for reclassification

In 1996, it became clear there was need to review the classification structure of the Award to recognise the varied nature of the different school officer roles in our sector as well as the fact that many school officers had been inappropriately classified.

By April 1998, a revised classification structure had been developed which aimed to: include classes of employees not previously covered by the Award; create a new Level 7 for degree-qualified employees; more appropriately reflect the skills and responsibilities of school officers; and provide a longer incremental scale at each classification level.

In 2001, the *Many Faces, Many Skills* campaign was launched calling on employers to recognise the value of school officers in schools.

The campaign featured a number of major actions by QIEU members including statewide solidarity red shirt days and a petition, which school officer members marched to the industrial commission, as part of a rally on the day the first hearing was held in regard to a review of the classification structure.

The commission would not make a determination on the matter, however, and instead ordered negotiations between our union and employers

– enabling members to have the opportunity to negotiate an acceptable outcome for school officers.

The campaign continued and through member activism and support, significant enhancements were achieved two years after the campaign began.

Ian believes one of the many significant achievements of our union for school officers has been securing a place at the collective bargaining table with employers.

"During the early years of school officers being a part of our union, the treatment they were afforded by the employers in some cases was particularly shameful and for us as school officers standing alongside our teacher colleagues, resulted in a complete realisation that we are all one and what affects one, affects all."

School Officer Day

Outside of our campaigns for proper recognition and reward for school officers, our union has also led the way in reinforcing the critical role school officers play in our schools and in the education of our students.

Such steps have included the establishment of School Officer Day as well as the Ruth George School Officer Award – both established in the early 2000s.

In September 2015, our union took the need for international recognition of the role of school officers to the Education International (EI) World Congress – moving a resolution for the establishment of an international day to give visibility and recognition to all education support staff and their contribution to quality education.

Careers You Can Count On

As our union continues to campaign to ensure contemporary recognition of the roles of our school officers – through its latest campaign, *Careers You Can Count On*, Ian believes that ongoing education of support staff members on the issues that affect them is essential.

"Getting all staff to understand that they are not alone on issues at work – that collectively there is an issue and collectively we can do something about it," Ian said.



Ian said he was proud as a school officer member of our union to be part of our centenary celebrations.

"There are very few organisations that reach this milestone – those that do have proven that they have a genuine purpose and that they are essential and relevant to society and the industry they serve.

"They must be flexible enough to see change coming and be able to adapt to that change.

"I'm proud of the fact that we are a recognised part of the team working to enhance the education of today's young people and that we are in that position because of our union.

"I'm also proud of the fact that we are our union – it is for members by members."

Images:

Above, left: *School Officers' Petition* rally in Brisbane, 2001. Below, left: Ian Hughes in the late 80s and now. Above, right: *Many Faces, Many Skills* campaign poster. Below, right: 2001 campaign; School Officer Day, 2018; members with campaign poster, 2001.





Taking up the fight for Northern Territory members: becoming IEUA-QNT

In 2007, the integration of QIEU with the Northern Territory Branch created our union as we know it today – IEUA-QNT.

In May 2007, members of the Northern Territory branch of our union overwhelmingly voted (93%) for the integration of the NT and Queensland Branches in what then NT Branch President John Gaulke called “an important step toward cementing their long-term future”.

The vote to integrate the Branches came amidst the turmoil and challenges presented by the then Howard federal government’s draconian industrial laws (see story pages 36-37).

Spectre of federal IR laws

At the time, an article in the May 2007 edition of this journal noted: “the protection of members’ working rights and conditions has been a fundamental concern for the NT Branch Executive since the introduction of the Howard government’s IR laws over one year ago. Members within the Northern Territory are subject to the full effect of the federal jurisdiction and as a smaller branch of the Independent Education Union, recognised the limited resources available to them to implement strategies which would protect their working rights and conditions”.

“As a result [of the integration], members will now have the significant representation and resources needed to tackle both the federal government’s IR

laws and any other issues we may face in the future”, John said at the time.

Under the integrated structure, the Northern Territory Branch maintained its identity through the creation of divisions – one for the NT and one for Queensland.

Integration formalised

Following an IEUA Federal Council meeting in Darwin in July 2007, application was made to the Federal Registry seeking changes to our union rules to facilitate the integration.

The new draft rules ensured the identity of Northern Territory members was maintained through the establishment of the Northern Territory Division Advisory Committee.

The integration became formal in August 2007 and our union officially became known as IEUA-QNT.

Representing the totality of the Territory

Since the integration, our union has worked to support members in the Territory in the context of the unique opportunities and challenges they face.

From the support of a designated organiser to the Northern Territory Professional Issues Conference, members in the Territory have been supported at both an industrial and professional level in making a difference in the sector.

IEUA-QNT Branch Executive member and Northern Territory teacher Louise Lenzo

said the integration of the NT Branch with Queensland had provided security and stability as well as better access to resources and information for members when it came to their working lives.

“Since we joined with our Queensland colleagues we now have access to expert industrial advice, a dedicated organiser as well as resources and communications we just wouldn’t have had the capacity to deliver for members on our own,” Louise said.

“Being part of our union also gives us exposure to best practice when it comes to collective bargaining and the wins our colleagues in Queensland have achieved help us know what is possible here.

“Our major challenge in the Territory will always be of distance and the high turnover of the population, which can make it difficult to have consistency and a deeper union involvement by members; on the other hand, our opportunities are always to increase membership as new people come into the Territory.

“What will be important as we do that, is helping those members understand how we got to where we are today.

“That’s why an opportunity like this year, to celebrate 100 years union strong is so important – we can look back at the profession and see how conditions have improved due to the hard work and commitment of those who have come before us.”



Our union’s journey towards reconciliation

As an organisation committed to social justice, our union has always held a strong belief that building and maintaining meaningful engagement with First Nations members and the broader First Nations community is an essential step in our journey towards reconciliation.

We have continued to grow our union’s capacity to support reconciliation through the implementation of formal reflection and the introduction of our first Reconciliation Action Plan (RAP).

Reconciliation Action Plan (RAP)

The RAP program, coordinated by Reconciliation Australia, provides a framework for organisations, such as our union, to support the national reconciliation movement by committing to practical actions that contribute to reconciliation and develop respectful relationships with First Nations peoples within the community.

Our union began preparations for our first RAP in 2015, after the idea was raised during discussion in our Yarning Circle gatherings, highlighting the importance of our union engaging in more practical actions towards reconciliation.

After deciding upon a series of actions to increase our engagement with First Nations members and their communities, our union was recognised as operating at the Innovate level of the Reconciliation Australia framework.

‘Innovate action plans’ are for organisations that have developed relationships with their First Nations

stakeholders and are ready to develop and implement programs for cultural learning, First Nations employment and supplier diversity.

Message stick

The launch of our first RAP in 2016 was marked with a traditional form of Indigenous communication, a message stick, travelling across Queensland and the Northern Territory.

The message stick (pictured, below centre), donated by IEUA-QNT member, Noonuccal woman and Quandamooka Elder, Thersa Nunn, visited workplaces and schools, collecting stories and artefacts, before returning to its current position in our Brisbane office.

The implementation of our RAP saw our union make changes on three levels: our internal policies, forming links with outside groups and working with First Nations members, as well as committing us to significant actions, such as:

- Increasing First Nations representation on our union committees;
- Celebrating NAIDOC Week and Close the Gap Day;
- Acknowledging Country at meetings and events; and
- Increasing participation in our union’s Yarning Circle.

This year, our Yubba Action Group has drafted our second RAP, with the intention of consolidating our relationships with First Nations

organisations and developing and tabling industrial provisions for First Nations workers.

Members lead our journey

Aunty Barbara Dewis, a proud First Nations woman and teacher from Villanova College, is one of the original members of the Yubba Action Group and assisted in both the formation of the original RAP as well as the drafting of the new RAP.

“It is important to continue to update our RAP to ensure actions mentioned in the RAP document have been addressed and to display accountability to members outside the Yubba Action Group,” Barbara said.

“I would like to see more First Nations members become involved in our union’s journey of reconciliation, so that new actions can be added that may not have been addressed by the Yubba Action Group already.

“Our union’s journey of reconciliation is an avenue for First Nations people to have a voice in making and supporting changes for a better working environment.”

The new draft RAP has been submitted to Reconciliation Australia for approval, with an expectation that it will be launched before the end of 2019.

Our union encourages First Nations members to consider joining our Yarning Circle and Yubba Action Group. To register your interest, please email enquiries@qieu.asn.au or FREECALL 1800 177 938.



Our union: who we are

Our union's strength has always been our active and diverse membership.

IEUA-QNT members are teachers, school officers and support staff, principals, early childhood teachers and assistants, ELICOS teachers, VET

trainers and aspiring teachers working and studying in Queensland or the Northern Territory.

Here members across many workplaces and sectors reflect on the 100-year legacy of our union and what being union strong means to them.



Luke Vanni
Classroom Drama Teacher

Our union protects our rights and ensures we have a professional voice. It's too easy for classroom teachers' voices to be ignored and for bureaucratic box-ticking to get in the way of quality classroom practice.

Our pay, working conditions and quality teaching practices must be protected. By standing together in our union we benefit our students, profession, colleagues and ourselves.



Janine Colwell
Teacher

The biggest change I've seen in teaching in the last 10-15 years is the jump in technology in the classroom.

It's a huge demand on teachers and where our union has helped is by having a very frank conversation with employers about supporting staff with time and resources to do these things.

Our union gives us a voice and the strength to take action.



Jan Manning
ELICOS Teacher

I contacted our union to enquire about my rights and that's when I joined. 12 years ago, QIEU as our union was called then, was able to support me with an issue at work where I was being unfairly treated in comparison to other employees.

The matter was resolved, and I've been with our union ever since.

You can't afford to be without union membership.



Mark Currie
Teacher/Careers Guidance Counsellor

Since joining the IEU in Queensland in 1997, there have been many improvements in conditions for teachers through the hard work and

action of members. Improved superannuation conditions, leave conditions and salary sacrifice are a few of these. However, there are still challenges, especially in the areas of more time to deal with the increased complexities of the role, better strategies to retain teachers in the early years of their profession and more security for contracted employees.



Jenny Finlay
Early Childhood Teacher

Our 100-year celebrations are such a momentous occasion.

For me, as an early childhood teacher, it's a celebration of what we have achieved. Because of our union, teachers across all sectors have comparable conditions – and particularly early childhood teachers have comparable conditions to teachers in schools.



Erna Mikic
Early Childhood Assistant

With changes to the early childhood sector over the years, the erosion of working conditions for assistants is proving to be a real threat.

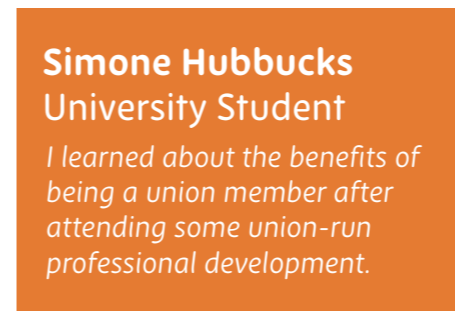
Our union is the only voice that has consistently called for the protection and improvement of working conditions for assistants who are essential partners in learning environments for young children.



Lea Martin
Principal

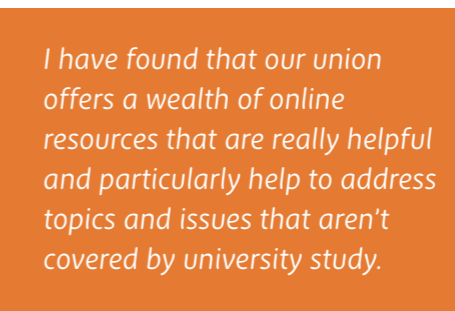
Our union has made a huge difference in the lives of not only teachers but school officers and other employees. I've seen how our union members rally together to support each other and stand up for our rights.

As a person who believes in social justice, it's fantastic to see that our union supports social action across the globe.



Simone Hubbuck
University Student

I learned about the benefits of being a union member after attending some union-run professional development.



I have found that our union offers a wealth of online resources that are really helpful and particularly help to address topics and issues that aren't covered by university study.



I've loved attending the PD on offer through BEnet (Beginning Educators Network). Not only has it helped improve my teaching but it has allowed me to build my network...and interact with [other teachers] on a professional level.



Gary Robinson
Services Staff

I've always been a union member. Unions are there to help in the unfortunate event that things go wrong at work. It's essential to have that support behind you. Unions protect employees' industrial interests and negotiate fair working conditions.



Melissa Goodingham
School Officer

The challenge as a school officer is that our roles are constantly changing, but our union gives members the power to adapt to these changes, as well as negotiate more favourable pay and conditions.



Mark Kraschnefski
Graduate Teacher

I've loved attending the PD on offer through BEnet (Beginning Educators Network). Not only has it helped improve my teaching but it has allowed me to build my network...and interact with [other teachers] on a professional level.

A life of activism: the legacy of our Life Members

Through a lifetime of activism and commitment to our union, some of our Life Members reflect on what it means to be 100 Years Union Strong.



Miriam Kernke (nee Dunn)

Life Member since 2013

As a past president and Life Member, Miriam Kernke's contributions to our union span over 25 years.

Miriam worked as a senior English teacher at St Peters Lutheran College in Indooroopilly for 16 years, where she first joined our union.

Due to financial hardship at the time, Miriam did not join as a member straight from graduation. In fact, it was not until a colleague offered to pay her union dues so she could join, Miriam grasped just how important it must be to belong to our union.

Miriam was active in her Chapter's Single Bargaining Unit (SBU) during collective bargaining, where she said she completed some of her most important work.

"As part of the second round of collective bargaining I was involved in, we were fighting for honorary and voluntary work to be acknowledged as what it truly is – voluntary work," Miriam said.

"We wanted the employer to understand they cannot command voluntary work, and through the power of the collective we were successful in this.

"This was one of my most significant personal achievements, as this made such a tremendous difference to so many working women in the sector and for their professional standing."

In 2001, Miriam began her seven-year role as president of our union, focusing on growing the community's professional respect for teachers.

"It is essential for the wider community to acknowledge how worthy education professionals are of social respect for the role they play in shaping young lives, and this respect needs to translate into professional rates of pay," Miriam said.



Bruce Maughan

Life Member since 1985

Canon Bruce Maughan has been a member of our union for 60 years, joining in his first year of teaching in 1959.

He began his teaching career at The Southport School (TSS).

"Having entered the teaching profession as a Master at TSS straight from university, I joined the Queensland Assistant Masters' Association (QAMA) – I had been inspired to do this by my History and Economics teachers at Churchie, who were both union trustees and great mentors," Bruce said.

Bruce was assigned to a committee to draft a new state-based constitution after the Assistant Masters' and Assistant Mistresses' Associations merged into the Queensland Association of Teachers in Independent Schools (QATIS) in 1970, in order to empower Council to "get things done".

Bruce actively participated in our union throughout the years: in 1973 until 1988 he served on QATIS/QIEU Council of Management; from 1982 until 1990 he was as a Trustee of our union; he was elected Senior Vice-President in 1976 and 1977; was chairperson of the Finance Committee from 1975 until 1981 and Foundation President of the Gold Coast Branch from 1975-1981.

Bruce was awarded Life Membership of our union on 18 October 1985, after what he described as a very invigorating and exciting period.

"I am very proud of the progress our union has made and continues to make; I will always support our union and remain proud of all our important achievements," Bruce said.

"We need to continue to develop society's understanding as to what our union has done and will continue to do, not only for its members, but for education in general, particularly in the non-government sector."



Bernadette Murray

Life Member since 2015

Bernadette Murray has made an outstanding contribution to our union in many ways over her 20 plus years of membership.

Having worked as a school officer at Lourdes Hill College, Bernadette was a dedicated staff representative and network coordinator for 19 years.

One of Bernadette's most remarkable qualities was her vision for inclusiveness; she never drew distinction between teacher issues and school officer issues, and instead she led her Chapter to face all issues with the same determination for equality.

Bernadette was not only an asset for her Chapter, but for our union as a whole. She served as a Council member for 10 years from 2004 to 2014, representing the Catholic Girls Religious Institute sector on three SBUs.

Bernadette said creating a career path for school support staff, with reclassification that defined levels and pathways for school officers, was one of our union's key achievements.

"With a lot of work and support from our union, many support staff were upgraded in their positions and many new starters to our industry had defined guidelines as to what level their position was," said Bernadette.

"My personal achievement was to be a part of the reclassification and to help several laboratory technicians like myself to achieve upgraded classifications and be regarded as essential within the science department."

Bernadette was granted Life Membership in 2017; she hopes in the coming 100 years, our union will continue along the path it has been taking – listening to members and acting on their concerns.



Des McGovern

Life Member since 2017

Des McGovern has been an active member since joining our union in 1979.

He soon became the union staff representative at the Toowoomba Grammar School. Des represented his school on every SBU during collective bargaining until his retirement in 2015; he was a Darling Downs Branch Executive and General Member of governing Council for more than a decade.

Des was awarded Life Membership, and also became a union Trustee, in 2015.

"The significant growth of our union membership, especially during the challenging times associated with the early collective bargaining processes, is what I see as a huge success in our union's history," Des said.

"The growth of a Chapter-centred membership approach and away from the traditional service model, as well as the integration of the Northern Territory and Queensland federal branches under one banner of IEUA-QNT, were major contributors to this success.

"Because without membership, leverage and the ability to lobby on the behalf of workers, the conditions we have in place today are easily eroded, to the detriment of all who work."

Des is a strong supporter of recognising union history.

"History is so important; people need to remember and respect history because we learn from people who have been there and done that, people easily forget how hard fought their working conditions were," Des said.

"We must ensure the story and history of how we became a union is not lost on the young in our industry, they must learn and know about the struggle, commitment and unity of purpose of those who led the battle for social justice and working rights in this country."

Life Members 1919-2019

- James P. McCarthy*
- Patrick J. Moriarty*
- Patrick V. O. Fleming*
- Christina O. B. Wilson*
- Ruth George*
- Marjorie C. Popple*
- J. Harold Boardman*
- William J. Nowlan*
- Colin E. Bevan*
- Herbert Allen*
- Patrick V. Hallinan*
- Charles M. Connolly*
- Desmond Carroll*
- Barry J. Whelan
- Rev. Bruce E Maughan
- Olive McMahon*
- Joseph M. Jones
- Vonnie Burke*
- Evelyn Williams
- Thomas Slater
- Patrick Ryan*
- Robin Steinhardt
- Terry Edwards
- Mike Gesch*
- Tom Swanton
- Patrick Lee
- Bob (Robert) Rea
- Maria Heenan
- Ray Cloonan
- Kerrod Bendall
- Christine Cooper
- Richard Shearman
- Barbarina MacKenzie
- Paul Forrester*
- Suzanne Burdon
- Roger Boyd
- Miriam Kernke (nee Dunn)
- Des McGovern
- Greg McGhie
- Derek Cameron
- Beverley Day*
- Andrew Knott (Honorary)
- Bernadette Murray
- Chris Seymour
- John Jensen
- John Peet
- Norma Nicholson

*Deceased

Our union's independent voice: keeping members informed since 1980



October, 1980



May, 1981



November, 1986



April, 2001



September, 2001



May, 2002



March, 1987



October, 1987



April, 1988



August, 2005



August, 2006



July, 2010



September, 1997



October, 1999



September, 2000



July, 2013



September, 2016



September, 2018

A woman's place is in her union

Beginning with the foundation of the Assistant Mistresses' Association in 1920, our union has fought for the rights of working women: to be paid fairly and equally, to be treated respectfully inside the classroom and out, and to be recognised as leaders within the profession.

Second wave feminism in the 1960s helped to further reshape societal expectations of women and reinforce the fight our members had begun since the formation of our union.

That fight continued into the 1980s with the formation of the Working Rights of Women (WROW) Committee led by a number of outstanding women activists committed to creating real change – one of whom was Life Member Norma Nicholson.

Norma Nicholson was a founding member of the WROW Committee in the 1980s and a woman who has made an immeasurable contribution to our union.

When Norma received Life Membership of our union last year, IEUA-QNT Branch Secretary Terry Burke described her and her peers as having “redefined the agenda of our union at the time”.

Norma said when the WROW Committee was formed in the early 1980s, its name was the subject of much deliberation.

“I had become a council member in 1980 and a group of us had been approached by [former QATIS Assistant Secretary/Organiser] Tim Quinn to form a ‘Women’s Committee,’” Norma said.

“The eventual name we decided on was very deliberate. It wasn’t the rights of working women; it was the working rights of women. Everyone was included.”



Norma Nicholson in 1981 (left) and 2019 (right).

The WROW Committee ran seminars on meeting procedures to support women in confidently taking their place on the committee as well as other bodies.

Access to maternity leave

Norma said a key win for the committee was the establishment of maternity leave in Queensland Catholic schools.

“At that time, women didn’t have the right to maternity leave in the non-government sector. If you had a child, it was just automatic that you would resign,” Norma said.

“It wasn’t even about paid leave to begin with. To start with, it was just the right to have a job.”

Our union later secured paid maternity leave in the 1990s.

Ms Campaign

The WROW Committee also had a memorable victory over the Australian Taxation Office (ATO) in 1985.

At the time, women were addressed as either ‘Miss’ or ‘Mrs’, depending on their marital status.

“We had many women who wanted to use the term ‘Ms’ and not use it as a synonym for being divorced – because at that stage women who used it were usually divorced – but because they were married and they didn’t want to be referred to as ‘Mrs,’” Norma said.

In 1983, the WROW Committee began lobbying the ATO for the right for women to choose to be referred to as ‘Ms’ on taxation department forms.

Initially, the ATO claimed the committee’s proposed change was not desired by most of the population and would be costly to implement.

Dissatisfied with the ATO’s response, the WROW Committee developed a kit of form letters as well as a petition, which was shared widely across Queensland and beyond.

‘Ms’



In early 1985, the ATO buckled under the pressure of our union’s *Ms Campaign* – a significant step in how women were titled at the time and one which empowered them to be considered beyond their marital status.

“[It] was quite an important win,” Norma said.

Building on the legacy of women before us

The Working Rights of Women Committee not only made significant gains for women’s rights in our sector, it also paved the way for subsequent women’s committees of our union, which endure today.

Our current IEUA-QNT Equity Committee continues to fight for the rights of women, as well as other membership segments impacted by inequality.

Being BOLD

In 2017, the Equity Committee launched its Women and Leadership, Building Our Leadership Development (BOLD) Program at an inaugural conference, which united 100 women from IEU branches across Australia.

Within the BOLD Program, women members are encouraged to become active in their union by networking with colleague members, attending professional development, connecting online and determining what their leadership development should look like.

IEUA-QNT organiser and Equity Committee member Caryl Davies said many BOLD participants have been inspired to take action.

“Because of their involvement in BOLD, women members have been encouraged to accept promotions at work, take a more active role in their union, undertake further professional development, commit to volunteer programs or even be more aware of the choices they are making in their everyday life,” Caryl said.

Confronting family and domestic violence

Broadly, the Equity Committee performs important work in highlighting inequities within our workplaces and taking concrete steps towards change.

The committee has also been active in confronting domestic violence – the leading contributor to death, disability and illness of women under 45 years old in Australia.

Recognising the importance of paid leave for workers experiencing family or domestic violence, the committee fought for a benchmark of 10 days’ paid leave.

The benchmark 10 days’ paid leave was first achieved in our sector in 2016 in Queensland Catholic schools, Brisbane Grammar School and some community kindergartens.

The strength of these wins saw the provision flow through to other collective agreements, increasingly becoming a standard entitlement in the non-government sector.

Caryl said paid leave was essential in providing many women with the financial security to free themselves from violence.

“This was a significant win; it meant the majority of workplaces in our sector became safer for any women facing family or domestic violence.”

Girls’ Uniform Agenda

The committee has also actively promoted the Girls’ Uniform Agenda (GUA), which advocates for diverse uniform options for girls, including the option to wear pants.

This year, after writing to all employers in our sector to advocate for the GUA, the Equity Committee helped in securing a commitment from the Queensland Catholic Education Commission to the implementation of diverse uniform options for girls.

Caryl said research had proven wearing skirts or dresses to school can have a negative impact on girls’ health and ability to participate in active play and sport.

“A lack of uniform options for girls reinforces harmful gender stereotypes and can affect self-esteem and mental health, which is why our committee is so dedicated to making change,” Caryl said.

“All girls deserve the right to feel comfortable at school and to freely engage in sport and play.”

Other key initiatives of the Equity Committee have included advocating for improvements to collective agreements to better address income inequality facing women workers – for example by winning paid superannuation during parental leave in a number of collective agreements.

From 2018, a delegate from our union’s Equity Committee has also joined the Queensland Council of Unions (QCU) Union Pride Committee to help address the issues facing LGBTI union members, such as the discrimination exemptions which continue to impact staff in many faith-based schools.

The face of today’s union movement

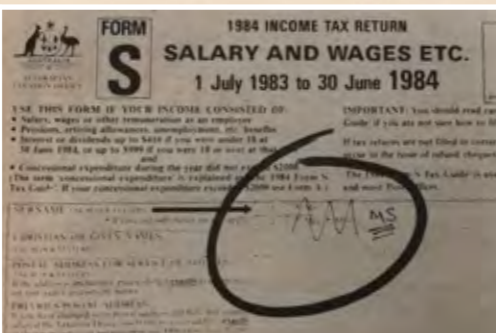
Our union has a proud legacy of fighting for the rights of women, built upon the shoulders of the Assistant Mistresses’ Association and all the inspiring women union activists who followed.

Like the teaching profession itself, our union is comprised of approximately 70% women members.

This is also reflective of the changing demographics of the union movement more broadly.

Today’s unionist is most likely to be a woman working in a professional field such as teaching or nursing.

Undeniably, the place for women to develop as leaders in their profession and to fight for a better future for all is within our union.





The fight for equal pay in the 1970s

Our union's momentous win in securing equal pay for women teachers in the 1970s was a turning point in our history.

Like many activists in the latter half of the 20th century, our antecedent union was concerned by the absence of equal pay for women.

The battle for equal pay for work of equal value was closely linked to the growing political power of women that came with female suffrage in the early part of the 19th century.

When the landmark Harvester decision was reached in 1907, Australia legislated a living wage. But it was a living wage designed for men as 'breadwinner'. The decision determined seven shillings per week was the minimum an unskilled labourer could be paid per day and still support a wife and three children.

The minimum wage set for women in the Harvester decision was just 54% of this amount.

Breaking the nexus between wages and the male breadwinner would take another 64 years for women teachers in our sector and 65 years for Australian women more broadly (after the 1972 Equal Pay Case succeeded).

Our ability to secure equal pay for women teachers, covered by the Award,

in 1971 was the result of tireless and sustained efforts by the Assistant Mistresses' Association.

Taking up the fight

When the first Assistant Mistresses' Award was gazetted in 1921, it established lower wages for women teachers. This was consistent with the Award for public sector teachers, which had been used to inform the Mistresses' Award.

After the establishment of this Award, a band of highly committed women union members fought tirelessly for enhancement to their pay.

With Award wage rates institutionalised in the context of separate male and female entitlements (see excerpt from the 1921 Award, right), the Mistresses faced a long road to parity.

Every time Awards were reviewed by the industrial commission the Assistant Mistresses' Association made submissions in support of wage increases.

Although their work ensured Assistant Mistresses received the same pay increases as teachers in the State system (as well as

male teachers covered by the Assistant Masters' Award) the unequal pay differential was never bridged.

The wage gap between women and male teachers was not permitted to widen but it remained.

The turning point

The Assistant Mistresses' Association

YEARS OF SERVICE	MALES PER ANNUM	FEMALES PER ANNUM
1 st	£185	£165
2 nd	£225	£195
3 rd	£255	£225
4 th	£275	£245
5 th	£285	£255
6 th	£295	£265
7 th	£305	£275
8 th	£315	£285
9 th	£330	£300
10 th	£340	£310
11 th	£350	£320
12 th	£360	£330
13 th	£370	£340
14 th	£380	£350
15 th	£390	£360
16 th	£400	£370

reached a key turning point in the fight for equal pay in 1967.

Vice President Miss Filatoff reported to the association's 1 June 1967 council meeting that delegates of the Status of Women Committee were urged to pursue equal pay.

The association responded swiftly to the call.

In October 1967, the Mistresses issued a Notice of General Business Meeting (pictured, below), which called for phased wage increases to the Award.

It proposed increases of 2.5% to the Award on 1st January 1968, 1969, 1970 and 1971 – allowing the Award to catch up with the Masters' Award rates.

"This is equivalent to asking for equal pay," they wrote in the notice.

The Mistresses ultimately succeeded in the claim, which saw equal pay achieved in the Award on 1 January 1971.

Equal pay for women in Catholic primary schools

In addition to the fight to update Award rates, the Mistresses faced another roadblock in the path to equal pay: the denial of Award coverage to Catholic primary school teachers and thus the denial of the equal pay Award rates.

The character of Catholic schools had changed in the 1960s. Prior to this, few teachers were not members of a religious order.



However, in the 1960s baby boomers were entering schools in large numbers and a trend of the religious leaving their religious orders accelerated – meaning more 'lay' teachers were employed in Catholic schools.

This new complement of teachers raised serious questions over the pittance paid to Catholic primary teachers – essentially all of whom were women.

In 1965, the Mistresses applied to the industrial commission for Award coverage (and thus Award wages) for Catholic primary school teachers, but were denied.

They continued to apply pressure to Catholic Dioceses and finally, in 1972, an industrial agreement was achieved with Diocesan Directors to start applying the Award to teachers. However, it was determined that primary school teachers would receive only 90% of the Award.

For many, this was a considerable increase over the pittance they had been receiving in the mid-1960s. The Mistresses persevered in their fight for full Award wages.

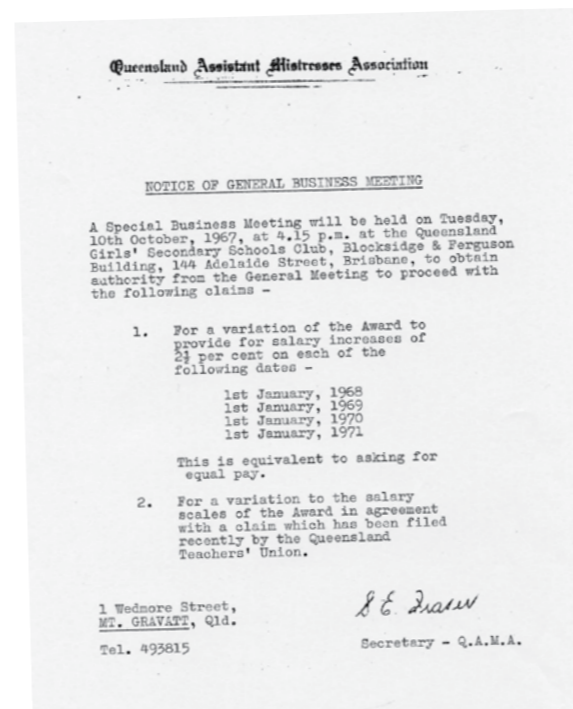
In 1974, a new agreement saw rates for Catholic primary school teachers reach 95% of the Award. And in 1976, the Mistresses – at last – secured 100% of the Award wage rate in Catholic primary schools.



In 1979, the Commission finally determined teachers in primary schools would have full Award coverage, giving these teachers the benefit of full Award provisions.

Our union's push for equal pay was a decades-long fight, but one that ultimately saw women teachers elevated to their rightful place, as financial equals to their male counterparts performing the same work.

Images: Above, left: May Day parade in Fremantle, circa 1970; Below, right: equal pay activist Zelda D'Aprano. Both courtesy Museum of Australian Democracy. Above, right: QATIS members discuss women in education at a seminar in 1980.





Securing fair superannuation for all

Fair superannuation is the cornerstone of a comfortable retirement and accordingly it has remained a primary concern for our union, dating back to our early years.

As a concept, superannuation emerged in the mid-1800s when it was a provision for certain public service employees and workers in larger organisations.

Superannuation was identified as a key issue of concern from our earliest years as industrial unions.

As far back as 1922, the Assistant Mistresses' Association engaged speakers to debate the benefits of superannuation – although it would be many years until this debate evolved into action.

In 1956, a meeting of relevant unions was held at Brisbane Boys' Grammar School.

It was suggested that an approach should be made to the Premier to have Assistant Masters', Assistant Mistresses', Head Masters' and Head Mistresses' Associations "come in under the same section of the *Public Service Act* as the Queensland Teachers' Union, for superannuation purposes".

If this could be achieved, it would be compulsory to take up superannuation units, but the number of units (three to 10) to be taken up would be voluntary.

It was thought this would ensure an adequate sum upon retirement.

Despite this, the meeting subsequently decided the approach to the Premier should be "delayed to a more suitable time".

There is no indication that any approach was subsequently made.

As with any significant workplace entitlement, it would be many years until superannuation as we know it was secured for workers in the non-government education sector.

Paving the way for superannuation

To understand how fair superannuation was won by our members it is necessary to consider some of the key moments that helped to pave the way.

In the early 20th century, state governments began introducing means-tested age pensions to support former employees in retirement, but by the latter half of the century momentum gathered for a broader, national scheme to support workers' savings.

In the 1970s, our union, the Queensland Association of Teachers in Independent Schools (QATIS) formalised its commitment to fair superannuation.

When our Constitution (pictured, below) was registered in 1973, one of its 'objects' was to "take measures to

secure and maintain a superannuation scheme or fund for its members".

That same year, the Whitlam Labor federal government established the National Superannuation Committee of Inquiry, chaired by Keith Hancock.

In 1974, the Australian Bureau of Statistics conducted its first national survey of superannuation coverage.

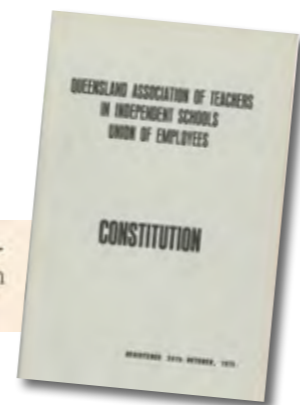
It revealed that 32% of the workforce was covered by superannuation and more than double the proportion of male workers had access to superannuation, compared to women workers (of which just 15% had superannuation coverage).

There was also a stark difference between public and private sector workers: 58% of workers in the public sector had super cover, compared to just 24% of those in the private sector.

The recommendations of the Hancock inquiry were handed down in 1976.

The most significant of these was the recommendation for "a partially contributory, universal pension system with an earnings-related supplement" – i.e.

(h) either alone or in conjunction with other bodies and associations take measures to secure and maintain a superannuation scheme or fund for its members;



a national superannuation scheme.

However, this did not eventuate under the subsequent Fraser government.

The Accord

It was not until the Hawke Labor federal government of 1983 that superannuation became a serious government objective once again.

In 1986, the Hawke Labor government joined with the ACTU in seeking a universal 3% superannuation contribution by employers to be paid into an industry fund, in lieu of a wage rise.

The Accord reached between the government and unions stipulated compensation to employees should be 6%.

This would be comprised of a 3% employer superannuation contribution, a 2% wage rise, and tax cuts.

Despite being called an "employer contribution" – this 3% superannuation contribution was in fact an employee contribution as employees had forgone a wage increase in the place of a contribution to superannuation.

While this was good news, members would have to fight for the federal benefit to flow through to workers in our sector.

In March of 1987, our union made an approach to all employers for discussion about the superannuation decision.

A representative of non-government employers indicated that "employers were not willing even to talk with QATIS".

After sustained pressure from our union, including taking the matter to a full bench of the industrial commission, the battle was won in October 1988.

As reported in our union journal at the time: "all employers have agreed to pay the 3% superannuation productivity payment."

QATIS President of the day, Vid Luckus, commented that it was "ironic that employers, in some cases, were parading



the granting of the 3% as some act of benevolence on their part."

This action by workers and their unions would eventually lead to the national implementation of the Superannuation Guarantee Contribution (SGC) by the Labor federal government in 1992.

This extended retirement savings to 72% of Australian workers, with employers required to make set superannuation contributions on behalf of employees.

The landmark 12.75%

Many IEUA-QNT members will recall the landmark campaign in 2002 for 12.75% employer super contribution.

The campaign arose after public sector employees gained access to a beneficial super co-contribution scheme that would allow them to access up to 12.75% super contribution from their employer.

The scheme offered enhanced employer superannuation on the basis that an employee also contributed a percentage of their salary to super.

Our members took courageous and sustained action at this time to win a similar scheme: wearing "I'm having a SUPER day" badges; recruiting colleagues to join the campaign; passing motions at Chapter and Branch level; participating in Chapter activities such as "Super Soup Lines"; marching in Labour Day rallies; and of course the 'super truck' emblazoned with 12.75% *It's about EQUITY*, which visited far and wide.

These vivid actions sent a clear message to employers that our members were serious about being treated as equals with their public sector colleagues.

Due to the dedicated action of our members, superannuation justice was

finally won and most workers in the Queensland non-government sector have access to such a co-contribution scheme.

More super fights ahead

As with any significant workplace provision, it is the responsibility of current union members not only to protect it, but to build upon it.

Further fights for fair superannuation remain. We know that women are adversely impacted by inadequate super.

They retire with just one third of the amount of super as men, according to the Human Rights Commission, and disproportionately face an impoverished retirement.

The current superannuation system favours higher income workers who work full-time without significant career breaks, which is why women are often left behind by the system when they take career breaks to care for children or elderly parents.

Our members have already started to make gains in this area by securing agreements that now provide superannuation during unpaid parental leave (where previously no super was payable). But we would like to see this provision rolled into all agreements.

Our union is also fighting for the removal of the \$450 minimum monthly earning before super is payable as this restriction adversely impacts lower income earners, who are often women and school support staff.

It remains our goal, just as our antecedent union's 'objects' declared, to secure fair superannuation for all.

Labour Day/May Day: our chance to remember and renew our collective commitment

Labour Day in Queensland and May Day in the Northern Territory hold a significant place in union history. The annual event is both an important reminder not to forget those who fought hard for decent and fair working conditions in Australia, as well as a celebration of their success and a chance to renew our commitment to ensuring a better future for all.

The foundation of a day to mark the struggle and achievement of workers stems from the May Day Haymarket riots in Chicago on 4 May 1884, which resulted in the death and wounding of some in attendance and the ultimate wrongful conviction and execution of four unionists.

In 1889, a proposal was made to establish a day to recognise the anniversary of the Chicago protests.

As a result, 1 May each year is known as International Workers' Day.

Eight hour work day

The origins of the celebration of Labour Day/May Day in Australia began in 1856, when stonemasons at the University of Melbourne marched to Parliament House to push for an eight hour working day.

As a result, an agreement was reached with their employers for a 48 hour week and this led to Australian workers' right to an eight hour work day.

A victory march was held in Melbourne in May of that year and each year after that.

In 1856, the new work regulations were recognised in NSW, followed by



Queensland in 1858 and South Australia in 1873.

The Shearers' Strike

In Queensland, the antecedent of Labour Day began in Barcaldine in 1891 after the Shearer's Strike was declared in response to the actions of the Pastoralists' Federal Council who sought to increase profits by employing non-union shearers on individual contracts for lower rates of pay.

Union workers established strike camps in towns near shearing sheds, with one of the largest camps near Barcaldine.

On 1 May 1891, more than 1,300 striking workers marched through the town as part of the dispute – marking a historic event for Australian workers.

In 1901 the first Monday of each May was declared a public holiday

in Queensland and was formally recognised as Labour Day from 1912.

In the Northern Territory, the celebration is known as May Day, and is also marked by a public holiday on the first Monday in May of each year.

Why we celebrate

Labour Day/May Day provides us an opportunity to gather each year to acknowledge and celebrate the struggle, collective action and strength shown by our fellow unionists throughout history leading to the improved wages and conditions we have today.

It is also a reminder that we must stay vigilant and continue to work as a collective to protect and improve those conditions going into the future.

2019 marked a special Labour Day/May Day celebration for our union, as we led



the march together with the Finance Sector Union (FSU) in honour of our shared centenary year.

Marching this year was Life Member Maria Heenan, who has been attending Labour Day celebrations with our union for 25 years.

"I am proud to attend the annual Labour Day events, and I encourage my fellow union members to join in celebrating the history and narrative around it," Maria said.

"We celebrate Labour Day to remember and pay tribute to the proud tradition of workers campaigning for the conditions that we enjoy today.

"Our attendance is a testament to that sacrifice and shared sense of fairness; it reminds people that we must never give

in to oppression in the workplace and we need to stand our ground.

"There is an increasing need at the moment to draw attention to the politics of fear and greed that work against us, and Labour Day offers an opportune time for us to unite against this."

Images:

Above, left: Toowoomba, 2017. Above L-R: Brisbane, 2019; Brisbane, 2016; Cairns, 2014; Gold Coast, 2019; Maryborough, 2014; Weipa, 2019. Below L-R: Eight hour day procession along Queen St in Brisbane ca. 1907; Hughenden strike camp during Shearer's Strike of 1891; Barcaldine Shearer's Strike camp library 1891 (all courtesy State Library of Queensland archives); QATIS marching in Brisbane, 1987; QIEU marching in Brisbane, 1999; IEUA-QNT May Day contingent in Darwin, 2018.



Solidarity forever: the strike at Holy Rosary Windsor

Throughout our union's history there have been many examples of the strength that comes from our members' commitment to taking collective action to ensure the beliefs and rights we hold as being fundamental are preserved. One of the most powerful examples is the strike at Holy Rosary in Windsor (Brisbane) which took place in February 1983 – the first strike action in our union's history.

The context of the historic strike at Holy Rosary Windsor (pictured) was featured in the March 1983 edition of *Independent Teacher* and not only provides a background to the strike but a reminder of what can be accomplished when a group of dedicated professional unionists stand up for their beliefs.

A true school community

At the time, Holy Rosary Primary School in Windsor was a small school struggling with enrolments.

Many students were from financially disadvantaged backgrounds, single-parent homes and a significant number had physical disabilities.

Through their struggles, the parents and teachers had established a close relationship to build a distinctive school character, focused on implementing practices that promoted inclusiveness.

Among these practices was that of careful attention to the costs of activities like camps and sports; a simple recognition that a good number of families lived on a very inadequate income.

Another involved the role of sport and physical education in the curriculum. A firm commitment to a non-competitive sporting program was developed, so all kids could participate.

However, a new principal and administration introduced at the beginning of the school year in 1983 brought changes including competitive sporting programs, school camps with significant out-of-pocket costs and a new levy for families.

These changes threatened the inclusive character of the school the teachers and families had worked hard to establish.

As a result of the changes, seven families withdrew their children within the first two weeks, leaving teachers with the fear of job insecurity that comes with declining enrolments.

The teachers, who were all union members, promptly communicated their concerns to both the school administration as well as Brisbane Catholic Education but were ignored.

The teachers determined that if their administration and their employer would take no action, then they would.

Time for action

With the support of the parent body, teachers took collective action in the form of a strike on a Tuesday afternoon, the first strike action in our union's history.

The stop work action began at midday on Tuesday, 22 February 1983; parents who were able to collect their children did so, while arrangements were made for the remaining students to be supervised.

With no positive response from the employing body foreseeable, parents then went on to organise a roster to care for all students, so that teachers could continue to strike for the following three days.

It was clear that the strength and determination of this collective group of members would not waver until their concerns were addressed.

Case goes to commission

On Wednesday, 23 February 1983 a compulsory conference was held before the industrial commission at which a proposal by QATIS to end the dispute was rejected by the employer.

Over the course of the next few days the considerable industrial efforts of our union in the commission would prove, along with the strike action, instrumental in reaching a resolution in this matter.

On Friday, 25 February 1983 the employer proposed a settlement which was rejected by both teachers and parents at separate meetings held that day.

On Sunday, 27 February 1983, a five-hour conference was held between the employer and our union (with all teachers present). Finally, a resolution was agreed upon – one which ultimately saw the principal move to a new school and Holy Rosary Windsor keep its inclusive character intact.

While it remains a rare occurrence that IEUA-QNT members take strike action – as per the example of our members at Holy Rosary in 1983 – when there is an injustice; where action is warranted; we will stand together collectively.

A lesson in collective action: long service leave

All working provisions available to members today exist because of the collective action and strength of the members who came before them – long service leave is one of these.

For members of our union, the right to long service leave was itself a long quest.

It took until 1964 for long service leave to be gazetted as an industrial provision across the Queensland workforce including in the Queensland non-government education sector.

That provision allowed for 13 weeks' leave after 15 years of service.

Members mount campaign

In 1973, after state sector teachers won enhancements to long service leave, which provided access to 13 weeks after 10 years of service, our union started its campaign for parity.

It would not be until the late 1970s, however, that the member campaign for enhanced long service leave provisions would begin in earnest.

A membership-wide survey on the issue was conducted in late 1978. The responses showed that a growing number of staff had made it known to their employer that they were not satisfied with the serious disparity between the long service leave entitlements of their state sector counterparts and those provided to non-government sector teachers.

This included concern regarding the need for portability of long service leave entitlements across the non-government sector – without this it was feared many employees would never get to experience the personal and professional period of rest long service leave afforded.

13 weeks after 10 years

It wasn't until collective member action was taken that enhancements to long service leave entitlements were achieved – including access to 13 weeks after 10 years.

The first member collective action to secure this enhanced provision

took place in 1979 at Toowoomba Grammar School.

In June of that year, the Chapter sought to negotiate better long service leave provisions with their employer.

While negotiations were originally agreed to and had commenced, the teachers were later told that the Board of the school had decided not to continue negotiations.

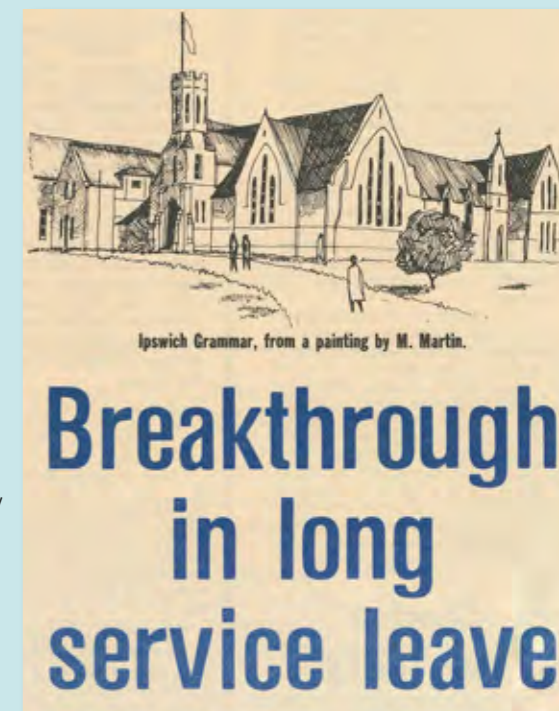
As a result, our members at the school voted 27–1 to withdraw support from voluntary and honorary extra-curricular activity on a forthcoming Saturday in order to convince the then headmaster and Board of Trustees that they should have access to long service leave of 13 weeks after 10 years.

As their representative, our union was also asked to report the dispute to the industrial commission.

During the resulting compulsory conference, the commission recommended the board arrange further discussions with our members regarding the matter and accepted that the employees would continue their boycott of sport and other extra-curricular activities.

Following this action, the board agreed to the enhanced provisions.

This would be followed by further successful member action to achieve similar enhancements to long service leave at Brisbane Grammar School in 1980, and in 1981 at Ipswich Grammar School and at Downlands College, which became the first Catholic school employees to have access to the provision.



Catholic employers slow off the mark

On 20 December 1983, our union filed an agreement in the industrial commission which would provide enhanced long service leave provisions for members working in the Catholic sector.

While the agreement took effect from the following year, it was only for 50% of Catholic schools, with the remainder to implement the provision in either 1984 or 1985.

The enhanced long service leave provisions – as members know them today – would not come into full effect across the sector until 1 January 1985.

Images:

Above: front page headline from *Independent Teacher*, March 1981. Below: QATIS AGM meeting 1985, the year long service leave was secured for all non-government sector employees.





Your Rights at Work

In the mid-2000s, our members and the broader union movement faced one of the most major attacks on workers' rights ever seen in this country, by the then Howard coalition federal government. In response, members did what they do best when under attack – they stood up and fought back as part of the national Your Rights at Work campaign.

In March 2005, the Howard federal government introduced into parliament, without warning, the then most anti-worker legislation ever encountered in Australia.

Known as *WorkChoices*, the proposed legislation sought to:

- Strip conditions from Awards;
- Keep minimum wages lower;
- Use individual contracts in the form of *Australian Workplace Agreements* (AWAs) with terms specified by the employer and with a clear end date of employment;
- Abolish unfair dismissal laws and redundancy pay for the most vulnerable;
- Restrict members' access to union organisers in the workplace; and
- Reduce the power of the industrial commission as the independent umpire.

It was an attack that then QIEU General Secretary Terry Burke, in the April 2005 edition of the *Independent Voice*, called not only "an attack on the lifestyle and working conditions of Australian workers" but an "attack on the Australia we know and the values we share as a nation".

Members take action

The reaction from our union and our members was immediate, with member communications, petitions, meetings and training to counter the attack beginning almost immediately from the announcement of the legislation.

At the same time, the Australian Council of Trade Unions (ACTU) launched a nationwide campaign to reject the proposed legislation – the campaign was called *Your Rights at Work: Worth Fighting For*.

Our union became an active participant in this campaign, standing in solidarity with unions from across Australia to fight for workers' rights and the future of our country.

On 30 June 2005, one month before the Howard government was set to take control of the Senate and pass *WorkChoices* into law, our union stood shoulder to shoulder with hundreds of thousands of unionists and fellow community members at nationwide protests rejecting the proposed changes.

In Queensland alone, it was estimated that more than 150,000 people took part in the protests.

Following this, our union endorsed a political campaign to send delegations to federal MPs to let them know that members valued the collegial nature of our schools and that these changes placed the quality of our schools at risk.

This was the first time our union had taken such action and during the delegations, the 120 members who took



part presented the MPs with our union's community petition of over 5,000 signatures calling on the government to scrap the draconian laws.

Uniting with the QIU

With *WorkChoices* passing into law in July 2005, due to the Howard government's control of the Senate, the reality of these laws for our members and our schools made it more important than ever to work in solidarity with our counterparts in the state sector.

While not immediately affected by the changes to the federal legislation, Queensland Teachers' Union (QTU) members understood the impact of the changes for the education sector more broadly.

At the time, QTU General Secretary John Battams said "the predominance of individual contracts will not result in great individual freedom and reward but rather a reduction in the working conditions of most Australians, including teachers."

"Teachers in the state sector share these very real concerns with those in the non-government sector and we have like interests in resisting the federal government's agenda," John said.

QIEU members joined with QTU members at community events to talk about the impacts *WorkChoices* would have on our schools and our society.

National Community Day of Protest

On 15 November 2005, members of our union united again with QTU members as part of National Community Day of Protest actions coordinated by the ACTU.

It was a historic and unprecedented action for our two unions to take and saw nearly 9,000 members from both the QIEU and QTU join together at standing-room only meetings across Queensland to fight for their rights at work.

Nationwide 500,000 took part in the day of protest.

At the meeting, members of the two unions overwhelmingly endorsed a series of resolutions condemning the Howard government's attack on Australians' rights at work and committed to work together in defence of those rights.

Following the meeting, QIEU General Secretary Terry Burke said "education professionals have shown they are prepared to assert their commitment to the values of fairness, decency and respect in the Australian workplace by joining with other community groups from across Australia on the same day in order to build a wall of opposition against the changes to our workplace laws".

Members face new reality

WorkChoices became law on 27 March 2006.

Throughout 2006 and 2007, QIEU members along with workers across Australia faced the frightening and unwelcome reality of the Howard government's unjust and unfair industrial laws.

Throughout these years, QIEU members maintained the *Your Rights at Work* campaign taking action at a Chapter and community level – including at Labour Day and a further day of national community protest on 28 June 2006.

By February 2007, AWAs had been presented to employees at the then Shalom Christian College in Townsville and Moreton Bay Boys College (MBBC) in Brisbane's bayside.

At their heart, the AWAs aimed to:

- Prioritise individual negotiations;
- Increase employer power;
- Reduce existing conditions and protections for employees; and
- Lower minimum standards.

AWAs were indeed a true evil within the Howard government's plan to create dog-eat-dog working conditions for Australian workers.

In the AWAs presented at MBBC, employees were only guaranteed a single rate of pay for five years and, even though there was to be an annual review, there was no requirement to make a wage increase during that time.

At Shalom, teachers were presented with AWAs which only included a salary rate of \$33,707 p.a., 10 days' sick leave, four weeks' annual leave, 12 months' unpaid sick leave and standard bereavement leave.

Members at both schools took action against their employers' moves to

implement the AWAs – with the member campaign at Shalom leading to community protests (pictured below, left) and a petition of more than 3,700 signatures calling on the employer to cease pushing AWAs and instead renegotiate a union collective agreement.

At the same time, 175 QIEU Chapters sent protest faxes to the employer.

Following the pressure of the member campaign, in August 2007 the employer agreed to negotiate a collective agreement.

Howard government defeated

Ultimately, the *Your Rights at Work* campaign was successful in creating widespread community support for the scrapping of *WorkChoices* and the removal of the Howard federal government from office.

The federal election on 24 November 2007 would not only see the Howard government overwhelmingly defeated but, in a reinforcement of the Australian public's outright rejection of the un-Australian laws, John Howard also lost his seat to the ALP's Maxine McKew.

The loss echoed the 1929 federal election when Prime Minister Stanley Melbourne Bruce lost his seat of Flinders to a union member following the Bruce Nationalist Party government's attempt to dismantle the conciliation and arbitration system.

Kevin Rudd was elected Prime Minister and the ALP took government with a mandate to reverse *WorkChoices*, reinstate fair, decent and just working rights and conditions for all Australians, and maintain the role of unions as fundamental to representing workers in this country.



Setting a new benchmark: Catholic members win on teacher wages

In 2016, after 18 months of collective bargaining negotiations and action, members in the Queensland Catholic sector set a new benchmark for the remuneration of teachers across the sector and the state – achieving a \$101,000 salary for top automatic step classroom teachers.

This was the first time our sector had set teacher wages in Queensland – an outcome which had far reaching implications for teacher salaries across the state including, notably, in the public sector.



The 3Rs: *Recognise, Respect, Reward* campaign was launched in Queensland Catholic schools in 2015 in a bid to secure wages and conditions that recognised employees' legitimate concerns, respected their professionalism and rewarded their contribution to quality education.

The campaign strongly focused on professional rates of pay for Queensland teachers which had lagged behind those in other states for over a decade.

With the previous collective agreement having expired on 31 July 2015, and with the employers remaining wedded to their minimal log of claims and inadequate wage offer, as well as failing to place genuine decision-makers at the negotiating table, it was clear that member action would be necessary to spur forward movement on the employee claims.

Following the most significant and widespread collective action undertaken by members in the Queensland Catholic sector, the employers eventually agreed to undertake formal discussions with our union assisted by the Fair Work Commission (FWC) to resolve the dispute.

Following these discussions under the *New Approaches* framework, agreement was reached with the employers in May 2016 leading to a range of significant outcomes for members in the sector including:

- Establishment of a new near \$101,000 benchmark rate for top level teachers (an increase from the then current rate of \$86,000); and
- Ending the historical 'wage discount' suffered by Queensland teachers by providing rates comparable to our interstate colleagues.

Members take unprecedented action

The solidarity shown by members during the campaign was also a first for our union.

More Catholic school members than ever engaged in protected action during bargaining in the sector and thousands of union members experienced the strength and solidarity of undertaking protected industrial action for the first time.

Members first undertook protected action ballots in their workplace groups, with 288 school sites balloted in the initial August 2015 ballot.

87% of voting members voted in favour of taking protected industrial action and as a result over 6,300 members in 195 chapters were authorised to take action.

Statewide strike

In February 2016, the campaign reached new heights with a further protected action ballot which allowed more members to participate in protected industrial action.

The new ballot saw 240 chapters, and more than 8,620 members, authorised to take some form of stop work action in support of their legitimate claims.

This represented a record number of schools and members authorised to take action in Queensland Catholic schools.

In the words of IEUA-QNT President Andrew Elphinstone at the time: "[strike action] is a last resort, but for our members the issues yet to be addressed by our employers – issues which impact the foundation of the quality of education we provide to our students in our schools – are just too important".

On 25 February (and 1 March in the Mackay region), members joined together to take full day strike action.

11 mass meetings around the state (Brisbane, the Gold Coast, Ipswich, Logan, the Sunshine Coast, Rockhampton, Townsville and Cairns) saw thousands of members stopping work and rallying together, including more than 1,000 members at the Brisbane stop work meeting alone.

Raising community concern

A key achievement of the campaign was its ability to create public conversation about the lack of professional rates of pay in Queensland.

Member action drew community, media and employer attention to the stark wage inequity faced by Queensland teachers.

The campaign involved an unprecedented level of media attention, with more than 850 stories appearing in mainstream print, radio and online media related to the campaign.

The community had also shown strong support for the campaign, with a *change.org* petition attracting nearly 3,000 signatures.

A significant milestone in our history

At the time of the final collective agreement being endorsed by members at ballot, IEUA-QNT Branch Secretary Terry Burke said the significant outcome achieved by Catholic sector members had long-term significance for the sector's employees and for the quality of education in schools more broadly.

"It is also causing a rethink of employer wage positions in every current negotiation underway in the Queensland education sector," he said at the time.

Mr Burke said the salary outcome for Queensland Catholic classroom teachers had achieved members' goal of addressing the decade long wage disparity faced by these employees compared to their interstate colleagues.

"After 15 months of ongoing collective action by members, employees have been able to achieve nationally comparable classroom teacher wage rates as well as other significant outcomes which recognise, respect and reward the contribution of employees to quality education in Queensland Catholic schools," he said.



Working for our members

Critical to supporting and assisting IEUA-QNT members in achieving change and securing a better future for our schools and students are the different work teams of our union.



Organisers

Our IEUA-QNT Organisers are the key point of contact between members and our union. The relationship between members and their Organiser is foundational to the strength and power of any union.

At the Chapter level, our Organisers assist members to build collective strength and power by talking to potential members about joining their union, educating members about relevant workplace and professional issues and developing collective activities to build union culture in their school.

Nick Holliday is our union's Organiser for the Sunshine Coast Branch and appreciates interacting directly with members.

"I've been an organiser with our union for 13 years now and feel very privileged to go to work every day and help members create change in their workplaces," Nick said.

"As an organiser, the most important part of my role is supporting activists – they're the lifeblood of our movement."



Industrial

Our union's dedicated and knowledgeable industrial experts are available to assist our members with general queries about work as well as complex advice and representation.

The first level of this assistance is our Member Services Officers (MSO), who are the first point of call for members.

For more complex enquiries, our Industrial Services Officers (ISO) can provide a higher level of individual assistance and representation.

Industrial Officer and Team Leader Danielle Wilson said efficient responses to member queries are a top priority for all Industrial staff.

"Our team is here to help members with more complex industrial issues, and we understand that when members are experiencing these issues it can be a stressful time, so we want to provide our support to them as quickly as possible," Danielle said.



Communications

Central to members having collective strength is ensuring they have a collective voice.

IEUA-QNT's Communication team is at the heart of giving a voice to the professional and industrial issues and concerns of members.

IEUA-QNT Communications Manager Laura Wise said the ability to help our members make a difference every day and to create change for our sector was the driving force for the work of her and her team.

"The ability to make a difference in the professional and personal lives of our members is the central motivation in all we do," Laura said.

"As a union with a majority of women members, we especially strive to tell stories of the change our union is making to ensure equality – not just in our schools but in society more broadly."



Clerical

From sending out invitations to members for Branch events to lodging agreement applications with the Fair Work Commission (FWC), our Clerical team works with our IEUA-QNT Officers to help ensure our members are supported.

The team is made up of staff members who each bring their own valuable skills to the table. Our Clerical staff are often the messengers for our union's Organisers, providing members with information on upcoming IEUA-QNT events, trainings and meetings.

Always ready to lend a hand, the Clerical team are here to ensure that every job is a job well done.



Membership

Our Membership department is often the first point of contact for new members who call to join our union, or existing members who need to update their membership details.

The Membership team processes all applications, payments, changes to employment or personal information and record all known staffing changes.

Membership Officer Cait-Lyn McGrath said one of the highlights of her role is being able to assist members directly with their membership queries.

"I enjoy speaking with our members on a daily basis, we are very fortunate to have such passionate members and it is always a pleasure being able to have a one-on-one discussion to see how we can make their membership work best for them," Cait-Lyn said.



Call Centre

Our Call Centre runs Monday to Thursday from 4:30pm to 8:00pm from our union's Brisbane office and contacts members about a range of membership, industrial and professional issues.

Members who have recently joined our union, returned from leave, changed workplaces or need to update their payment information are among those contacted by our Call Centre.

Call Centre Supervisor Troy Stark said his key role is to ensure members are always aware of the benefits of their membership.

"One of the most rewarding elements of my role here in the Call Centre is being able to communicate directly with our members, whether it's just being there to answer their queries or welcoming them when they first join, I know our members appreciate that someone is here to speak to them when they need," Troy said.



Research

Research Officer Adele Schmidt plays a key role in maintaining a watching brief on professional issues impacting our members and our sector.

Adele liaises with university researchers on projects of interest to our union and prepares submissions to significant inquiries and reviews impacting our sector.

Internally, Adele provides support to three union committees:

- 1) Yubba Action Group – responsible for our Reconciliation Action Plan (RAP);
- 2) Yarning Circle – a less formal, periodic meeting of First Nations members; and
- 3) Education Committee – which focusses on professional issues.

Adele also coordinates our union's Mentoring Program, which matches beginning teachers with more experienced mentors.

"My role as Research Officer has a range of duties, but I especially enjoy coordinating the Mentoring Program as I can see first-hand the positive impact this has on new teachers entering the field," Adele said.

Have an industrial query? Need to update your membership details? Want to share your Chapter's story?

Visit www.qieu.asn.au/contact to reach out to any of our union's teams

A better future for all: our commitment to social justice



Our union has always maintained a focus beyond our own sector and reached out to others in the Australian community and overseas who need support.

As unionists, we know the importance of working collectively to make change.

We also know the importance of raising standards not just for ourselves, but for all.

Union Aid Abroad

Our union has been an active supporter of Union Aid Abroad APHEDA – a registered charity established by union members in 1983 – which supports education and training projects for overseas communities in need.

Currently APHEDA is supporting more than 40 training projects in 15 countries, including in Southeast Asia, the Pacific, the Middle East and Southern Africa.

One of APHEDA's current campaigns is seeking a global ban on asbestos; in some countries this deadly material is still mined, manufactured and used every day.



East Timor

In the late 1990s, our union was actively involved in the campaign for independence in Timor L este (East Timor).

The country suffered under gross human rights abuses under Indonesian rule since 1975.

As reported in our union's *Independent Teacher* newspaper in July 1998, Sister Josephine Mitchell of the Catholic Church visited East Timor and reported on the endemic suffering facing its people.

She wrote: "In just one district of East Timor the Parish Priest told us 20,000 people are suffering severe hunger. In the neighbouring district he says 85 people have died of starvation. The story is similar in other districts where people are trying to survive only on sago".

In August 1999, just prior to the independence vote, our federal union body the Independent Education Union of Australia (IEUA) sent a delegation to East Timor, which included our union's General Secretary Terry Burke.

Terry wrote at the time about the level of destruction that had taken place, not only among people but to infrastructure and resources.

"Some schools are little more than a concrete shell with, perhaps, some furniture. It is heart-rending to see how kids are expected to learn in those circumstances," Terry wrote.

"While it is obvious that they are people that have suffered a great deal, they are optimistic about their future. We need to support them in building that future."

The independence vote was held on 30 August 1999, with 78.5% of East Timorese effectively voting to reject ongoing Indonesian rule.

Violence erupted after the result with thousands of civilians believed to have died.



Our union rallied alongside thousands of other unionists in September 1999 (pictured, above) calling for the violence to end and for the Indonesian government to accept the vote result.

By October, a United Nations force – mostly comprised of Australian Defence Force personnel – had worked to establish peace and the Indonesian government formally accepted East Timor's independence.

Following East Timor's establishment as a sovereign nation, our union continued to help our fellow teachers and unionists rebuild their schools in communities through various appeals and fundraising efforts by QIEU members throughout the early to mid-2000s.

This included the ongoing *Doors & Windows For East Timor Appeal* – a fundraising campaign to reinstall the windows and doors taken by the Indonesian military as they departed East Timor.

The campaign sought to provide money to buy new doors and windows in order to address the lack of security for classroom materials and resources and provide a better environment for students.

Our members also provided much needed assistance through the provision of radios for Christian Brothers supported schools in East Timor and later to new mothers through the *Alola Maternity Packs Appeal* in 2006.

Our union's federal body, the IEUA, continues to support a women's literacy program.

TRAPSA

In our more recent history, our union co-founded the Teachers for Refugees and People Seeking Asylum (TRAPSA) network alongside the Queensland Teachers' Union (QTU).

Teachers and school support staff play an integral role in supporting young refugees and asylum seekers.

Our union and the QTU formed this special interest group to support members to consider and act on the issues which affect refugees and asylum seekers.

Since forming in 2015, TRAPSA has made many achievements:

- Acting as a core group at the vigil for baby Asha at the Lady Cilento Hospital in 2016;
- Hosting a #BlueforNauru event and rally to support the World Vision campaign #KidsOffNauru in 2018;
- Promoting the annual Harmony Day celebrations and fighting for the elimination of racial discrimination;
- Being recruited to the United Nations High Commission for Refugees international campaign group #WithRefugees in recognition of its work in Queensland;
- Partnering with Doctors for Refugees, Mums for Refugees, Nurses and Midwives for Refugees and Asylum Seekers (NAMRAS) and other community groups to advocate for and support refugees and people seeking asylum in our community; and
- Brokering a "workplace giving" drive to provide funds for "finally determined" refugees and people seeking asylum in the Logan community who are cut off from all forms of support by the Australian government.



Recognising our outstanding activists

Beginning Educator Member Award



Our beginning educators are the future of our union.

These members represent our next generation of IEUA-QNT Chapter activists and union leaders who will shape future working conditions and the nature of our education sectors.

One way we can support our beginning educators meet future challenges is by identifying our best and brightest activists and providing guidance and acknowledgment of their efforts.

This Award provides an opportunity to recognise the outstanding efforts of a beginning educator who has demonstrated a commitment and passion to build a better future for our members.

Do you have an outstanding beginning educator in your Chapter? We invite you to nominate your colleague for our Beginning Educator Member Award.

Award Criteria

1. Union member in the first five years of their teaching career.
2. Have demonstrated an early commitment to union values as they begin their career.
3. Have shown an interest in the promotion and advancement of their chosen profession.
4. Contributes to the activism or growth of their IEUA-QNT Chapter.
5. Have demonstrated qualities of a future workplace or union leader.

Examples of relevant activities might include:

- Undertaking a Chapter Representative role or other Chapter position;
- Participation in union activities at the Chapter

level such as member meetings, collective activities or raising issues with school management;

- Participation in broader union activities such as local Branch meetings, member rallies, training or beginning educator (BENet) events;
- Actively promotes union membership and talks with their colleagues about the importance of union;
- Initiates member discussions on workplace or professional issues;
- Supports collective bargaining negotiations or participates in an employee bargaining team; and/or
- Actively supports social justice campaigns either in the workplace or in the broader community.

Indigenous community and it is this that makes her voice, as a union member, so influential.

If you know a First Nations member who has made an outstanding contribution as a unionist, we invite you to nominate your colleague for the 'Thersa Nunn First Nations Member Award'.

Award Criteria

1. Has made an outstanding contribution to our union through activism in a specific area.
2. Works diligently and tirelessly to represent the interests of First Nations members.
3. Acts with honesty, integrity and courage in the conduct of our union's activities.

Examples of activist activities might include:

- Participation in union activities such as meetings, protests, rallies, campaigns, professional development and training;
- Dissemination of union information;
- Recruitment of colleagues;
- Promoting awareness of Award conditions;
- Participating in enterprise bargaining negotiations and the single bargaining unit (SBU);
- Acting as a representative on the school consultative committee; or
- Involvement in school workplace policy development e.g. health and safety issues such as anti-bullying and discrimination.

Vonnie Burke Award and Scholarship

Vonnie Burke (1934 – 2018), Life Member, had a fundamental understanding of the empowering nature of education and a commitment to provide opportunity through education wherever she could.



As a teacher and as a unionist, she was innovative, committed, challenging but above all determined that, whether as a student or as a worker, the institution of school and union promoted fairness and dignity and provided opportunities which otherwise might be denied.

She was particularly motivated that girls and women have opportunities beyond their existing circumstances in life.

The Vonnie Burke Award and Scholarship is made in honour of this remarkable teacher and unionist and seeks to provide

an opportunity for an early career female member to undertake union-related professional development.

The value of the scholarship is to be determined by the governing body from time-to-time.

In 2019/20, the amount is \$3,000.

The allocated sum (with the approval of the Secretary) may be spent on course fees, release time, travel and accommodation as relevant.

The professional development is to be taken within the 12 months following the award.

Award Criteria

Applications for the Award should address the following (100-200 words each):

1. Demonstrated advocacy for fairness and respect in the workplace.
2. A statement of personal union values and why unions are essential in our community.
3. A statement on what the Award would mean for the applicant's development as a unionist and as an educator.

Thersa Nunn First Nations Member Award

The cultures, histories and achievements of First Nations People are an integral feature of the geographic and sociocultural landscape in which we all live and work.

The IEUA-QNT recognises the fundamental importance of a formal commitment to reconciliation.

Our First Nations members are a strong and significant part of our membership and they share a desire to enhance the quality of life for teachers, school officers and services staff in non-government education institutions.

The IEUA-QNT has established an award for a First Nations member who has made an outstanding contribution to the work of our union.

This award provides the opportunity for all members of our union to recognise the outstanding efforts of First Nations members and the particular efforts of those who have helped organise their colleagues in pursuit of shared industrial,

professional and reconciliation goals.

The award is named in honour of Aunty Thersa (Ther-esa) Nunn, a proud Noonuccal Woman, Quandamooka Elder and long-standing IEUA-QNT member.

Thersa's commitment to union is evident not only in her ongoing support for industrial and professional campaigns, but also her efforts to educate others on the benefits of union.

The quality of support and care she provided to Indigenous students within that role is widely appreciated within the



Other Awards

Nominations are also open for all other **IEUA-QNT Excellence Awards:**

The Elizabeth McCall Award – presented to a female union activist who demonstrates a fundamental commitment to unionism and social justice.

The Ruth George School Officer Award – presented to an exceptional

school officer activist; named in honour of Ruth George (see page 8).

The John (Max) MacDermott Award – recognises outstanding efforts of individual activists and school Chapters.

Pre-service Teacher Education Bursaries – education bursaries of \$1,000 or for exceptional applicants \$2,000 (the John Nash Bursary) awarded to aspiring teachers.

For more information on each of the awards and to download nomination forms visit:
www.qieu.asn.au/awards

All nominations close Wednesday, 9 October 2019.

The Barcaldine Declaration

In 2002, our union recommitted to improving the working lives of members in a historic Council resolution, known as the Barcaldine Declaration.

It is appropriate at times to stop and consider the legacy we have been given by the generations of workers who have fought and campaigned for a better future before us.

Those workers have built the basis of the working conditions we have today.

For many, especially those who are yet to join our union, it can be all too easy to take for granted our current conditions and to (wrongly) assume that the conditions we currently enjoy have always been there and that it has ever been so.

In 2002, our union's then Council (now known as the Branch Executive) took a historic step to recognise that legacy and commit to continue the work of our union in improving the working lives of our members.

Our Council did so, as members met in Barcaldine, home to the 1891 Shearer's Strike – the origin of what would become Labour Day celebrations in Queensland (see pages 32-33).

The Workers' Heritage Centre is located in Barcaldine and features significant displays of the struggles of Australian workers to establish reasonable work conditions in frequently hostile industrial and political environments – not unlike those facing us as workers and unionists in 2019.

At the time, QIEU General Secretary Terry Burke said the statement helped our union reconnect with the fundamental tenants of unionism and reconfirmed our commitment "to the noble task of improving the working lives of [our] teacher, school officer and services staff members through collective, organised action and support".

He wrote "that is the essential sign of us as a union and it is the basis of our claim to our part in the history of the union movement and its achievement".



QIEU Conference delegates gather under the Tree of Knowledge in Barcaldine, September 2002.

The principles of the Barcaldine Declaration still underpin the work and campaigns of our union today and they will continue to do so well into the future as we maintain the fight for a better life for those that come after us.

Solidarity forever!

The Barcaldine Declaration of the Longreach Conference, 2002

That this Union Council meeting here in Barcaldine (25 September 2002), acknowledges the legacy of workers' collective efforts of over 100 years that is entrusted to us and recommits itself and its members to the noble task of improving the working lives of its teacher, school officer and services staff members through collective, organised action and support with particular regard to:

- The impact of work intensification;
- Support of the teaching profession and their co-workers;
- Supporting a balance between work and family responsibilities; and
- Remuneration provisions which provide appropriate levels of income during the work years and in retirement.

Need 'super' advice on how to achieve financial security and plan for retirement?

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For the third time and now two years in a row (2018, 2019), we've won Chant West's 'Best Fund Insurance' award.

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CELEBRATING 100 YEARS UNION

Congratulations to IEUA-QNT members on your momentous centenary milestone.

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