

Australian Education Union

Policy on Women

Working in Education

As adopted at the 2008 Annual Federal Conference

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Australian Education Union

Policy on Women Working in Education

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Australian Education Union

Policy on Women Working in Education

1. *Scope and Purpose*

- 1.1 This policy covers all women who work in public education settings covered by AEU Branches and Associated Bodies. Its purpose is to recognise the rights of and the differing levels of discrimination which may affect women in particular, throughout their working lives.

2. *Definitions*

- 2.1 **Equal Pay** is the principle to ensure men and women performing the same job receive the same pay. Gender Pay Equity is the principle used to ensure that work of equal value undertaken by men or women is also paid equally.

2.2 **Sexual and Sex-based Harassment**

Sexual and sex-based harassment refers to behaviour that is not welcome, which is personally offensive, which erodes individual rights, debilitates morale and interferes with the work effectiveness and learning ability of its targets.

Any verbal or physical conduct of a sexual nature constitutes sexual or sex-based harassment when:

- It is unsolicited and unwelcome.
- Submission to such conduct is implicitly or explicitly a term or condition of an individual's employment.
- Submission to such conduct is implicitly or explicitly a term or condition for decisions which would affect promotion, course completion, salary, or any other job condition.
- Such behaviour creates an intimidating, hostile or offensive work environment for one or more employees.
- People are defined in terms of their sex/sexuality and their contribution and worth is denigrated or ignored.
- In educational institutions it can occur between student/student, student/staff, staff/student, staff/staff.

2.3 **Bullying**

Bullying is a form of psychological harassment and is usually characterised by a misuse of power.

Workplace bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work.

A workplace situation can be identified as bullying if it harms, intimidates, threatens, victimises, undermines, offends, degrades or humiliates an employee or employees, whether in front of co-workers, students, visitors, parents, customers or alone.

3. *Cross-reference*

This policy, to fully appreciate the numerous factors which affect women's working experiences in education, should be considered alongside the following AEU policies:

3.1 **Women's Health and Welfare**

- AEU Policy on Women's Health and Welfare

3.2 **Discrimination Policy**

- AEU Anti-Discrimination Policy 1989
- AEU Policy on Gay, Lesbian, Bisexual, Transgender and Intersex People 2006

3.3 **Subsumes/Amends**

- 3.3.1 AEU Women's Policy 1989
- 3.3.2 AEU Policy on Eliminating Sexism in Employment and Education 1988

4. *Positions Arising*

There are currently no positions arising from this policy.

5. *Principles*

Women traditionally outnumber men in the education profession. This continues to be the case and as such education is said to be a ‘feminized’ profession. However, like many workplaces, women can be subject to direct or indirect discrimination and other barriers (cultural, structural or otherwise) which effect their ability to have a healthy engagement in the workplace, to advance professionally and make free choices regarding their working life.

The AEU believes that discrimination of any form on the basis of gender has no place in society and indeed, not in the education workplace. Similarly the AEU recognises that the disproportionate role women play in domestic unpaid work and care impacts their ability to participate in paid work and make choices about career aspirations.

The AEU therefore supports equal employment opportunity, affirmative action mechanisms and policies which aim to redress disadvantage on the basis of gender.

6. *Policy Inclusions*

6.1 **Equal Employment Opportunity and Affirmative Action**

6.1.1 AEU recognises that despite efforts (and limited successes) for some decades now women educators still do not hold positions of leadership and administrative responsibility in the same proportion as male educators.

6.1.2 The AEU believes that there is need for Branches and Associated Bodies to continually re-assess the promotions systems and procedures currently in existence in States and Territories and to remove impediments to opportunity for positions of responsibility for women educators. The effects of past discrimination in employment opportunity and in working conditions entitlements must be redressed.

6.1.3 The AEU believes it is imperative for education departments to continually maintain consistent, regular and public employment data on the basis of gender, to ensure women are progressing professionally in numbers reflective of their proportion in the workplace.

Further, such data must be maintained to avoid policy decisions being made on assumptions or purely anecdotal evidence which can be skewed according to popular opinion regarding gender equity.

6.2 **Promotion**

The AEU believes strategically planned affirmative action programs aimed at increasing the number of women in leadership positions is an effective and necessary tool to achieve gender equity in the workplace.

Important measures that should be taken to ensure that there are more women educators in promotion positions include:

- Abolition of penalties for broken service and address perceived disadvantages from broken service.
- Addressing culture and any systemic practices or regulations and procedures which may discourage women educators from participating in opportunities to progress through the system to promotions positions.
- Recognition of prior experience including child rearing.
- Advancement of the full range of flexible work options such as family/parental/carers leave, permanent part-time work, and job share which help maintain teachers' job security and career prospects. [see AEU Work and Life Policy].
- Ensuring that such flexible work options are accessible to those in promotions positions and that job re-design be considered to enable better and more equitable work/life balance in leadership/promoted roles.
- Affirmative Action programs which address the particular career aspirations and employment needs of Aboriginal and Torres Strait Islander women and women of culturally and linguistically diverse backgrounds.
- Education programs to support more women educators in being prepared to apply for promotion. These programs should include women-only courses and courses with set targets for women participants from designated groups.
- In-service courses for educators and administrators to raise awareness of the disadvantages women educators face in these areas and strategies for overcoming these disadvantages.
- Re-assessment of selection criteria to include the particular experiences of women.
- Abolition of employment modes which deny the active participation of many women, due to workplace isolation or unsociable hours, in professional development opportunities.
- Union education courses for women, with paid time release, and the provision of childcare on the premises.
- Full time paid release from duty to undertake the qualifications necessary to obtain promotion positions.

6.3 **Mentoring**

The AEU believes that formal mentoring, provided by Education Departments, plays an invaluable role in supporting educators. Used and supported appropriately, mentoring schemes can be used specifically to support women in their career options and aspirations.

The AEU supports the establishment and continuation of funded and sustainable mentoring schemes for women by Education Departments that are aimed at addressing issues of retention, recruitment and promotion.

The AEU believes that mentor roles should be:

- additional to existing staffing formula,
- paid at an appropriate promotion classification level (as determined by Branches and Associated Bodies),
- adequately resourced and with ongoing government commitment, and
- inclusive of additional central funding to cover the costs of this position.

6.4 Collegiality

The AEU recognises that being educated in a safe and supportive environment also depends on a sense of community and common purpose being present in the school or system.

This sort of educational environment can only be fostered where collegiality is encouraged and valued and where leadership is recognised in all its forms.

Many women, through their commitment to the education profession, actively remain in the classroom (and other support roles) as their preferred career pathway rather than seek promotion. These women nevertheless, do and continually strive to demonstrate educational leadership and a professional identity. The AEU believes this must be better recognised and the status of the educator improved.

The AEU believes that a greater emphasis on cultivating dispersed leadership will play a part in overcoming problems of leadership succession and equity of opportunity.

The AEU discussion paper (2006, p37) on leadership for quality education says,

“what is clear is that leadership involves motivating others and creating a sense of common purpose, shared values and direction while also bringing out the best in others through consultation and involvement in decision making . This requires effective systems of staff development linked to processes of reflection, collegiate accountability and support. Leadership then is about responsibility not rights, about working with others not over others, and taking responsibility for their morale, attitude and capacity.”

The AEU supports the view that leadership is not restricted to those in promotions positions and encourages dispersed or distributive forms of leadership which do not depend on positional authority but as evidenced in practice in many ways – for example, through academic research or involvement in professional associations.

Many educators demonstrate great leadership skills operating in teams and who are excellent classroom practitioners but who have no desire for management. The AEU believes their leadership skills should be recognised and that doing so will both benefit educational settings and enhance careers. The AEU believes more equitable access to career opportunities for educators will become a major incentive for more satisfying careers, but also the value placed on the diverse contributions of women in the educational community would bring professional satisfaction in itself, to worthy women.

Furthermore, collegiality is strongly related to and enabled by workplace democracy and the AEU therefore supports measures to ensure the greater participation of women educators in the decision making process at the workplace level.

6.4.1 The AEU supports the view that there must be redress and compensation must be provided for the effects of past discrimination in equal employment opportunity and in working conditions entitlements.

6.4.2 The AEU continues to be concerned for of the representation of women in academia, particularly for those women who are concentrated in precarious positions.

6.5. **Gender Pay Equity**

The AEU believes that men and women should receive equal pay for equal work. Support for the notion of equal pay however, also extends to equally valuing work undertaken by men and women and hence the AEU believes that true equal pay can only be achieved through principles of gender pay equity also.

Australia has a highly gender segregated labor market. That is, there are industries and occupations starkly characterised by the dominance of one gender over another. The gender pay equity principle allows for comparable work to be assessed and if pay rates differ between men and women, this inequality should be addressed by adjusting women's pay according to a newly determined skill level which better values that work.

There should be no arbitrary ceilings set on the outcomes of such re-evaluations. All factors which contribute to the wage differentials between men and women should be taken into account in pursuing equal pay, including:

- overtime
- supplementary payments or allowances
- superannuation payments
- rates and conditions for part-time workers
- training and retraining opportunities at the cost of the employer
- career path and/or wage advancement opportunities

The AEU supports an industrial relations system that fundamentally allows for gender pay equity to be tested and where necessary adjusted, as this has been an important (and indeed the most successful) mechanism to redress the gender pay gap.

Minimum wage setting is crucial to achieving wage justice for those unable to collectively bargain, and so adjustments to minimum wages have been an important vehicle for narrowing the gender pay gap. This is because minimum wages linked to skill based classification structures are a mechanism to ensure equal minimum pay for work of equal value, and encourage employees to obtain new skills and qualifications.

The AEU believes any industrial relations system must continue to have strong minimum wages, minimum condition standards and the ability to address systemic issues.

Despite long term efforts, women's earnings in relation to those of men have not changed significantly in decades and currently average about two-third of men's earnings overall in Australia, while ordinary full time earnings of women remain at around 80% of the earnings of men. The gender pay gap is even worse when part-time earnings are included, where women's income drops to approximately two thirds of men's.

Factors contributing to the earnings' gap include differential outcomes in overtime, supplementary allowances and above award payments as well as the concentration of women in the lower levels of career structures. However, the major factors underpinning the wage gap are the traditional undervaluing of women's skills and the part time and casual nature of work opportunities available to women.

6.6 **Inequality Within the Education Profession**

Even within education systems, there is inequality of wages, conditions and status which have some relationship with gender and the value placed on work characterised by care roles.

AEU members in Early Childhood Education, Disability Services, TAFE/Adult Provision and who work as School Support Officers/Allied Staff are predominantly female. These sectors attract professional and qualified educators, who face industrial, professional and educational challenges which can in part be attributable to discriminatory notions of work value.

There are many similarities between the professional concerns of these sectors and particularly in terms of ensuring basic equity within the education system for Early Childhood Educators, Disability Service employees, TAFE/Adult Provision educators and School Service Officers/Allied staff. This policy re-states that:

- As predominantly female work forces, equity issues relevant to the extreme sex-segregation within Australia's workforce are of paramount importance to the AEU. Emphasis needs to be given industrially and professionally to improving the recognition and status of workers in early childhood education, disability services, TAFE/adult provision and SSOs/Allied Staff.
- Appropriate recognition, remuneration, career paths and status of all education workers must be pursued. This includes parity of salary and conditions with other education sectors, and particularly access to conditions to support employees with family and care responsibilities.
- Appropriate negotiation and consultative mechanisms should be available to ensure that employees participate in the making of decisions that affect them.
- The AEU will work to ensure that the rights of all public education workers are protected and improved and will seek to cooperate with all unions involved where there is a need for common bargaining.
- The AEU strongly opposes the trend to increased casualisation, contract and other forms of precarious employment in at least some systems.
- The AEU disagrees vehemently with the practice of employing teachers as childcare workers in order to utilise their professional skills as teachers whilst remunerating them at levels that do not reflect the work undertaken.

The AEU values the contribution to public education of all who work within it and believe they have the right to strong professional and industrial conditions and will work to ensure undervalued sectors are highly unionised, protected from exploitation and respected by the employer.

The AEU believes that mechanisms to publicly track women's pay and conditions must be central to key government bureaucracies and the Australian Bureau of Statistics. It is also imperative that the gender bias in job evaluation be strongly critiqued and publicised by such agencies to inform public awareness of the ongoing reasons for women's subordinate pay in this country.

6.7. **Leave and Flexible Work Options**

[refer to AEU Working Life Policy, for further detail]

In line with the AEU National Claim Framework, the AEU believes the following leave and flexible work options should be pursued by Branches and Associated Bodies as a standard in public education, for all employees:

6.7.1 Pre-Natal Leave

Employees should have access to at least 5 days leave for medical and related appointments prior to the birth of a child.

6.7.2 IVF Leave

An employee who presents a medical certificate stating that they are undergoing treatment for IVF should be entitled to 37.5 hours of paid leave per year to attend IVF appointments with a registered health and allied health professional. Part-time employees should be entitled to IVF leave on a pro rata basis.

6.7.3 Paid Maternity Leave

The AEU supports the right for all female employees to be entitled to 14 weeks paid maternity leave. Leave should be paid at their current salary, with a further 38 weeks at 60% of current salary for each pregnancy, with no service requirement for eligibility.

This entitlement also applies to adoption where an employee can demonstrate they are primary care giver of newborn or adopted child.

The AEU believes paid maternity leave should encompass:

- The provision that where a period of maternity leave overlaps a period of school vacation for which the employee would otherwise have received normal pay, the period of paid maternity leave shall be extended by the length of that overlap.
- The ability to take maternity leave in a discontinuous manner, and some or all of any entitlement to paid maternity leave may be taken for twice the duration at half pay, at the discretion of the employee.

- Provision for an extension of the maternity leave in the event of multiple births. To the extent possible, measures should be taken to ensure that the woman is entitled to choose freely the time at which she takes any non-compulsory portion of her maternity leave, before or after childbirth.
- Full job security with the right to return, and the right to return to part-time work.
- Legislated and negotiated leave and child care provision must be seen as an essential part of the implementation of Equal Employment Opportunity.
- The maintenance of superannuation payments for the period of leave.
- In-service education and refresher courses to be available to teachers returning after long periods of leave.

Paid Maternity Leave is an international practice that shamefully Australia is negligent in its provision. Further, despite its signatory, the Federal Government must drop its reservations concerning Article 11(2) (b) of the United Nations Convention on the Elimination of all Forms of Discrimination Against Women. Provisions relating to maternity leave in ILO Conventions 103, 102 along with Convention 156 and Recommendation 165 must be guaranteed. Ratification of key international conventions is essential, if Government is serious about eliminating gender discrimination and bringing Australia into line with most other Western countries.

The World Health Organisation states that of utmost importance to the health of the mother and the infant is a period of absence from work for at least 16 weeks. This is conducive to both the optimal growth of the infant and the bonding between mother and infant. Absence from work also allows the mother to recover.

Specifically they have identified this period from work as minimising maternal health problems such as infections, anaemia, depression, backache, anxiety and extreme tiredness.

In terms of infant health, there were a range of benefits for the child including being able to be exclusively breastfeed, for which anything less than 16 weeks was identified as being of multiple detriments to their health.

The AEU considers paid maternity leave essential for all female employees in education and within the Australian workforce more broadly.

6.7.4 Parental Leave

The AEU believes employees should be entitled to 15 days paid parental leave, for each child, with no service requirement for eligibility. This entitlement should be available for all employees assuming a parental role through birth, adoption or otherwise, including same sex partners.

The AEU believes employees should also be entitled to 2 years unpaid parental leave with the option to request an additional 12 months unpaid leave.

Employees should be able to access 8 weeks simultaneous leave after the birth of a child.

Mothers need significant support during the first two months of their babies' life. The role of fathers has changed, with more fathers seeking involvement in the raising of their children.

While available to mothers, not all partners access unpaid or paid leave. With the changing nature of the workforce, a failure to provide bonding opportunities to both parents is outdated.

Parental Leave promotes better child and maternal health outcomes, and encourage paternal/child bonding. The physical recovery from childbirth takes longer than 1 week. Most of the physically disabling conditions associated with birth start to resolve around 8 weeks after the birth. The discomfort associated with breastfeeding and maternal anxiety are also reduced at around that time. Parental Leave therefore also allows employees to provide support and care to their partner at this time.

In terms of foster parenting, the AEU believes persons acting as the primary care giver of a foster child should be granted:

- (i) up to six weeks on half pay on the child entering their care if the child is younger than 5 years of age

OR

- (ii) 3 weeks on half pay on the child entering their care if the child is over 5 years of age.

6.7.5 Parenting/Family Leave

The AEU supports employees' access to up to 7 years family leave/parenting leave for each child. An extended period of unpaid leave for both women and men is useful to assist coping with child-rearing or other family responsibilities.

One year of this leave should be counted as full service and there be no service requirement for eligibility. Employees will have a right of return from leave to own worksite.

6.7.6 Emergency/Carers Leave

The AEU supports 20 days paid carers' leave in each two year period, cumulative. After accrued entitlement to carers' leave has been used, employees should be able to access any accrued leave (sick, LSL, etc) or request an additional 2 days unpaid leave where carers' leave is insufficient.

Carers are employees who provide, in addition to their normal family responsibilities, care and support on a regular basis to other family members or other persons who are sick or ageing, have an injury, have physical or mental illness, or a disability.

Carer responsibilities vary considerably, depending on the level of care and assistance required and may be suddenly imposed, or may increase gradually. It is also recognised that, generally, employees are able to provide care and assistance outside normal working hours. However, there are times they are required to provide more support or assistance because of illness, injury or disability.

Carers' leave should be available for use in cases of respite care and emergencies other than illness of a relative.

6.7.7 Cultural/Ceremonial Leave

Aboriginal and Torres Strait Islander employees should be entitled to leave with pay for ceremonial and customary purposes in connection with the observance of the ceremonial and customary events, and for cultural leave including days designated by the National Aboriginal and Islander Day Observance Committee. The leave granted on each occasion shall include necessary travel time.

6.7.8 Compassionate/Bereavement Leave

Employees should be entitled to 30 days paid leave every 3 years to be accessed at any time for compassionate reasons or bereavement. A backup provision of 3 days per occasion should be available, if the current entitlement has been used.

6.7.9 Miscarriage, stillbirth, termination or neonatal death leave

The AEU supports Special Leave for use following Miscarriage, Stillbirth, Termination or Neonatal Death. Pregnancy complications prior to the birth of a child can lead to neonatal death, stillbirth, miscarriages and terminations. Mothers should not need to be *on* maternity leave to access such special leave.

6.7.10 Communication while on leave

Employers should be required to maintain a reasonable level of communication while employees are on parental leave. Employers should provide employees material information during parental leave, to assist the transition back to work and to discuss the return to work. Information to be provided should include informing staff members of work related developments, sending newsletters (as applicable), copies of internal advertising of vacancies and regarding matters such as relevant organisational restructures, potential changes to their position and workplace relocation. However employees should also have the right to explicitly state that they do not want contact with the organisation while on leave.

6.8 **Part-time Work**

6.8.1 Permanent part-time work

The AEU supports the introduction of permanent part-time work for educators, (with options for job-share arrangements) to provide job security for those who choose to work less than full-time. Educators should have the right to return to permanent full-time work after a period of part-time work where a reduction in time was necessitated.

The Government must support the extension, in both the public and private sectors, of negotiated agreements on part-time work which include employee-initiated ceilings on the number of part-time places, pro-rata benefits, job-share, superannuation, entitlements and career paths. A return to full-time employment must be available to all who want it. Access to high quality work-related child care is a pre-condition for the free choice of full-time or part-time employment.

The AEU believes that all positions of responsibility can be held by part time staff to enable them to develop and experience educational leadership. Measures to ensure that part time staff have a career progression, access to responsibility and leadership opportunities and positions should be developed by employers. The part time status of an employee should not be a factor in the determination of their eligibility for a position of responsibility or promotion.

Employers should continue to give preference in accessing permanent part-time work to those employees with family responsibilities.

6.8.3 Right to Request

The AEU believes employees should be entitled to return from a period of parental leave on a part-time basis until the child reaches school age, to assist the employee in reconciling work and parental responsibilities.

Employers should consider the request having regard to the employee's circumstances and, provided the request is genuinely based on the employee's parental responsibilities, should only refuse the request on reasonable grounds related to the effect on the workplace or the employer's business. Such grounds might include cost, lack of adequate replacement staff, loss of efficiency and the impact on customer service.

International models of a right to request part-time work on return from parental leave, particularly within countries like the United Kingdom and New Zealand who are similar to Australia, have proven successful in both facilitating re-entry into the workforce, retaining corporate knowledge and enhancing employee retention.

6.9 **Other Flexibilities**

The AEU believes employers and employees have a number of other low cost or no cost options available which could help facilitate a much healthier balance between work and care responsibilities.

In all cases there should be an obligation on employers to give proper consideration to employee's requests to vary the way hours of work are organised, to accommodate their caring roles.

6.9.1 Flexible Hours

Employees should have right to request flexible hours, which can include:

- temporary time fraction reductions or increases,
- permanent or temporary changes to start/finish times, or
- the ability to take a few hours off work, and make it up later;

6.9.2 Purchased Leave

Employees should have the ability to purchase, through salary sacrifice, an additional 6 weeks annual leave, spreading the cost over the yearly salary.

6.9.3 Home based work on a short or long term basis

Employees should have the option to request home-based work whether agreed on a short-term or long-term basis. In such cases, employers and employees should establish clear processes for reasonable accountability for work undertaken at home.

6.9.4 Job sharing

Full-time employees should be able to request permission to work in a job sharing arrangement.

Job-share consists of:

- Employees working under job sharing arrangements share one full-time job and will be considered to be part-time with each working part-time on a regular, continuing basis.
- a pattern of hours for the job sharing arrangement will be agreed between the employees and the employer. However, attendance at an office-based worksite should be clearly determined.
- employees who is in a job sharing arrangement and who was previously working full-time may revert to full-time employment before the expiry of the agreed period of job sharing if all parties to the arrangement agree. In the event that either employee ceases to participate in the job sharing arrangement, the arrangement will terminate.

In cases of disagreement for alteration of job-share arrangements, it is preferable that employees and employers seek advice and agreement with the union, where relevant or sought be any party.

6.9.5 Lactation

The AEU is supportive of the ability for employees to continue to breastfeed once back at work following the birth of a child. There are clear health reasons why breastfeeding should be supported and encouraged for working mothers. Breastfeeding is recommended for up to 6 months and though breastfeeding new-born babies is time-consuming, involving 8-12 hours feeding time for each 24 hours, the number and duration of feeds tends to reduce at around 2 months.

Employees should be able to access Lactation Breaks and appropriate Lactation Facilities which include:

- a clean private, lockable area that is safe from hazardous waste and chemicals with comfortable seating and power points.
- Facilities for washing hands and equipment and storage of equipment.
- A refrigerator for storage of breast milk.
- Information is made available in the workplace and provided to all employees who apply for maternity leave.

6.9.6 Telephones

For all employees, but particularly those without designated office space, it is essential that there is access to a telephone so employees can respond to and be informed of emergency care matters.

6.10. **Child Care**

[to be read in conjunction with the AEU Early Childhood Education Policy 2007]

The AEU acknowledges that in Australia, families are constituted in many and diverse forms and increasingly the responsibilities for caring fall on and rely on those in the paid workforce, rather than one full time unpaid carer.

Fundamentally, the AEU believes that all workers have the right to work to support themselves and their families.

In specific reference to children, the changing responsibilities and work patterns of parents, means that childcare prior to formal schooling and during, is a necessity for working families for which the AEU strongly believes must be provided at low cost, not-for profit, in adequate supply and location and with high quality.

- 6.10.1 AEU recommends that the Government clearly, publicly and continually recognise the dual contribution made to the economy by women's paid and unpaid labour. The Government must therefore recognise that a percentage of company profits is owed to women in the form of work-related child care. Moreover, the Government should recognise that women are owed a percentage of the National Product in the form of the public provision of free quality child care. The Government must recognise that until adequate levels of child care are provided, women will always face high levels of unemployment and marginal attachment to the workforce, education and training.
- 6.10.2 AEU believes that all parents should have the right to high quality, free and work-related child care.
- 6.10.3 AEU further believes that the right to child care is an industrial and educational issue, one which should be actively pursued by unions in order to ensure:
- Equality of opportunity in the workplace for men and women.
 - Equality of opportunity in education.
 - A stimulating and caring environment for the children of members.
- 6.10.4 AEU believes that due to the special nature of the school and college environment, schools and colleges can provide an excellent base for child care centres. Such centres can cater for the needs of parents in the following priority order:
- Families of students attending the school or college
 - Children of teachers
 - Children of members of decision-making bodies in schools/colleges e.g. councils, committees.
 - The surrounding community.
- 6.10.5 The AEU believes that child care should be principally funded by the Federal Government. Child care provision within schools and colleges should be an integral part of planning and of capital and recurrent funding made available to the State and Territory education systems.
- 6.10.6 Child care is an essential service and the number of placements and facilities should be continually increased until every child has access to centre based child care.
- 6.10.7 Child care services should be free. Until this is achieved, mechanisms should be created within the fee structure to assist parents with the cost of child care.

6.10.8 A variety of services should be provided, including:

- Full and part-time care, including evening care
- Sessional, occasional and emergency care
- Facilities for school-aged children outside school and college hours and vacations. Where possible, such facilities should be provided at the child's school.

6.10.9 All child care services must be of high quality. High quality services are characterised by a good adult-child ratio, a balance of trained and untrained staff, and a suitably equipped, stimulating and caring environment, defined and enforced by regulations. Family day care should not be supported unless it meets these conditions.

6.10.10 Moves toward improved standards for all forms of child care service, including family day care, are needed. To ensure feasibility of such standards, funding for child care must be restructured to establish direct relationship to Award rates of payment for all child care workers. This will also provide for indexation of funding to cover increased wage and salary costs.

6.10.11 The AEU opposes the privatisation and commercialisation of child care. All child care services must be run as non-profit-making bodies to overcome the inevitable conflict of interest between the profit motive and the best interests of the children and families.

6.10.12 The AEU believes that the trade union movement should campaign for services which:

- Are free.
- Are of high quality, catering for the emotional, physical, social, intellectual and cultural needs of children. Such child care will necessarily be enriching, non-sexist, sensitive to cultural diversity and will cater for children with disabilities.
- Are governed by representative management committees. Management of child care centres should reflect AEU's commitment to participative decision-making in service management and policy direction. Parent users and union representatives should constitute the majority of committee members. Representatives from local Government, community groups, etc., may also be included. Management committees should include representatives of school/college councils, the appropriate unions, parent users and staff from the centre.

The management committee's responsibilities should include:

- Develop operating principles for the centre which are consistent with the broad policy guidelines of AEU, Federal and State Governments.
- Prepare the Centre's annual budget; and
- Staff selection.
- Offer wage justice, full award conditions and adequate training for employees. Professional development for child care should be seen as an intrinsic condition of service, particularly education programs in the areas of gender, class, race and cultural diversity, and integration of children with disabilities.

6.10.13 Therefore, the AEU urges Branches and Associated Bodies to:

- Develop policy on the issue of child care.
- Provide child care facilities within their union structures, and ensure that the provision of these facilities, their organisation and functioning, is an activity of the general administration of the union, and not necessarily the Women's Officer.
- Disseminate information to members on the availability of Government funding for child care centres.
- Assist in the co-operation and establishment of child care centres, and ensure that child care facilities are a mainstream provision of their union.
- Publicise the operation of existing child care centres in or around schools, colleges, communities and unions.
- Develop policies consistent with the provision of child care facilities as part of any new school or college building program.

6.11 **Work-Based Child Care**

Continued growth at an increased rate in the number of child care places available is essential. In particular, work-based child care centres, with priority of access for the children of workers in the target area, must be provided with both Commonwealth and State/Territory Government funding. Incentives must be enhanced for provision of facilities and contributions to recurrent expenditure by employers. Work-based child care facilities should be provided by the Commonwealth and by State/Territory Governments for their own employees, particularly where new facilities are being established.

6.12. Women and Unemployment/Under-employment

It is the right of every person to have access to paid employment and it is the responsibility of governments to provide an economic climate where all people who wish to work are able to do so. AEU condemns any attitudes which would single out women as being a contributing factor to unemployment in the workforce or which suggest that anyone should stand down from employment to allow men to occupy full-time jobs as the norm.

The AEU reaffirms the right of every person to work and opposes discrimination against women in employment on such grounds as sexuality, marital status and/or number of dependents and recommends that affiliate unions lobby Departments of Education and schools authorities to develop appropriate policies regarding employment of women.

The economic independence of women is a pre-condition for equality. No person should be denied access to unemployment or other social security benefit on the grounds of their marital status. Pensions should be paid to individuals and not to the male partner of a married couple.

6.12.1 Teacher Employment

- The AEU recognises the urgency of the issue of unemployment especially for women teachers. In times of over supply within public education employment, the AEU commits to:
- Providing statistical and other information about the current employment and underemployment breakdowns.
- Publicising - both within the unions and through the public media - the work done in the States at departmental and union level to alleviate problems of unemployment.

Further, AEU recommends that Branches and Associated Bodies:

- facilitate membership for unemployed teachers at low cost.
- actively encourage unemployed women teachers to:
 - join the union
 - register with the Centrelink as unemployed.
- keep records of underemployed and unemployed teachers or teachers employed in other occupations classified by sex, age and marital status in order to:
 - check on selection procedures.
 - facilitate lobbying on behalf of unemployed teachers.

- provide support facilities for unemployed members or teachers (where appropriate) to organise their own campaign (e.g. provide meeting places, publication and circulation, general office assistance, and child-care facilities).
- incorporate into their policies consideration of retrenchment and unemployment and in particular outline schemes for the effective employment of all teachers. This should include plans to:
 - reduce class sizes.
 - increase relief from face-to-face teaching time.
 - increase professional assistance in, for example, libraries and resource centres.
 - liberalise leave provisions, e.g. study and attendance at in-service courses, etc.
 - increase staffing especially for teaching of students with disabilities and those requiring remedial assistance.
 - provide re-training on full pay for teachers to increase their professional flexibility.
 - increase the number of teachers who liaise with teachers in schools.
 - recognise linguistic and cultural needs of migrants by demanding increased allocation of funds to this area of staffing.

6.12.2 Casual and Contract Employment

The AEU is fundamentally against the use of contract and casual employment where a permanent employee could fill the position or where permanency could be offered to a temporary employee. The AEU will continue to work towards an end to such modes of employment.

The AEU restates its preference for permanent ongoing employment (whether full or part-time) to be the norm in public education workplaces.

The AEU believes that contract and casual employment serves to entrench unsociable hours and cheaper, disempowered and captive employees and where this intersects (more often than not) with female dominated workplaces, so too is gender inequality exacerbated.

Where used in other industries and sectors, the AEU observes that casual employment:

- strips employees of many rights which would enable respectful workplace engagement;
- strips employees of any ongoing predictability of hours and coupled with no leave conditions, renders it near impossible for the casually employed to balance their work and family/care responsibilities;

Within public education, casual and contract employment has been an unmistakable consequence of funding pressures, (particularly in the TAFE sector) and with employees absorbing this pressure, has:

- significantly decreased job security;
- increased the experience of unsociable and excessive hours of work;
- challenged the professionalism of teachers;
- been a demoralising force amongst the profession;
- caused a breakdown in collegiality as permanent employees' workloads often increase in line with the increase in casual employment
- isolated employees from the workplace and their union;
- increased the transience of new educators and
- compounded gender inequality where casualisation is concentrated in industry areas distinguished by higher numbers of women.

The AEU believes that only in circumstances where there is an emergent need for temporary work replacement, (such as in the case of replacing employees on leave or who are engaging in additional study or 'return to/from industry') should employment be of a casual or contract nature. Employees should only be engaged on fixed-term contracts in circumstances where funding cannot be regarded as ongoing, where new and/or short-term program areas are introduced or reducing numbers threaten the viability of existing programs.

The AEU commits to working with Government, employers and industry (in conjunction with the ACTU where appropriate) to move away from such modes of employment and to find flexibilities which do not rob employees of basic rights and dignities. And commits to the ongoing use of bargaining strategies to:

- ensure greater numbers of casually/contract employed can convert to permanency over time;
- limit the numbers or use of casual/contract employment via targets or caps;
- extend the full range of rights and conditions to casual/contract employees;
- advocate the use of permanent part-time employment as a preferable option to allow employee flexibility and
- invest in recruitment and engagement strategies to enhance union participation and protection for precariously employed educators.

6.12.3 General Issues Relating to Women's Employment

- Industry policy and industry restructuring plans designed to improve Australia's international competitiveness in skill- and technology-based industries should be linked to a program of recruiting women, including mature-aged women, into apprenticeships and accredited training programs.
- Planning mechanisms at the national and industry sector council level must be required to facilitate the entry of women into traditionally male dominated fields of employment.
- In all industry policy plans and industry restructuring, the rights of women workers to retraining and reclassification must be guaranteed. The outcomes of industry planning and of the restructuring of job classifications must be the reduction of existing gender inequalities in employment.
- Negotiations on technological change should include the provision, with financial support, of adult retraining for women facing retrenchment.
- Targets must be established for the participation of women in training programs arising out of awards and agreements designed to upgrade skills and provide career paths.
- Similar opportunities to upgrade skills and provide career paths must be developed in predominantly female industries.

- Paid study leave must be recognised as an essential prerequisite for women's access to training and retraining, and must be pursued vigorously for women.
- Government departments should collect data to allow a comprehensive analysis of women's employment across industries, to allow industry stock takes and in order to enable the development of appropriate affirmative action programs.
- The Commonwealth should support and strengthen legislation or policies to encourage women's employment opportunities and should be extended to cover all employed women, as well as to ensure the right to work of disadvantaged groups. Unions should be involved at all stages of drawing up, implementing and evaluating programs. This involvement should include fully representative workplace equity committees. More effective sanctions should be applied, the scope and time-scale of programs should be more clearly defined, and funding should be available for advisory and monitoring services.
- Government departments should lead the way in targeted assistance, promotion and genuine funding support for the equitable participation (including the accommodation of childcare needs) in apprenticeships and traineeships, of Aborigines and Torres Strait Islanders, women from non-English speaking backgrounds, rural women, women living in poverty, and women with disabilities.
- Advisory Committees should be established to report to relevant Commonwealth Ministers and Department/s (of Employment, of Education and of Training) concerning the implementation of such targets.
- As a matter of urgency, on-going and properly resourced programs to improve the employment opportunities of Aboriginal and Torres Strait Islander people must be established, in line with Aboriginal women's needs and community and cultural responsibilities.
- Employers should ensure migrant and Aboriginal and Torres Strait Islander employees have had access to training opportunities particularly including English language, employment rights and occupational health and safety issues.

6.13 **Women and Superannuation**

- 6.13.1 The AEU believes that there should be no discrimination in superannuation on the basis of sex, marital/de facto spouse status or sexual preference.

However, the AEU recognises that significant discrimination within the area of superannuation has disadvantaged a vast number of women in public education and as an ongoing issue for AEU members, the union should work to remedy. This redress and compensation must be provided for the effects of past discrimination in equal employment opportunity and in working conditions entitlements.

6.13.2 The AEU urges Branches and Associated Bodies to investigate superannuation schemes for discrimination on the basis of sex, marital status or sexual preference, especially in respect of:

- Eligibility for membership of any scheme.
- Medical examination.
- Contribution rates.
- Commutation rights.
- Benefits payable.
- Lump sum entitlement.
- Eligibility for housing loans or subsidies.
- Consideration for dependants.

6.13.3 The AEU supports the principle that all superannuation schemes must from the outset address women's broken work patterns and therefore the employer must continue superannuation payments during compulsory periods of unpaid maternity leave as a minimum and preferably throughout paid maternity leave.

It is strongly acknowledged that industry superannuation funds, retaining profits for members not shareholders, have produced the best financial outcomes, which are crucial for women. The AEU will support industry funds and will work with other unions to ensure government policy retains their competitiveness against corporate funds.

It is also acknowledged however, that particularly for women, employer contributions alone are not sufficient for retirement and that union support for the provision of extensive advice, including income projections, is essential to career and financial planning. The AEU urges branches and associated bodies to work in partnership with the employer and industry superannuation fund/s to offer members such information services.

6.13.4 In order to provide appropriate incentives for women to maintain adequate superannuation provision and thereby reduce their likelihood of dependence on the aged pension after retirement, the following changes are necessary to existing superannuation schemes:

- Full vesting of employer contributions to each individual. Full vesting shall apply to resignation, invalidity, retrenchment, dismissal, death and retirement.
- The option of preservation of accrued contribution or deferred benefit be available on cessation of service.
- A workable system of portability be developed.
- The employer pay the employee's contribution during paid maternity and parental leave.
- Existing funds be extended to all employees, including temporary, casual/sessional and part-time workers.
- Where possible, all previously ineligible employees have the option of purchasing foregone contribution entitlements.
- Suitable cover can be developed to take account of breaks in service of casual employees.
- There should be no discrimination in eligibility conditions.
- The same normal retirement age should apply to men and women, with early retirement available under the same conditions.
- Automatic spouse benefits be payable on the death of a contributor, whether the spouse be legal or de facto, male or female.
- No dependancy test shall apply to spouse benefits.
- Where there is no surviving spouse, benefit shall be payable to a person able to demonstrate dependency in terms of the Income Tax Assessment Act.

6.13.5 New funds should be controlled by a partnership of unions and management, with an independent chairperson, if required, for funds with over 200 members. The governing bodies of such funds shall have at least equal representation to unions, and equal representation for male and female contributors. The governing bodies should control both administration and investment of funds.

6.14. **Sexual and sex-based harassment**

6.14.1 Sexual and sex-based harassment is an industrial issue in that it attacks a member's right to work. It is a form of sexual discrimination under State and Federal legislation and is thus unlawful.

6.14.2 Whilst acknowledging the possibility of men experiencing sexual and sex-based harassment, the predominant situation is that the target is female and the harasser is male.

It is the responsibility of the employer to provide a harassment-free environment and to develop as well as promote an anti-harassment policy for the workplace

Sexual and sex-based harassment refers to behaviour that is not welcome, which is personally offensive, which erodes individual rights, debilitates morale and interferes with the work effectiveness and learning ability of its targets.

6.14.3 Any verbal or physical conduct of a sexual nature constitutes sexual or sex-based harassment when:

- It is unsolicited and unwelcome.
- Submission to such conduct is implicitly or explicitly a term or condition of an individual's employment.
- Submission to such conduct is implicitly or explicitly a term or condition for decisions which would affect promotion, course completion, salary, or any other job condition.
- Such behaviour creates an intimidating, hostile or offensive work environment for one or more employees.
- People are defined in terms of their sex/sexuality and their contribution and worth is denigrated or ignored.
- In educational institutions it can occur between student/student, student/staff, staff/student, staff/staff.

6.14.4 Sexual harassment communicates to people that they are seen as sexual objects and are not taken seriously as workers/students or accredited with the personal respect that people should expect from others.

Sexual harassment is often manifested under the guise of compliment or jocularly but it always involves an attempt at a sexist exercise of power over another. The target's choice lies between apparent collusion, which will invite further such behaviour; or objection, which will evoke abuse.

Fear of unemployment makes people more vulnerable to sexual harassment at work.

There is always a role for Governments (in cooperation with unions) to provide resources supporting education campaigns and action which

identify and address the problem of sex-based harassment in the workplace. Women should have available both industrial and legal avenues of redress in cases of sex-based harassment at work.

The AEU therefore urges Branches and Associated Bodies to:

- actively campaign to ensure that all members are aware that sexual and sex-based harassment is totally unacceptable and should not be tolerated in any workplace.
- develop and publicise appropriate grievance procedures for their members to follow when subjected to sexual/sex-based harassment.
- Recognise that Sex Discrimination legislation exists and covers sexual harassment, and therefore grievance procedures developed for the protection of members must be in accordance with the appropriate legislation.
- be sensitive to the nature of sexual and sex-based harassment which makes complaints by its targets very difficult, and therefore all possible steps should be taken to encourage and facilitate members' ability to seek redress.

6.15. **Women's Health**

Bullying, stress and muscular and skeletal injuries resulting from screen based work are increasingly common health issues for education workers.

Employers must be encouraged to accept primary responsibility for providing for employee occupational health and safety services, appropriate to the health and welfare needs of employees.

6.15.1 Bullying and stress

The AEU is aware of and condemns the increasing emergence of bullying and stress within our workplaces which is having a detrimental impact on the occupational health and wellbeing of educators.

The AEU believes that bullying and stress flourish where workload management and educational leadership are neglected or poorly implemented.

Bullying is a serious health and safety hazard

Bullying is not just persecuting or ganging up on individuals - most bullying is not so obvious - bossing people around, intimidating or threatening them, or keeping them under constant work and time pressures is also bullying

Bullying is characterised by (usually a combination of) the following conditions at work:

- unreasonable demands and impossible targets;
- restrictive and petty work rules;
- being required to perform tasks without adequate training;
- being forced to stay back to finish work or additional tasks;
- compulsory overtime,
- unfair rosters or allocation of work;
- constant, intrusive surveillance or monitoring;
- no say in how your job is done;
- interference with personal belongings or sabotage of work;
- shouting, or abusive language;
- open or implied threat of the sack or demotion;
- oppressive, unhappy work environment; and;
- people afraid to speak up about conditions, behaviours, or health and safety.

Bullying should not be tolerated. Bullying causes a range of symptoms, similar to stress, including:

- headaches
- sleep difficulties
- skin rashes
- loss of confidence
- tearfulness
- difficulty concentrating
- gastrointestinal problems
- nausea

At worst, bullying can result in serious health problems, including:

- stress related illness
- anxiety and depression

- suicidal thoughts
- heart disease

Under OHS law, workers have the right to a safe and healthy working environment, and employers have the legal duty to protect the health and safety of workers. This means that employers must not cause or allow bullying to happen at their workplaces.

The AEU believes it is fundamentally important that systems and workplaces have clearly articulated policies condemning bullying and workplace violence, and fair transparent and highly promoted procedures for prevention of, reporting and dealing with bullying.

Specifically, these should be developed in consultation with workers and their representatives and unions. Policies should:

- acknowledge that bullying is a health and safety issue which should be prevented
- identify the key factors which contribute to bullying at work
- outline simple, clear procedures for workers to raise concerns, without fear of intimidation or discrimination
- include processes for ongoing review and evaluation

6.15.2 Work-Related Stress

Stress, in general, results from a perceived imbalance between demands made on individual, including self-imposed ones, and the personal and environmental resources available to meet those demands. Thus stress can result from an undemanding environment as well as an over demanding one.

Work-related stress in education, to name some examples, can be caused by increases in work overload, job insecurity, insufficient resources, poor work organisation or lack of control over work, the public perception of teachers, the rate of consultation around new initiatives, caring responsibilities outside work, or a lack of flexible work options at workplace to help deal with demands outside work.

Steps should be taken by employers and governments to reduce the incidence of stress and stress related illness amongst different groups of women workers, and plans of action advanced, for removing causes of stress and for providing support to workers experiencing stress-related illness.

The AEU will pursue proper management processes, quality part time work (and other flexible work options), support from the employer when issues arise, consistent reporting and resolving mechanisms, zero tolerance for inappropriate behaviour, and legislative remedies under OHS legislation.

6.16 Occupational Health and Safety

Provisions in State and Federal Occupational Health and Safety (OHS) legislation must ensure access to training for employee representatives on OHS committees and for education programs to be run in work time. OHS education should be multilingual. Training materials should be prepared for OHS employee representatives, providing education on OHS issues of particular relevance to women, including stress, bullying and sex-based harassment.

6.16.1 Mandatory courses on OHS should be included in the training of doctors. Such courses should include practical experience in white and blue collar work areas, to be organised in conjunction with unions.

6.16.2 Legislation should ensure that employers provide for the establishment of OHS committees, and that gender balance exists on any OHS Committee, including Government Workcover/Worksafe advisory structures.

6.16.3 Repetition Strain Injury (RSI) is a major work related health hazard for many women including workstation/screen-based workers and assembly line workers. Employees undertaking screen-based work can be at risk of eye damage, back-related injuries and RSI. It is the responsibility of employers to ensure that workers are aware of such hazards and that all possible steps are taken to prevent injuries.

This includes information in writing and in appropriate languages for women of non-English speaking backgrounds. Where necessary, verbal explanations should be provided in addition, on a regular basis, particularly where workers affected may lack literacy skills.

- 6.16.4 It should be mandatory for workers and unions to have an input into decisions concerning the adoption of new technology, with women proportionally represented on technological change committees.
- 6.16.5 The need to protect all workers from injuries arising from manual handling must be emphasised, while ensuring discriminatory provisions do not exist which could be a barrier in some industries to equal employment opportunity. It must be recognised that weight limits alone are an ineffective protection measure and that strategies must be developed which take into account research evidence about the actual cause of injuries from manual handling.

6.17 **Union Education**

The AEU recognizes that to effectively represent the profession, the union must ensure its leaders and membership are founded from strong, active, and informed educators and that all within the public education sector have an opportunity to effectively engage with their union.

This can only happen when the membership, current and potential, have targeted strategies to increase their participation and activism skills, and are not limited by historically restrictive union culture. The AEU believes union education for women is essential to building a strong union and within this framework there must be a number of strategies.

❖ Training

The AEU recognises the valuable contribution made by women's training courses in the implementation of affirmative action in unions. Recognising the particular education needs of women unionists, affiliates are urged to develop ongoing union education programs for women members.

Union education courses and activities are provided at a number of levels within the AEU and the trade union movement broadly. Women members should continue to be able to access courses at the workplace, AEU, trades and labour council and ACTU level and these should be provided across a broad range of areas to introduce and advance the skills and union knowledge of union women.

AEU seeks co operation with other unions promote and ensure the ACTU Education and Campaign Centre provides courses which take into account the needs of women in unions.

At all levels within the union movement, the AEU urges that:

- contributions be made by unions to ensure the provision of training is subsidized and (within the bounds of legality), leave is possible;
- child care facilities are provided on site especially at residential courses.
- women members are encouraged to attend internal and union training courses, including women's only courses, and consider setting goals to ensure that women have equal representation.
- women trainers are involved in the development and delivery of all union education programs.
- strong links with state trades and labor council-based training are retained and with regular communication about the educational needs of the organisation are supported by evaluating the success or otherwise of training programs.
- within all union education courses, analysis and discussion of the role of gender in unions (regarding membership and leadership) is integrated.

❖ Gender Audits and Retention of Activists

The AEU believes it is imperative for future union growth and equity that participants of union activities are tracked and that the successes or otherwise of union actions are analysed with a view to retain activists.

Further, in terms of maximizing the participation of women in numbers reflective of the profession, within union structures and particularly leadership, data collection through gender auditing has a place.

Union strategies to engage and educate union activists should include considerations like:

- whether an increase in membership results
- whether there is an opportunity for follow up activities with participants
- whether participants go on to nominate for union committees, councils/conferences, representative roles or leadership positions;
- and these matters should form the basis of systematic 'retention of activist' tracking within the organization.

Part of this retention strategy should acknowledge and aim to support

activists in precarious employment or workplace situations so that their employment is not jeopardized by union activity.

The AEU encourages branches and associated bodies to conduct gender audits of union members and activists at all levels including:

- union training participants
- conference delegates
- executive/council members
- union organizers and officials and
- union leadership

to help inform processes of union culture change and supporting gender equity.

❖ Mentoring

The AEU believes union engagement and activism strategies are more effective, particularly for new members when supported by mentoring

Mentoring occurs when a more experienced person helps a less experienced person to advance in their career or in their other life pursuits. It can include:

- Providing assistance on request
- Sharing knowledge, especially that gained from experience
- Problem solving and providing strategic support
- Acting as a sounding board
- Boosting self-esteem.

The AEU believes that women often engage in informal mentoring and that as a formal union practice, can work well to increase women's activism and capacity for leadership.

AEU Branches and Associated Bodies are encouraged to integrate mentoring within their women's programs.

❖ Leadership

The AEU fundamentally believes that union leadership should, as much as possible, reflect the diversity of its membership, this necessarily includes at least equal numbers of women as men.

In a feminised profession, the AEU is unapologetic about targeting women's participation in the union with a view to ensure strong representation amongst the unions leaders and as such AEU Branches and Associated Bodies are encouraged to continually work towards gender balanced leadership and will build on successful initiatives to date.

6.18 Status of Women Education Workers

- 6.18.1 The AEU restates its belief in the concepts of gender equity and anti-discrimination, both for employees and students within public education. Further, the implementation of Gender Equity strategies for students can only be successful when inequalities and gender segmentation within the teaching workforce are eliminated. We cannot ignore the contradictions between the stated objectives of Gender Equity policies and the reinforcement of gender stereotypes that occurs whilst women are denied access to leadership positions and men are encouraged to leave the classroom to fill them.
- 6.18.2 The reports *Building the Foundations of the Future* (1999) and *TAFE Teachers: Facing the Challenge* (2001) show that women are less likely than men to apply for promotion, and therefore more males obtain leadership positions in schools and TAFE institutions. According to these reports work overload, stress and family responsibilities are the three main reasons that prevent women from applying for a promotional position.
- 6.18.3 The AEU Federal Executive therefore calls on the AEU and its Branches and Associated Bodies to place Gender Equity firmly on their agenda as a union issue and to pressure for change within institutions to overcome the gender inequities currently present.
- As part of this commitment AEU Branches and Associated bodies should continue to raise with all state and territory education authorities the position of women in the teaching workforce and the gender segmentation of promotional positions.
 - The AEU recommends that when raising the question of the position of women educators with all state and territory education authorities, Branches and Associated bodies seek a commitment that each education system will develop and establish accountability mechanisms. These mechanisms should measure the current status of women educators and also monitor any improvements for women educators.
 - The AEU demands that state and territory education and training authorities monitor and maintain current and accurate records of the gender profile of the education workforce and that they make these records publicly available. The AEU will maintain an annual national compilation of such records.