



Working Women's Information Service

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UNIONISING WORKERS IN CHILDREN'S SERVICES

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INTRODUCTION

In 1982, there were 21,920⁽¹⁾ paid staff (excluding Family Day Care care givers) working in child care and pre-school services throughout Australia. The precise extent of unionisation amongst these workers is not available but it is generally believed to be very low by comparison with the level of unionisation in the wider community. (Between March and May 1982 49% of employed wage and salary earners were unionised.⁽²⁾) It is estimated that between 10-20% of workers in children's services throughout Australia are unionised, most of whom are working in pre-schools or are qualified child care workers employed in government subsidised services.

This paper attempts to examine why workers in children's services have been slow to join unions and why the unionisation of this sector has been difficult. Within this context, strategies aimed at increasing the level of unionisation in the child care industry will also be outlined.

1. FACTORS AFFECTING LACK OF UNIONISATION

A number of key factors which must be considered in relation to the lack of unionisation in the children's services area are:

- * The absence of any history of struggle to improve industrial conditions.
- * The perpetuation of an ideology that masks the fact that these workers are doing "real work". Because the majority of these workers are women there is a perception of their "work" as an extension of their natural role - a reflection of what they, as women, would or should have been doing anyway without any thought of payment.
- * The charitable and volunteerist ethic which has prevailed at different times in this sector of work has mitigated against efforts to organise industrially. For a long time, workers have accepted the notion that to organise for better pay and conditions would threaten the existence of the service and hence have a detrimental effect on the children and their families.
- * In the community based child care movement, in particular, many child care workers have viewed themselves as part of a co-operative enterprise. Parents and child care workers have often become closely interwoven with each other in the process of establishing and maintaining a centre with limited government funds and through the co-operative decision making structures which these centres set up. Workers have often found it difficult to distinguish an employee/employer relationship, a situation which has contributed to the masking of their status as "workers".

- * The way in which child care and pre-school services are organised in Australia and the relatively small number of these services (especially child care services) has meant that workers are isolated from each other in very small groups. Such workers are difficult to reach, are more easily intimidated by management and lack the support which can be provided by a larger workforce.
- * Many workers in the children's services sector work on a part-time basis. (See Appendix A) In 1982 an Australian Bureau of Statistics survey showed that 58% of all staff in early childhood services worked less than 30 hours per week, with 42.5% working less than 20 hours per week. The difficulties associated with organising part-time workers are obvious and are well documented in many industries.
- * The large number of unions and awards in the children's services sector has created a fragmented, disunited workforce. (See Appendix B) This situation has produced confusion and apathy. The small number of people who have joined unions are scattered throughout many unions who are often unwilling or unable to allocate resources on behalf of such a tiny membership when the large numbers in other sectors of their membership are making competing demands. The child care members have, as a consequence, become a forgotten pocket of the membership of many of the large unions with coverage in this area. This fragmentation is exacerbated by the split between child care workers and pre-school teachers with regard to union coverage. Most pre-school teachers are in teacher specific unions and have pursued industrial and political issues relating to their areas of work, quite separately from child care workers and their unions. However, unions in Western Australia and Tasmania have, in recent times, moved to bring these sectors together.



2. LACK OF UNIONISATION - HISTORICAL FACTORS

Some understanding of the lack of any industrial tradition in the industry and the different attitude towards unions in the child care and pre-school areas, can be gained by examining the early development of child care and kindergarten services in Australia.

The earliest pre-school care in Australia in the 1890's was established by middle class women, in the best volunteerist tradition, who saw these services as a tool for reshaping the values of the working class and redeeming the children of working class parents. The emergence of training institutions for kindergarten teachers in the early 1900's while it provided a means by which middle class women could enter the labour force, entry was confined to young women whose parents could finance their training and subsidise their wages.

This of course, was due to the low rates of pay and the lack of subsidised training. It is clear that from the earliest days the care and education of young children was placed within a charitable and philanthropic framework. One outcome of this was the low, in some cases, non-existent wages paid to women who entered this type of work. The ideology which stood behind this is reflected in the following extract from a prospectus for the Sydney Training College, 1908:

"in choosing a means of livelihood for our girls, the fact must never be lost sight of that women's deepest instincts centre in the home ... her natural place."(3)

The development of the first day nurseries in Sydney and Melbourne also emerged within a philanthropic and charitable framework. While the moral reform element was a driving force in the establishment of these centres, so too was the need to free women, as a cheap source of labour, for developing industry. Hence these centres provided a longer care arrangement usually from 7.00 a.m. to 6.30 p.m., than the two or three hour sessional pre-school or kindergarten. The physical growth and nutrition of children whose mothers were in the workforce, also emerged as a key objective of the early day nurseries.

The notion that day nurseries provide a safeguard for the health and well-being of "deprived" children still pervades the operation of many of these services in the 1980's. The Kindergarten Movement on the other hand by the early 1900's sought to emphasise their role in establishing a rational system of education for pre-school children and to seek the extension of this service to children from all ranks of society.

While the unionisation of kindergarten teachers has also been hampered by the same ideological forces and isolation factors affecting child care workers, from the earliest days they have had a notion of themselves as a professional group with a specific purpose "to educate". This has been enhanced by the quite early acceptance by Governments that it has a right, even a duty, to intervene in the education of young children to prepare them for school and the workforce. This was further reflected in a growing level of community expectation that kindergarten services should be provided to all children.

For many of these teachers, however, their union has often been perceived as a professional association rather than as an industrial organisation. The more generous funding arrangements for kindergartens by both State and Federal Governments and linking of pre-school teachers' wages and some of their conditions to those of primary teachers, in many States, has meant that in effect little direct industrial action has been necessary. Instead pre-school teachers, have, we suspect, largely joined their Associations or unions for the purpose of professional development and exchange.

While there was a flurry of financial assistance to child care services from Government and employers during the war years to assist the release of many women into war time industries and secondary industries (jobs normally occupied by men) this soon diminished after the war. Significant evidence (4) exists to indicate that a great many of these women remained in the workforce after the war but many were forced into a narrow range of lower paid occupations. In most cases, these women were forced as they still are, to rely primarily on friends, neighbours and relatives for child care. The absence of any extensive public child care facilities during the post war period and subsequently, has served to deny the legitimacy of women's work and has further reinforced the invisibility of women working as child minders whether in the small number of remaining centres or in private homes.

In a situation of isolation from each other, with little or no training, lacking a sense of professional identity (which pre-school teachers managed to develop) or class consciousness, it is not surprising that the young women and girls working in child care services, in particular, failed to develop an industrial identity. The lack of adequate government funds for existing centres and for the development of additional services should have created the conditions for industrial conflict. In most other workplaces lack of staff facilities, underpayment, forced overtime without pay, casualisation of work, the haphazard introduction of part-time work, over crowdedness, lack of proper equipment, unfair dismissal etc. - would have brought about industrial confrontation of considerable magnitude. In child care services this did not happen.



3. THE CURRENT SITUATION

Today we are on the brink of change. Governments and employers are beginning to recognise that the participation of women in the workforce is not a passing phenomenon. This, together with the plethora of policies on equal opportunity for women and affirmative action programs in education and employment, has put the spotlight on child care. Within this context, society must accept that it has a collective responsibility for the care and development of young children and a full range of child care facilities must be developed if equal employment opportunities are to be successfully implemented.

As more services are developed it will be essential that the rights and needs of workers are taken into account. If child care workers can be assisted to develop a strong political and industrial consciousness and through their unions, exert pressure for better pay and conditions, improvements in standards and regulations as well as an upgrading of their status through better training and a recognition of their multi-disciplinary role - the quality of new and existing child care services can be expected to improve considerably.

we believe that we are now in a period where we are beginning to witness a very gradual politicisation of child care workers. Most unions with coverage in the area, have indicated that an increase in membership is beginning to occur, however slowly, largely in government subsidised services and especially amongst trained staff.

The impact of feminist ideas and the political pressure exerted by community based child care lobby groups since the 1960's has served to challenge many of those ideas which have contributed to the exploitation of women generally and of workers in child care, in particular. These ideas must be taken up within the context of specific strategies aimed at raising the political consciousness of workers in children's services and promoting their unionisation.

4. STRATEGIES FOR INCREASING UNIONISATION

- 1) It is important to link the funding problems of children's services to the industrial situation of workers in the children's services area. This is vital because it draws the connection between the political aspects of the child care issue and the industrial concerns and thereby link users of services and workers in a common concern (i.e. adequate funding is needed to provide proper pay and conditions for workers and hence both improve the quality of the service and prevent fee increases for the users).

A combined approach by unions and child care lobby groups must be mounted whereby arguments for higher wages and better conditions must go hand in hand with the fight for greater funding. The development of co-operative links between unions and state and national child care organisations such as the National Association of Community Based Child Care will be an important means of bringing about such an approach.

At the level of individual child care workers there must be an attempt to link them into campaigns around funding issues. Unions and community groups must develop resources and provide forums for the dissemination of ideas about funding issues and their link with the pay and conditions of workers.

- 2) Child care workers must be assisted to learn about unionism and to understand what their rights and entitlements are. This can be facilitated in a number of ways:
 - a) through encouraging attendance at Trade Union Training Courses, e.g. General Shop Steward Courses, Women's Courses and special courses for child care workers (for example, TUTA in South Australia conducted a special 3 day course for workers in children's services which aimed to examine a wide range of political and industrial issues in June 1984);
 - b) providing an introduction to industrial issues within TAFE training courses and "in service" courses for child care workers;
 - c) regular distribution of appropriate information on political and industrial matters by unions and child care lobby groups to child care workers.
- 3) Child care workers face a problem of isolation in small groups with little opportunity to meet and exchange views. Regional or local meetings of workers in centres must be organised to inspire a sense of unity and common purpose between these workers. Some unions have formed child care sub-committees and organised seminars and

conferences for their members. In other unions the formation of women's committees have promoted the involvement of female members in the union. This sort of activity has stimulated child care workers to join unions because they see them as having an interest and an understanding of their own situation as well as recognising the vital industrial and political force which a powerful union can bring to bear on their behalf. Such organisation as these strategies imply will involve a significant allocation of resources for the unions concerned.

- 4) Child care lobby groups, training institutions, unions and professional bodies have a responsibility to promote an understanding of the history of child care service development and its relationship to the role of women in society and the workforce. This politicisation is vital if a strong and committed industrial force within the children's services sector is to be developed.
- 5) The formation of child care sub-committees within large unions who have members in many other occupations, have proved to be important in a number of ways:
 - a) they have enabled child care workers to develop a sense of their own identity as a group with common concerns. Otherwise, there is a tendency for a small number of child care workers to "feel lost" within a huge membership of other occupations;
 - b) sub-committees have organised special meetings on matters such as occupational stress, "in-service" training needs, developing a log of claims etc. preparation time and how to use it effectively;
 - c) sub-committees have assisted the union in developing submissions to Government on a wide range of child care issues particularly in relation to the industrial implications of State Child Minding Regulations and the need for review of such regulations;
 - d) sub-committees have been instrumental in assisting the union to develop suitable recruiting pamphlets and have promoted child care issues through their unions' journal.
- 6) Unions in the children's services sector will need to seriously consider rationalisation of industrial coverage or at least establish mechanisms for united action on funding and service provision issues as well as on industrial matters.

Some developments in this regard are outlined below:

- * In Western Australia the Federated Miscellaneous Workers Union amalgamated with the Pre-School Teachers and Associates Union in 1982. This is the only State in which one union covers child care workers (qualified and unqualified) and pre-school teachers working both in child care centres and in pre-schools. In 1985, this union achieved a consent award, with regard to three child care centres, which provides for a common set of conditions for child care workers and pre-school teachers working in these centres. The Hospital Employees Federation, the Royal Australian Nursing Federation (RANF) and the Federated Miscellaneous Workers Union in Tasmania, are joint parties to the one award covering directors of child care centres, qualified and unqualified child care workers; early childhood

educators and nurses working in child care centres. In the Northern Territory a similar arrangement exists between the Federated Miscellaneous Workers Union and the RANF. (See Appendix B)

- * The establishment of the Early Childhood Workers Association has brought together many, although not all, unions to formulate and implement policy objectives in Early Childhood Services.

This Association provides an important forum for these unions to collectively examine standards in children's services, the industrial and professional needs of their members and political and social issues connected with the effective delivery of all early childhood services.

- * With regard to rationalisation of coverage, until recently, this would need to have taken place on a State by State basis because of the interpretation by the High Court of section 51 (XXXV) of the Constitution. This Section of the Constitution defined the power under which the Commonwealth could legislate for conciliation and arbitration for the prevention and settlement of industrial disputes extending beyond the bounds of any State. For more than 50 years the High Court interpreted the words "industrial disputes" to mean disputes in an industry. This limited the Conciliation and Arbitration Commission's power to deal only with disputes involving or associated with an "industry".

This has meant that many of the community service areas, teaching, nursing, etc. could not gain Federal Awards because they were not viewed as industries. It was, however, the Australian Social Welfare Union who, in the course of pursuing a federal award for CYSS workers (Community Youth Support Scheme) was successful, after much persistence, in having the meaning of industrial disputes re-defined.

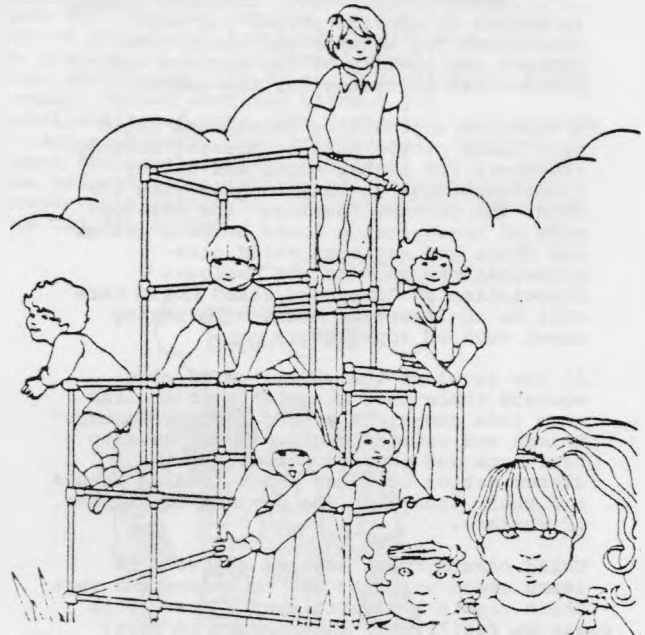
In handing down its decision regarding the CYSS workers on June 9, 1983, the High Court concluded that the words "industrial disputes" were not a technical or legal expression and that these words had to be given their popular meaning, i.e. that "industrial disputes" are disputes between employees and employers about the terms of employment and conditions of work which may lead to industrial action involving disruption or reduction of goods or services to the community. There is now no reason in law why workers in child care services could not seek a federal award or a number of federal awards. The rationalisation which many people have talked about is not now inhibited legally at the Federal level. The problems associated with moves in this direction are, however, numerous. No union wants to give its members away and at present, each union with industrial coverage of the various sectors in children's services has clearly established eligibility rules which entitle them to cover particular groups of workers. Any one union seeking to obtain a Federal Award for child care workers would need to argue against the eligibility of all the others, to coverage of their particular groups. It seems that rationalisation of coverage, if indeed this is widely sought, whether at the State or Federal levels, will only come about through discussion and negotiation by all organisations concerned.

CONCLUSION:

It is through processes such as these that we can begin to penetrate the cloak of conservatism and fear of unionism which has held back the wages, conditions and status of workers in children's services and begin the development of a union tradition in this industry.

The development of co-operative links between the unions in this sector will assist in establishing a greater sense of unity amongst workers in child care services and pre-schools and ensure a strong and consistent approach to funding and regulatory bodies with regard to standards and industrial matters.

The development of a strong industrial presence will be important not only to ensure that child care workers receive the pay and conditions commensurate with their responsibility for the physical, emotional and intellectual development of young children, but also to ensure that a significant group of women workers gain recognition of themselves as "workers". Such a development will make a major contribution to ensuring that good quality, adequately funded child care services become a widespread and ongoing feature of our society.



REFERENCES

- (1) Australian Bureau of Statistics: 1982 Pre School Statistics. This figure excludes Family Day Care care givers and Queensland Pre-school staff. It includes all primary contact staff, administrative and ancillary staff as well as the relief staff who worked during the reference week.
- (2) Australian Bureau of Statistics: Trade Union Members Australia, March to May, 1982.
- (3) SPEARITT, Peter. "Child Care and Kindergartens in Australia 1890-1975" Early Childhood Education and Care in Australia. Eds. P. Langford and P. Sebastian. Aust. International Press. 1979 Pg 10.
- (4) BEATON, Lynn. "The Importance of Women's Paid Labour - Based on a Study of Women at Work During the Second World War" Women and Labour Conference Papers Vol 1, pp76. Melbourne 1980.

APPENDIX A

STAFF IN EARLY CHILDHOOD SERVICES, AUSTRALIA 1982

(Source: Australian Bureau of Statistics)

1. TOTAL PAID STAFF (INCLUDING RELIEF STAFF BUT EXCLUDING FAMILY DAY CARE SCHEME CARE GIVERS) WHO WORKED DURING THE REFERENCE WEEK - AUSTRALIA.

SERVICE TYPE	HOURS WORKED						TOTAL STAFF
	0-9	10-19	20-29	30-39	40-49	50+	
Pre-school	4053	2859	2079	3152	1172	4	13319
Occasional Care Service - Centre Based	52	34	47	48	28	0	209
CHILD CARE CENTRE	730	907	987	1072	2668	176	6540
Pre-School and Centre based Child Care (Integrated Service)	218	218	130	283	237	0	1086
Family Based Care	27	25	23	37	62	26	200
Family Day Care Scheme	66	129	144	178	49	0	566
TOTAL - All Service Types	5146	4172	3410	4770	4216	206	21920

This table illustrates a number of significant features about the hours worked by staff in early childhood services in Australia:

- * 58% of all staff in all services work on a part-time basis - i.e. less than 30 hours per week.
- * 4,422 people (20%) in all services work 40 or more hours per week.
- * 43% of workers in child care centres work 40 or more hours per week.

OVERVIEW OF AWARD COVERAGE FOR WORKERS IN EARLY
CHILDHOOD SERVICES

UNIONS WITH AWARD COVERAGE

VICTORIA:

* Hospital Employees Federation No. 1 Branch

(i) Day Child Care Workers Award.

Covers unqualified child care workers; Directors in day child care centres; trained child care workers with one year training from a TAFE course in Child Care Studies; Children's Services officers who have an Associate Diploma of Arts (Child Care Studies - 2 year course); Programme Co-ordinators who have a Diploma of Arts (Child Care Studies - 3 year course).

(ii) Residential Child Care Award.

Coverage for child care workers and family welfare workers including Executives and Superintendents in residential care for children up to 17 years of age.

* Victorian Mothercraft Nurses & Allied Employees Association

(i) Victorian Mothercraft Nurses & Allied Employees Association Award.

Coverage for child care workers whose qualifications can be registered with the Victorian Nursing Council.

(ii) Day Child Care Workers Determination.

(as above)

* Federated Miscellaneous Workers Union (Vic. Branch)

Kindergarten and Play Centre Assistants Award.

Coverage for Kindergarten Assistants in pre-schools and kindergartens.

* Kindergarten Teachers Association of Victoria

Kindergarten Teachers - Award of the Conciliation and Arbitration Board - Kindergarten Teachers

Coverage for the occupation of a kindergarten teacher and for such other occupations for which a necessary condition of employment is to be qualified as a kindergarten teacher.

* Australian Social Welfare Union (Vic. Branch)

Social & Community Services Determination.

Coverage of some staff in out of school hours services and co-ordinating and administrative staff involved in the delivery of children's services who are not employed in local councils.

* Municipal Officers (Victoria) Consolidated Award 1974 - Community Services Officers

Coverage of Family Day Care co-ordinators and Children's Services Development Officers working in local government.

NEW SOUTH WALES:

* Federated Miscellaneous Workers Union (N.S.W. Branch)

Miscellaneous Workers' - Kindergarten and Child Care Centres etc. (State) Award

Provides coverage for non-qualified staff in child care centres (other than those run by local Councils); child care aides who hold the 2 year Child Care Certificate; directors of child care centres who are not nurses or teachers; cooks and housekeepers. The Award applies to child care centres and pre-school kindergartens.

* New South Wales Nurses' Association

Nurses etc. other than in Hospitals (State) Award.

Covers all nurses and mothercraft nurses except those covered under a federal award and nurses working in state hospitals and homes.

* Independent Teachers Association

Teachers (Non-Government Schools and Pre-Schools) (State) Award

Covers all teachers working in child care centres and pre-schools which are not run by local councils or the State Education Department.

* Health & Research Employees' Association of Australia

- (i) General Staff Agreement
- (ii) Instructional Staff Agreement
- (iii) Deputy Managers Agreement

(These agreements are with Department of Youth and Community Services)

Covers all workers in government run residential child care centres.

- * Federated Municipal & Shire Council Employees' Union of Australia, N.S.W. Division

Local Government Salaried Officers' Award.

Covers all child care workers and kindergarten teachers, Family Day Care co-ordinators and Day Care Centre co-ordinators working in centres run by local government.

- * Public Service Association of New South Wales

Crown Employees Teachers' Aids in School Award.

Covers kindergarten assistants working in pre-schools run by the Education Department.

- * N.S.W. Teachers' Federation

Crown Employees (Education Teaching Service) Award.

Covers trained teachers working in Education Department pre-schools.

WESTERN AUSTRALIA:

- * Hospital, Service & Miscellaneous Workers Union (W.A. Branch of the Federated Miscellaneous Workers Union)

(i) Holds 7 separate awards for the following groups:

- * Child Care Centres (Pre-School Teachers Award 1983)
Covers qualified pre-school teachers working in child care centres.
- * Child Care Centres (Child Care Workers) Award 1984
Covers qualified child care workers (Child Care Certificate or NNEB qualification).
- * Child Care Centres (Aides) Award 1984
Covers unqualified child care workers, cooks and cleaners in child care centres.
- * The Teachers (Kindergartens) Award 1964
Covers pre-schools in pre-schools.
- * Child Care Workers (Education Department) Award
Covers workers who hold child care certificate or NNEB qualification who work in designated pre-schools or pre-primary groups in Government schools.

* The Teachers Aides Award 1979

Covers unqualified workers in pre-schools and pre-primary and primary schools and special schools.

* Teachers' Aides (Independent Schools) Award 1983

Covers unqualified workers in independent schools - both primary, pre-school.

(ii) Holds one Children's Services Consent Award involving 3 centres. This has a common set of conditions for child care workers and pre-school teachers.

(iii) Child Care (Lady Gowrie Child Centre) Award.

Covers teachers, qualified and unqualified child care workers, cooks. This award only applies to one centre where there is uniformity of conditions applicable to all staff.

* Royal Australian Nursing Federation (W.A. Branch)

(i) Nurses Day Care Agreement 1974 No. 18.

Covers mothercraft nurses and general nurses working in government subsidised centres.

(ii) Nurses Day Care Centre Award No. 11 1976.

Covers mothercraft nurses and general nurses working in commercial centres and in local government centres.

(iii) The Nurses (Children's Services) Consent Award 1985.

Covers nurses working in the same 3 centres designated under the Children's Services Consent Award held by the Federated Miscellaneous Workers Union.

* Municipal Officers Association (W.A. Branch)

Local Government Officers' (Western Australia) Award 1975.

Covers some child care centre co-ordinators and administrators who are classified under the award as clerical officers.

SOUTH AUSTRALIA:

* Federated Miscellaneous Workers' Union (S.A. Branch)

Hospital Domestic and Child Minding Centres etc. Award.

Covers qualified and unqualified child care workers, child care supervisors and cooks in child care centres. The Award applies to child care centres and pre-school kindergartens.

* South Australian Institute of Teachers

Pre-School (Kindergarten) Teaching Staff Award.

Covers all pre-school teachers and directors employed by the Kindergarten Union of South Australia.

* Royal Australian Nursing Federation (S.A. Branch)

Nurses (Sth. Aust) Award.

Covers mothercraft nurses and enrolled nurses working in child care centres.

* Municipal Officers' Association (S.A. Branch)

Municipal Officers (S.A.) Salaries Award 1981
Municipal Officers (S.A.) Award General Conditions 1981.

These two awards cover qualified and unqualified child care workers, co-ordinators nurses and teachers who are employed by local councils.

* Public Service Association of South Australia

Social Workers (Public Service) Award.

Family Day Care Co-ordinators and clerical officers in Family Day Care schemes who are employed through the Department of Community Welfare have their salaries linked to this award.

QUEENSLAND:

* Federated Miscellaneous Workers' Union

Child Care and Kindergarten Employees' Award - State.

Covers qualified and unqualified child care workers; kindergarten assistants working in child care centres or pre-schools, directors of child care centres, cooks, cleaners, gardeners and others working in child care centres.

* Queensland Association of Teachers in Independent Schools

Kindergarten Teachers' Award - State.

Covers teachers working with pre-school children in the one year pre-school groups which are located in primary schools.

* Queensland Nurses' Union

Nurses Award State 1983.

Covers nursing staff working in creches and kindergartens.

TASMANIA:

- * Hospital Employees Federation (Tas. Branch)
- * Royal Australian Nursing Federation (Tas. Branch)
- * Federated Miscellaneous Workers' Union

The Award of the Welfare and Voluntary Agencies Industrial Board.

These three unions are joint parties to the above award which covers directors of child care centres, qualified and unqualified child care workers, early childhood educators (i.e. 3 or 4 year trained pre-school teachers) and all nurses working in child care centres. In addition, this award covers cooks, cleaners and gardeners working in these centres.

- * Tasmanian Teachers Federation

Teaching Service Teaching Staff Award.

Covers kindergarten teachers working in kindergartens most of which are attached to primary schools.

NORTHERN TERRITORY:

- * Federated Miscellaneous Workers' Union

Child Care Industry (N.T.) Award 1982.

Provides coverage to all persons working in child minding centres, day nurseries and pre-school kindergartens. (While this award covers nurses working in child care centres, these nurses are generally members of the Royal Australian Nursing Federation.) The Award also extends to Family Day Care Co-ordinators. The Federated Miscellaneous Workers Unions and the Royal Australian Nursing Federation are both parties to this award.

- * Northern Territory Teachers' Federation

Northern Territory Teaching Service Award.

Provides coverage for teachers working in pre-schools attached to primary schools. Such teachers are part of the Northern Territory Teaching Service.

AUSTRALIAN CAPITAL TERRITORY:

* Federated Miscellaneous Workers' Union

Kindergartens and Child Care Centres etc. (A.C.T.) Interim Award 1982.

Provides coverage to qualified child care workers (holding a qualification from an approved course in child care at a Technical College or other approved educational institution), unqualified child care workers and kitchen hands. The Award applies to child care centres but, contrary to the title, does not apply to kindergartens.

* Royal Australian Nursing Federation

(i) Private Hospitals and Doctors' Nurses (Act) Award 1972.

Covers nurses working in private commercial child care centres.

(ii) Hospital Employees etc. (Nursing Staff Act) Award 1980.

Covers nurses working in government funded child care centres.

* A.C.T. Teachers' Federation

Commonwealth Teaching Service Act 1972 Conditions.

Commonwealth Teaching Service (Act) Award 1981 - Salaries.

Covers teachers working in all pre-schools under the A.C.T. Schools Authority. These teachers are part of the government school system. It also covers teachers working in occasional care centres and other child care centres funded through the Department of Social Security.

There is one Federal Award:

Commonwealth Accommodation & Catering Services (Migrant Centres) Award 1981.

Covers children's attendants working in child care facilities in migrant centres. This is held by the Federated Liquor and Allied Industries Employees Union of Australia.

There are 21 unions with members working in child care and pre-school services throughout Australia.

These unions collectively hold 39 awards and determinations which provide industrial coverage for:

- pre-school teachers, aides and assistants
- qualified child care workers
- untrained child care staff
- nurses working in child care services
- some Family Day Care co-ordinators
- some workers in out of school hours services
- some developmental and administrative staff employed in social planning roles and community development roles in relation to children's services
- domestic staff.