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TEACHERS' UNION
OF EMPLOYEES

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A QTU GUIDE

FOR QTU REPS AND SCHOOL LEADERS

Teaching and learning conditions



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1. Implementing the certified agreement

While the certified agreement contains a number of clauses that are similar to previous agreements, some elements of the agreement are giving rise to discussions about implementation at the school level.

These areas include:

- class sizes
- use of non-contact time
- consultation
- staff meetings
- flexible student free days.

The information below provides a summary of these key issues, while this kit provides a more detailed guide on suggested ways to implement these parts of the agreement.

Class sizes

Summary of key points

- Class sizes are important for student learning and teacher health and welfare.
- Composite class sizes are included.
- Classes in excess of targets only occur in exceptional circumstances.

If there is the possibility of class sizes in excess of targets, they must be subject to timely, collaborative and consultative processes (including the local consultative committee (LCC)).

Key issues raised with the QTU

What is an exceptional circumstance?

Exceptional circumstances are defined as rare, unusual, atypical or unexpected. Examples of exceptional circumstances may include: enrolments late in the year, availability of suitable facilities, the need to continue the curriculum, issues pertaining to health and safety, inability to recruit a teacher to the location at the time the vacancy exists.

What does timely consultation look like?

- Principal and Union Reps meet to discuss the possibility of classes in excess of the relevant targets.
- Options are developed that consider composites, multi-age, school structures, trends, infrastructure, changes within the community, complexity, impact of workplace reforms. Contingencies are planned for, if in the event, a class exceeds the target.
- Feedback is sought from staff and proposals adapted based upon these considerations.
- Model presented to the LCC (as the requirement to consult regarding classes in excess of targets is contained in the certified agreement and classes in excess of targets could have a potential impact on working conditions, the LCC needs to consider the proposal).
- Adoption.
- Review and further consultation if circumstances change.

Why do class sizes matter?

Class sizes matter for a range of reasons, including:

- workload implications for teachers
- teacher and student health and safety
- improved teacher/student interactions/outcomes.

Use of non-contact time

Summary of key points

- The main purpose of NCT is to allow for the planning, preparation and correction teachers need to effectively carry out the role.
- During “award” NCT, teachers make decisions about what tasks they will complete.
- NCT will be allocated during timetabling.
- NCT lost due to planned school activities should be replaced.
- Use of NCT in excess of award entitlement will be determined by the principal.

Key issues raised with the QTU

What is a planned school activity?

Planned school activities are those things that form part of the school calendar and are known, e.g. excursions, school camps, sports carnivals (swimming and athletics), school assemblies, graduations, QCS, exam blocks.

Unforeseen activities, such as evacuations, announcements by parliamentarians requiring staff attendance, lock down etc, are not seen as planned school activities. Additionally, sick leave, carer’s leave, student free days, professional development, industrial relations education leave and public holidays are not recognised as planned school activities, nor are they recognised as NCT.

If a teacher is required to attend a planned school activity, what actions need to be taken?

Where a teacher is going to lose award entitlement to NCT as a consequence of attendance at a school camp, excursion etc, discussions should occur on how/when this NCT will be replaced. It is important that teachers explore/suggest ways in which NCT may be managed in partnership with the school leader – the solutions are not the sole responsibility of school leaders nor is it incumbent on the school leader to identify that NCT may be lost. Classroom teachers should be proactive in identifying to the school leader that the planned event will impact on NCT, and work with the school leader on its replacement.

It is not necessary for the NCT to be made up in the week that it is lost, however the general rule of thumb is that lost NCT should be made up by the end of the school term in which the loss occurs. In primary and special schools, a minimum of one-hour’s NCT per week must be provided (half the entitlement).

Following consultation through the LCC, a process to replace lost NCT should be agreed. This process should include the timeframe in which NCT lost as a consequence of planned school activities will be replaced, and options for how.

The LCC must be involved in this process, as the replacement of NCT is a variation to an award entitlement and the implementation of a clause from the certified agreement.

What options are available for replacing the award entitlement to NCT lost as a consequence of planned school activities?

Schools already have a number of ways in which teachers are compensated for NCT lost as a consequence of planned school activities – these should form part of the agreed process outlined above.

Existing practices already employed by schools include:

- going home early upon return from camp
- day off class, on site, either covered by HOD/HOC who does not have a teaching load as part of their regular duties or internal relief/TRS
- enabling “banked” NCT (that being replaced) to be accessed in lieu of attendance at other school events, e.g. athletics carnivals, school assemblies
- no supervision during exam blocks
- engaging a supply teacher in lieu of using internal relief lessons during certain weeks
- planning for excursions that includes strategies on minimising the impact on NCT
- tracking NCT using OneSchool to ensure transparency and fairness
- accessing the TRS safety net where required.

If the school is unable to replace NCT because it has not been sufficiently resourced by DET, either through the TRS safety net or other mechanisms, the QTU Organiser will work with the members in the school to seek additional resources.

Consultation

Summary of key points

- The LCC is the key mechanism for managing workload.
- The LCC needs to be involved in consultation around flexible SFDs; staffing proposals; bus and playground rosters; meal break variations; extensions to school hours; areas in joint statements.
- The LCC should be involved in consultation about the purpose, frequency and duration of staff meetings.
- Staffing flexibility/workplace reforms need to be submitted to DET and the ECC.
- Funds allocated for staff must be used for the employment or PD of employees.
- New dispute resolution processes include a resolution committee at central office – this may consider the consultation processes within the school when trying to resolve disputes.

The key issues relating to the consultation and dispute resolution provisions of the agreement are the need to consult on the purpose, frequency and duration of staff meetings, the inclusion of flexible student free days (SFDs) and the capacity for schools to use the term three SFD hours flexibly, the registering of workplace reforms with the ECC, and the dispute resolution committee at central office.

Staff meetings

The role of the LCC is not to determine if staff meetings should occur, but to clearly outline the purpose, frequency and duration of staff meetings in the school.

What is the purpose of the staff meeting?

- Is the staff meeting to be used for school operational matters, staff issues, professional development, mandatory training etc?
- Are there other ways in which information can be communicated, e.g. emails, staff briefings, staff notices?
- Is the meeting recognised as a formal meeting, and as such, will it have an agenda, a chairperson, record keeper etc?
- Has an understanding been established that additional staff meetings may be called in exceptional circumstances, e.g. critical incidents, school reviews?

How often will staff meetings be held?

- Should a staff meeting be held every week?
- Are there other options available, e.g. a meeting every second week with year level or curriculum area meetings on alternate weeks?

How long should a staff meeting be?

A general rule of thumb is that a staff meeting should not extend beyond one hour.

Flexible student free days

The Department of Education and State School Teachers' Certified Agreement 2019 requires teachers to undertake 10 hours of compulsory professional development. These hours were formerly referred to as "flexible student free days".

2.10.5 From the beginning of 2020, within the 25 mandatory professional development hours per year (also referred to as student free days) at least 15 hours may be worked on the three gazetted student free days. The remaining 10 hours will be worked as determined through consultation at the local level.

Schools can explore a range of options to set down these hours, including coming back before the mandatory student free days in January, extending the mandatory student free day hours, a program of twilights conducted after school, recognition of mandatory training hours undertaken in a teacher's own time in lieu of attendance at student free days etc.

These arrangements should be confirmed before the end of a school year and adequate notice given to all employees of expectations regarding attendance at events outside the regular school calendar or after school. These should be placed in the school calendar so that teachers who work part-time or have other arrangements can ensure attendance. A register of attendance may be kept to ensure that the necessary hours are completed.

2. School leaders and the implementation of the certified agreement

As well as informing Union Reps, this guide has been developed to assist school leaders in implementing key elements of the certified agreement. Not all parts of the certified agreement are contained in this guide, however the elements that have been included are those most commonly raised in enquiries.

The QTU seeks to avoid disputes between members and to resolve them informally wherever possible. This guide, by providing advice and ideas about the implementation of the agreement, is intended to minimise disputes.

While the Union appreciates the pressure on school leaders to meet objectives with often inadequate resources, meeting objectives cannot be at the expense of entitlements contained in awards, certified agreements and subsidiary agreements like MOAs. To do so would be breaking the law and breaching the code of conduct.

The Union strongly believes in supporting school leader membership in relation to ensuring that industrial obligations are met. This allows our school leaders to focus on student needs, as well as teaching and learning. This guide, accompanied by the QTU Timetabling Guide and QTU Consultation Kit, is designed to assist school leaders in navigating the industrial instruments. As always, the QTU is open to suggestions if additional information or clarification is needed.

3. Roles, rights and responsibilities of the QTU Rep in the workplace

Union Representatives are a vital part of the QTU structure. When a member nominates to be a QTU Rep they take on the responsibilities of the position, but also have various rights.

The following rights and responsibilities are included in the QTU Union Representatives Kit.

Responsibilities of Union Representatives

- To represent the QTU in the workplace and, when necessary, to be the first point of contact between members at the workplace and the Union, particularly in relation to their issues and concerns.
- To work productively with the local Organiser.
- To recruit new teachers or other non-members into the Union.
- To encourage members to take the first step in dealing with their issues and problems.
- To publicise Union services, particularly the QTU website and QTAD, in order that members can take the first step in gaining required information and advice.
- To assist members during meetings related to their welfare, when necessary.
- To organise and lead local campaigns on issues important to members at the workplace as required.
- To organise and lead membership involvement in QTU campaigns at local and statewide level.
- To conduct workplace meetings as required.
- To provide members with advice and support.
- To attend an introductory Union Representative training course and participate in subsequent training.
- To attend their local branch meetings and to encourage other members to attend.
- To represent the Union on the LCC and to work collaboratively with delegates from other unions at the workplace, where appropriate. This includes representing the view of the majority of the QTU membership (despite their own personal views) when making decisions on proposals that impact on the working conditions and workload of members. QTU representatives should have a process by which to effectively represent these views.
- To interact with other QTU members, members of other unions and employer representatives in a professional manner.
- To act at all times in accordance with the QTU's policies, procedures, priorities, decisions and code of ethics.

Rights of Union Representatives

- To carry out their responsibilities without obstruction and to be treated with respect in accordance with relevant legislation, awards, agreements, Union policy and Union decisions.
- To have reasonable access to equipment such as photocopiers, telephones, computers, email, facsimile machines, meeting rooms, notice boards and staff rooms.
- To have access to members to discuss employment-related issues during work hours, mindful of members' employment responsibilities.
- To represent members and to advocate for them to their appropriate supervisor.
- To have timely access to supervisors, to discuss work issues that relate to the welfare of members.
- To, in agreed circumstances, be granted time off work to carry out their Union duties.
- To provide support to beginning teachers and new staff through involvement in the induction process.
- To be given appropriate support by QTU Officers and staff.
- To speak publicly on behalf of Union members at the workplace in relation to workplace Union issues, after consultation with relevant QTU Officers.
- To represent QTU members on the workplace local consultative committee (LCC), as agreed between QTU Representatives at the workplace.

- Access to paid leave for the purposes of industrial relations education.

Some of these rights can be found in the *Teaching in State Education Award – State 2016*, as is the role of the department in union encouragement.



Part 9 – Union Related Matters

Extract from Teaching in State Education Award – State 2016

31. Union encouragement

- The parties recognise the right of individuals to join a union and will encourage that membership. However, it is also recognised that union membership remains at the discretion of individuals.
- An application for union membership and information on the relevant union/s will be provided to all employees at the point of engagement.
- Information on the relevant union/s will be included in induction materials.
- Union representative/s will be provided with the opportunity to discuss union membership with new employees.

32. Union delegates

- The parties acknowledge the constructive role democratically elected union delegates undertake in the workplace in relation to union activities that support and assist members. That role will be formally recognised, accepted and supported.
- Employees of DET will be given full access to union delegates/officials during working hours to discuss any employment matter or seek union advice, provided that service delivery is not disrupted and work requirements are not unduly affected.
- Provided that service delivery and work requirements are not unduly affected, delegates will be provided convenient access to facilities for the purpose of undertaking union activities. Such facilities include: telephones, computers, e-mail, photocopiers, facsimile machines, storage facilities, meeting rooms and notice boards. It is expected that management and delegates will take a reasonable approach to the responsible use of such facilities for information and communication purposes.
- Subject to the relevant employee's written approval and any confidentiality provisions, delegates may request access to documents and policies related to a member's employment.

33. Industrial relations education leave

- Industrial relations education leave is paid time off to acquire knowledge and competencies in industrial relations. Such knowledge and competencies can allow employees to effectively participate in consultative structures, perform a representative role and further the effective operation of grievance and dispute settlement procedures.
- Employees may be granted up to 5 working days (or the equivalent hours) paid time off (non-cumulative) per calendar year, approved by the chief executive, to attend industrial relations education sessions.
- Additional leave, over and above 5 working days non-cumulative (or the equivalent hours) in any one calendar year may be granted where approved structured employees' training courses involve more than 5 working days (or the equivalent). Such leave will be subject to consultation between the chief executive, the relevant union and the employee.
- Upon request and subject to approval by the chief executive, employees may be granted paid time off in special circumstances to attend management committee meetings, union conferences, and ACTU Congress.
- The granting of industrial relations education leave or any additional special leave should not impact adversely on service delivery, work requirements or the effectiveness and efficiency of DET/the work unit concerned. At the same time, such leave shall not be unreasonably refused.
- At the discretion of the chief executive, employees may be granted special leave without pay to undertake work with their union.

Note: Where a directive about special leave covers an employee, the provisions of the directive apply to the employee to the extent it provides a more generous entitlement.

4. Consultation

The certified agreement provides a clear expectation of what constitutes consultation:

“Consultation involves more than a mere exchange of information. For consultation to be effective, the teacher must be contributing to the decision-making process, not only in appearance, but in fact.”

(Part 3 – Department of Education State School Teachers’ Certified Agreement 2019)

Summary of key points

- The LCC is the key mechanism for managing workload.
- The LCC needs to be involved in consultation around flexible SFDs; staffing proposals; bus and playground rosters; meal break variations; extensions to school hours; areas in joint statements.
- The LCC should be involved in consultation about the purpose, frequency and duration of staff meetings.
- Staffing flexibility/workplace reforms need to be submitted to DoE and the ECC.
- Funds allocated for staff must be used for the employment or PD of employees.
- New dispute resolution processes include a resolution committee at central office – this may consider the consultation processes within the school when trying to resolve disputes.

The key points regarding the consultation and dispute resolution provisions of the agreement are the need to consult on the purpose, frequency and duration of staff meetings, the inclusion of flexible SFDs and the capacity for schools to use the term three SFD hours flexibly, the reintroduction of registering workplace reforms with the ECC, and the dispute resolution committee at central office.

5. Basic guide to LCCs (local consultative committees)

Definition of consultation

PART 3 - DISPUTE RESOLUTION – (Department of Education State School Teachers' Certified Agreement 2019)

All workplaces covered by this agreement shall operate on the basis that effective consultation between teachers and administrators is an essential measure to ensure that change within the workplace is managed in a manner consistent with the principles established through this agreement.

The requirement for workplaces to operate in a consultative manner is not intended to impinge on the capacity of school leaders to make operational decisions except where such decisions would have an impact on the industrial entitlements of teachers, administrators and support staff covered by this agreement.

The parties agree that any significant changes to the operation or organisation of the department which may adversely affect the conditions, workloads and/or work-life balance of employees covered by this agreement shall be the subject of timely consultation between the parties.

Consultation involves more than a mere exchange of information. For consultation to be effective, the teacher must be contributing to the decision-making process, not only in appearance, but in fact.

1. What is an LCC?

- A local consultative committee is a representative group of union and management nominees.
- The school's **consultative forum**.
- Implements and applies terms of the agreement.
- **Resolve disputes** in relation to the agreement at the workplace.
- Contributes to smooth **change management**.
- Part of the implementation of the model of **school-based management**.
- Considers **workplace reforms**.
- An integral component of the process to consider "**staffing flexibility**" proposals in schools.
- A key mechanism for **managing workload** issues at the workplace level.

2. Do I have to have an LCC?

If your school has 20 or more employees then it must have an LCC. If your school has fewer than 20 employees an LCC can still be established (Clause 3.1.2 – *Department of Education State School Teachers' Certified Agreement 2019*).

3. Who is on the LCC?

- Four management representatives (selected by the principal – including the principal) (Clauses 3.1.5 and 3.1.6 – *Department of Education State School Teachers' Certified Agreement 2019*).
- Four Union Representatives – two QTU, one Together Queensland, one United Voice (determined by the unions - (Clause 3.1.7 – *Department of Education State School Teachers' Certified Agreement 2019*).

4. How often does it meet?

- At least once a term.
- Records of meetings must be maintained (Clauses 3.1.3 and 3.1.4 – *Department of Education State School Teachers' Certified Agreement 2019*).

5. What does it do?

3.1.8 *Broadly, the role of the LCC shall include at least the following:*

- To act as the school's management/staff/union consultative forum;*
- To oversee the implementation and application of the terms of this agreement within the school;*

- (c) To resolve, wherever possible at a local level, disputes on the general application of matters contained within this agreement;
- (d) To contribute to the planning of smooth change management at a school level (including significant changes to work practices), wherever possible, towards fulfilment of the parties' commitment to cooperate in the implementation of the model of school-based management; and
- (e) Other roles as agreed by the parties.

3.1.9 The LCC will be a key mechanism for managing workload issues at the workplace level.

3.1.10 Matters requiring consultation with LCC shall include: flexible student free days; school staffing proposals; bus and playground duty staffing needs; meal break variations; extensions to the spread of school hours and areas as required by joint statements between the department and the QTU.

3.1.11 Without limiting the provisions of the Education (General Provisions) Regulation 2006 (Qld), the purpose, frequency and duration of staff meetings will be subject to consultation with the LCC.

(Department of Education State School Teachers' Certified Agreement 2019)

6. What does this mean?

The LCC should look at proposals that will result in a change within the school. A matter needs to be considered by the LCC if it:

- effects the working conditions/industrial entitlements of a group of members prescribed by the agreement
- varies how work is performed in the school
- impacts on workload (Clause 3.1.9 School-based Consultation - *Department of Education State School Teachers' Certified Agreement 2019*)
- changes the staffing mix of the school (Clause 3.2 School Based Consultation – Staffing Flexibility - *Department of Education State School Teachers' Certified Agreement 2019*)
- converts FTE to TRS (Clause 7.2 Employment of Teachers - *Department of Education State School Teachers' Certified Agreement 2019*)
- varies the hours of the school day/week (Clause 15.8 Variations to the Standard Hours of Instruction – *Teaching in State Education Award – State 2016*, clause 2.10 Extension of Spread of School Hours - *Department of Education State School Teachers' Certified Agreement 2019*)
- extends the spread of school hours (Clause 15.8 Variations to the Standard Hours of Instruction *Teaching in State Education Award – State 2016*, clause 2.10 Extension of Spread of School Hours - *Department of Education State School Teachers' Certified Agreement 2019*)
- deals with playground duty (Clause 16.3 Bus and Playground Duty – *Teaching in State Education Award – State 2016*)
- deals with initiatives arising from funding additional to the school's base resource allocation, as these initiatives impact on how work is performed, working conditions and/or workload
- establishes how and when professional development will occur in lieu of attendance at flexible student free days (including whether the student free day in the third last week of term three will be taken flexibly) (Clause 2.10 Extension of the Spread of Hours - *Department of Education State School Teachers' Certified Agreement 2019*)
- exceeds maximum class size targets (Clause 2.1 Class Sizes - *Department of Education State School Teachers' Certified Agreement 2019*)
- determines the timing of the APR in your school (Joint Statement – Annual Teacher Performance Review Process and Agreed statement between QTU/Queensland Government on workload reduction outcomes)
- determines the process of collegial engagements in the classroom (Joint Statement – Collegial Engagement in Classrooms 2015)
- determines the form of long-term planning, where and how collaboratively developed plans are stored and the nature of the pedagogical framework in the school (Joint Statement - Planning, Preparation, Differentiation and Planning for Individual Students, Including Individual Curriculum Plans 2015)

- develops the data plan for the school which documents the approach to data that will be taken in the school, including the school's priorities as linked to the school's improvement agenda, the workload impact of this data and how data pertaining to student outcomes and wellbeing will be collected, recorded and followed up (Joint Statement – The Purpose and Use of Data in Queensland Schools February 2021)
- results in changes to the school's program arising from recommendations of a school review (Joint Statement – School Reviews 2015)
- establishes what will occur at staff meetings, when staff meetings will occur and how often staff meetings will occur (Clause 3.1.11 School-based Consultation – *Department of Education State School Teachers' Certified Agreement 2019*).

However, the LCC does not remove the principal's responsibility to ensure the good order and conduct of the school and the effective day to day management of the school.

7. How are decisions made at the LCC?

Decisions must be made by consensus where possible.

(Clause 3.2.2 School based consultation – Staffing Flexibility – *Department of Education State School Teachers' Certified Agreement 2019*)

8. What happens to decisions made by the LCC?

If the matter largely deals with how work is performed, the matter does not need to be referred to the Education Consultative Committee (ECC).

If the matter deals with issues such as staffing flexibility and workplace reform, it should be sent to the ECC

If agreement cannot be reached, matters can be escalated through dispute resolution processes, including to the Resolution Committee if necessary.

9. What is staffing flexibility?

3.2 School-based Consultation – Staffing Flexibility

3.2.1 *The LCC will be consulted with respect to school staffing proposals in accordance with the following terms:*

- Funds allocated to staff must be used for the employment or professional development of employees;*
- The effect of any proposed change on class size;*
- Changes to staffing mix will only occur in the event of a substantive vacancy; and*
- Where the staffing proposal seeks to vary the role, or the fraction of that role as performed immediately prior to the substantive vacancy arising, workload management considerations are to form part of the consultation.*

3.2.2 *Staffing proposal decisions will be made by consensus, wherever possible.*

3.2.3 *The parties commit to use their best endeavours to resolve any issue preventing consensus being reached at the school level.*

3.2.4 *Where consensus cannot be reached, the LCC views are to be noted by the final decision-maker, being the Chief Executive or their nominee.*

3.2.5 *Copies of the staffing proposal considered and endorsed by the LCC shall be kept on record at the school and forwarded to the department for distribution to the Unions who are a party to the Education Consultative Committee (ECC).*

3.2.6 *Where one of the parties believe a staffing proposal subject to LCC consultation may contravene this agreement, the award or relevant legislation, that party will advise the other such that there will be timely consultation in an endeavour to resolve any dispute at the local level wherever possible.*

(Part 3.2 School-based consultation – Staffing flexibility – *Department of Education State School Teachers' Certified Agreement 2019*)

10. What happens if a workplace reform is not agreed to at the LCC?

If the LCC cannot reach a consensus decision on a proposal then it should not proceed – in accordance with the dispute resolution procedures the status quo remains.

In the event of a disagreement/dispute then:

- (a) Stage 1 – resolution at the school level – discussions within 24 hours – stage 1 does not exceed five working days
- (b) Stage 2 – resolution at regional office – stage 2 must not exceed seven working days
- (c) Stage 3 – resolution at central office – joint department/QTU Resolution Committee – stage 3 not to exceed seven working days.

(Part 3.5 Dispute Resolution Procedures – *Department of Education State School Teachers' Certified Agreement 2019*)

11. If we are considering converting a teaching (or other) fraction to another position, what should be considered?

- Are the funds to be used for the employment of staff? If they are not then the reform cannot proceed.
- Is the position being used a substantive vacancy? If it is not, then the reform cannot proceed.
- Will the change effect the industrial entitlements of teachers, e.g. what effect will the change have on class sizes/hours of duty/non-contact time?
- Is the position being used a specialist service, namely music, languages and PE? If it is, then the reform cannot proceed.
- What is the view of the QTU members at the school?

12. If we are considering taking a student free day as time in lieu for attendance at school on another day or after hours, what should be considered (i.e. changing where we place the flexible student free days)?

- Is the activity on the other day/after-hours professional development?
- Is the time being taken in lieu of attendance at the out of school hours activity equivalent to the time taken in the activity (i.e. is it time for time)?
- Are appropriate arrangements in place to ensure that those unable to attend the outside of school hours activity are able to attend the student free day?
- What is the view of the QTU members at the school?

13. If we are considering changing our meal breaks, what should we do?

- Ensure that each break is at least 30 minutes long and that each teacher has the opportunity to access at least one uninterrupted break of 30 minutes per day.
- Ensure that, in total, teachers can access 225 minutes of uninterrupted meal breaks per week.
- Ensure that in the second break (not the meal break) for a teacher, they can access at least 10 minutes of rest/pause per day and a total of 50 minutes of rest pause per week.
- In total, each teacher must have access to 275 minutes of uninterrupted breaks per week and no more than 25 hours (1,500 minutes) of rostered duty time per week (NB: the 50 minutes of rest pause per week makes up part of the 25 hours RDT).
- Ensure that QTU members support the change.

14. If we are establishing a system of collegial engagement in classrooms, what do we need to consider?

- Define purpose – i.e. provide collegial feedback, not supervisory.
- Reflect on and build in the fundamental principles:

- a) Positive engagement between school leaders and teachers.
 - b) Recognition of classroom teachers professional expertise, the exercise of professional judgement and range of effective teaching practices.
 - c) Involvement of school leaders and heads of programs – observers also need to be available to be observed.
 - d) A collaborative process to enable reflection on teaching practice.
 - e) Identification of elements of the scheme – i.e. does the scheme include walk-throughs, classroom observations, peer coaching, model lessons.
- Identify who (what positions) will conduct the walk-throughs/observations.
 - Be clear about what each form of collegial engagement will involve - ensure the practices of observation are consistent with the principles.
 - Consult with members before reaching an agreement.

Reference documents: Joint Statement from Department of Education and the Queensland Teachers' Union – Collegial Engagement in Classrooms; and Unpacking the Joint Statement on Collegial Engagement in Classrooms

15. If we are establishing a data plan, what do we need to consider?

- Determine and document the approach to data in the school, including an acknowledgement that the most important data pertaining to student achievement is that relating to the curriculum being taught in schools.
- In the plan, be sure to:
 - a) define what data is necessary
 - b) identify how the data will inform teaching practice and school improvement
 - c) identify what data is to be collected and when
 - d) define the roles and responsibilities of teachers and other staff
 - e) identify where the data is to be stored
 - f) outline how the data is to be represented, tracked and monitored (including whether or not the data will be displayed, and how)
 - g) identify the audience for the data
 - h) outline how it will be reported and how often it will be reported to the relevant audience
 - i) identify what resources will be allocated to the priorities identified by the data
 - j) determine the process and resources necessary to collect, record and follow up data pertaining to student academic achievement, attendance, behaviour and well-being.
- Consider the impact of the data to be collected on workload.
- Review what data is currently being used in the school and what if any may be unnecessary to continue to collect.
- Consult with members before reaching an agreement.

Reference documents: 2021 Joint Statement from Department of Education and the Queensland Teachers' Union – The Purpose and Use of Data in Queensland Schools; and Unpacking the Joint Statement on The Purpose and Use of Data in Queensland Schools.

It is important to note that the LCC is the vehicle for consultation and agreement on working conditions of members as they relate to the award and the certified agreement. Because a matter has been presented at the LCC, it does not necessarily mean that consultation has occurred. It is the role of the Union Reps on the LCC to ensure that members have a say in proposed changes and that it is the collective view of the members at the school that is presented to the LCC, not necessarily the views of the individual QTU representative.

6. LCCs – establishing a work program

1. During the student free days in January, the principal and the Union Reps should set at least four dates for LCC meetings for the year

- Establish a date for an initial meeting of the principal and Union Reps each term, prior to the LCC meeting (a “no surprises” meeting).
- LCC meetings should be placed in the school calendar and staff advised by email.
- There should be at least one meeting per term – you may wish to consider placing one in week five of the term and week nine of the term, just to ensure that if more than one meeting is necessary they are forward planned.

2. Agenda setting (each term)

Week 1. Advise staff that the LCC agenda is “open” and ask that potential agenda items be sent within one week. There may be some items that remain from the previous term or that are regular yearly/termly agenda items.

Week 2. Review agenda items received with the principal and then confirm the agenda (usually the most “pressing” or “problematic” items or workplace reforms (WPR). This should occur in the “no surprises” meeting. Let staff know what items are on the agenda. At times, late items might need to be added.

3. Consultation period – at least two weeks prior to the LCC meeting date

Staff should receive written notification (a proposal outline) of whatever WPRs or other changes are being proposed.

Consultation may look different depending on the proposal. Suggested consultation processes include: suggestion boxes in staff rooms, central email account for suggestions/comments, “LCC proposals board” set up for comments, year level workshops on proposals to determine views, PMI board, discussion at staff meetings, etc.

4. Consultation review

In the week prior to the LCC meeting, an “update” meeting of Union Reps and principal/management can occur to look at feedback and suggestions and attempt to determine a consensus position on the proposals. If this can’t be done, further consultation should occur.

- a. A final (consensus) proposal outline is given to staff.
- b. Staff vote on proposals via ballot (if these are WPRs) or agreement reached (if these are practice changes).

5. LCC meeting held following consultation

This will enable Union Reps to be informed of the views of the majority of members and represent them at the LCC.

6. WPRs involving staffing flexibility are sent to central office for distribution to the Education Consultative Committee

The school is notified if and when a reform is accepted.

7. Minutes of meetings should be sent to all staff and all staff should be notified of the outcome of the ECC

Please note that WPRs must be re-negotiated with staff every year for up to three years. If the staff want to make a reform permanent, an application must be sent to the Union for endorsement.

Possible roles on the LCC

- Agenda coordination
- Record keeper: the record keeper is responsible for taking minutes and distributing them to the members of the LCC for review
- Chairperson: this should be the principal – the principal is the officer responsible for this committee
- Initiatives/proposal coordination.

When establishing/reviewing a workplace reform, the following might work as a **guide**:

	Outline the new proposal or current situation in brief	Positives / advantages	Negatives / disadvantages
Proposal (e.g.): Change of school hours Staffing flexibility Meal breaks Class sizes Staff meetings Flexible student free days			
Current situation: Is this role or proposal currently being performed in another way at the school?			

Example program

Timing:

Initial meeting between Union Reps and principal – week two each term

LCC meeting – week five each term

Follow up LCC meeting (where necessary) – week nine each term.

Matters for consideration

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Consultation re: the initiation of the annual performance review in the school (evaluation/ review after 12 months) • Consideration of converting workplace reforms to permanent reforms • Initiation/ implementation/ evaluation of workplace reform • Conversion of staff allocation to TRS • Consultation re: school reporting processes, including timing of parent-teacher interviews and mid-semester reports • Consultation re: system of collegial engagement in classrooms • OHS 	<ul style="list-style-type: none"> • Implementation of APR • Initiation/ implementation/ evaluation of workplace reform • Review bus and playground duty roster • Review purpose, frequency and duration of staff meetings. • OHS 	<ul style="list-style-type: none"> • Consideration of converting workplace reforms to permanent reforms • Review system of collegial engagement in classrooms • Review school hours for next year • I4S reforms (initiate/ implement/review) • Review school data plan • Initiation/ implementation/ evaluation of workplace reform • OHS 	<ul style="list-style-type: none"> • Establish/review bus and playground duty roster for following year • Review length and timing of meal breaks for following year • Conversion of staff to TRS • Timing and use of flexible student free days for following year • Review planning processes in school • Initiation/ implementation/ evaluation of workplace reform • OHS • I4S proposals • Establish/review agreed processes re: staff meetings

7. Reaching consensus through consultation

The *Department of Education State School Teachers' Certified Agreement 2019* relies on consultation as the key mechanism of change and workload management in the school. The local consultative committee (LCC), is a workplace management/union forum to support this consultation.

The agreement states:

"All workplaces covered by this agreement shall operate on the basis that effective consultation between teachers and administrators is an essential measure to ensure that change within the workplace is managed in a manner consistent with the principles established through this agreement."

"Consultation involves more than a mere exchange of information. For consultation to be effective, the teacher must be contributing to the decision-making process, not only in appearance, but in fact."

Decisions of the LCC should be made by consensus where possible.

Achieving consensus can be difficult at times – the following are suggested strategies for reaching consensus decisions as far as possible.

1) Be open, transparent and accountable

- The whole staff should be aware of any proposal being considered by the LCC.
- There should be "no surprises".
- This requires an investment of time to ensure the process can be considered appropriately.

2) Have I listened? Have others listened to me?

- It is important that all voices are heard during debate/discussion.
- Use of inquiry questioning may assist with understanding other people's perspectives.

3) Can I commit to supporting the proposal in public and in private?

- All members of the LCC need to commit to this otherwise the consultation outcomes will be compromised.
- Set a timeframe for review (i.e. public and private commitment until the end of the semester or year etc).

4) If I cannot agree, what minor change would I suggest to make agreement easier?

- Unless the proposal is in breach of an industrial provision outlined in the relevant award or certified agreement, it should be considered objectively – but if it is in breach it should be rejected.
- Union Reps may ballot members to gauge member support for the proposal if it is controversial.

5) Review the proposal regularly

- Clear timelines for review may allow consensus to be reached more easily.
- Time needs to be given to objectively assess the outcomes of the proposal before renewal of a WPR is considered.

6) Timing is everything

- Pre-meetings of the LCC to set an agenda and advise of proposals will provide time for members of the LCC to consider the details and enhance the consensus process.
- If you know the proposal may be controversial, allow appropriate time for all parties to give consideration and don't rush the decision-making process.

8. Resolving disputes

Clause 3.5 of the *Department of Education State School Teachers' Certified Agreement 2019* outlines the process to be followed if a dispute occurs regarding the implementation of the certified agreement and consultation at the school/workplace level.

Key elements of this clause:

- The objective of the procedure is to avoid and reduce the level of disputation and to promote efficiency, effectiveness and equity in the workplace.
- When the dispute procedure is being followed, normal work continues (except if it is unsafe to do so).
- The status quo (that which existed before the dispute) continues while the procedure is being followed.
- Management, including the principal, is required to provide relevant information and explanation and to consult with the appropriate union representatives.

How do I know whether my issue is a dispute or a complaint?

Generally, a dispute is one that relates to your working conditions while a complaint may arise as a consequence of someone's conduct. As a rule of thumb, complaints may align to breaches of the code of conduct, disputes relate to changes to working conditions, work practices that occur without proper consultation or when people are not receiving their working conditions as negotiated through the certified agreement, joint statements etc.

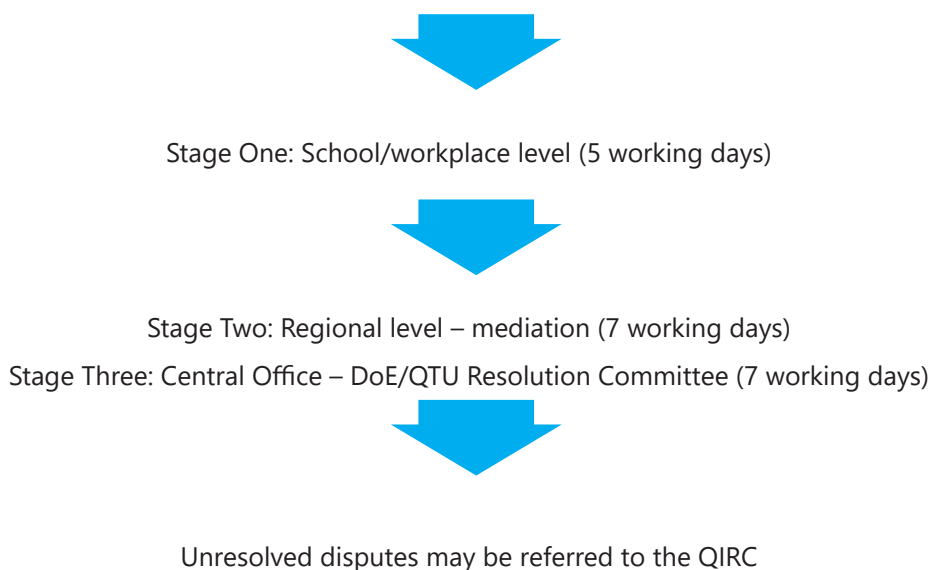
How does the procedure work?

There are three stages to the procedure:

Stage	Where	Process	Time frame
1	School level	a) Member informs principal at the school that the dispute exists (this should be in writing) b) Member may consult with the Union c) Discussions between member and principal to occur within 24 hours	5 working days
2	Regional office	a) Disputes unresolved at the local level can be referred to the regional director or nominee by Union Representative or industrial advocate b) Regional office will arrange a conference of the parties in an attempt to resolve the matter	7 working days from date of referral
3	Central office	a) Dispute unresolved at the regional level will be referred to the Resolution Committee. b) The member or the principal may refer the matter to the Resolution Committee c) The Resolution Committee will meet to determine the matter d) The decision of the Resolution Committee will be communicated to all parties of the dispute	7 working days from date of referral
	QIRC	The Queensland Industrial Relations Commission (QIRC) may be asked to resolve the dispute should either party not accept the decision of the Resolution Committee	

NB: members can seek the assistance of the QTU at all stages of this procedure.

Flow chart:



Who sits on the Resolution Committee?

The Resolution Committee is made up of representatives from Workforce Relations and the QTU. Other members may be invited if they are integral to assist in resolving the dispute.

How do I refer a dispute to the Resolution Committee?

Referral should be made in writing to the Director, Workforce Relations.

The referral must contain an outline of:

- a) the matter causing the dispute
- b) the outcome of school level discussions
- c) the resolution desired by the employee.

What information will the Resolution Committee use to reach its decision?

The Resolution Committee will consider the information provided in the referral.

The Resolution Committee may also seek further information from the aggrieved employee and/or the principal.

The Resolution Committee may also consider the consultation process employed within the school. This means the Resolution Committee may consider consultation processes at 3.1.10 of the certified agreement, namely flexible student free days; school staffing proposals; bus and playground duty staffing needs; meal break variations; extensions to the spread of school hours and areas as required by joint statements between the department and the QTU.

How will the Resolution Committee reach its decision?

The Resolution Committee will agree, by consensus, what actions are necessary to resolve the dispute.

What if I don't accept the decision of the Resolution Committee?

Should either party to the dispute not accept the decision of the Resolution Committee, the matter may be referred to the QIRC for consideration.

9. Checklist for workplace reforms

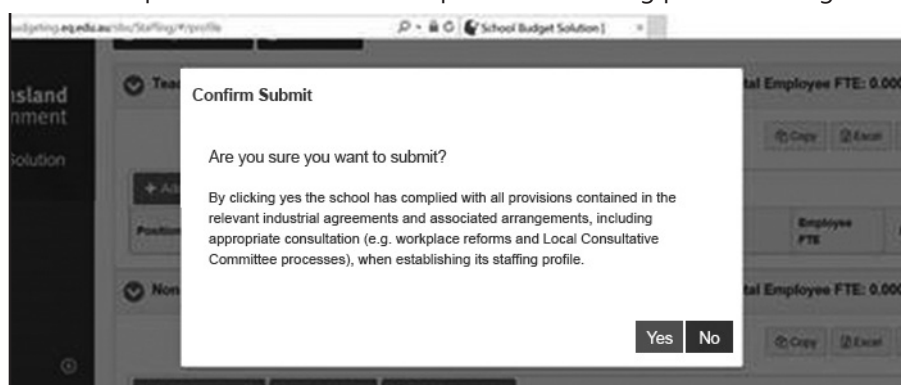
The following is a guide to assist Union Representatives and school leaders in matters that should be considered in the event of changes to working conditions or workplace reforms relating to staffing flexibility under the current agreement.

Staffing flexibility

Generally applies when converting a teaching (or other) fraction to another position or to change a position's classification level.

Matters for consideration

- Are the funds to be used for the employment or professional development of staff? (If they are not then the reform cannot proceed)
- Is the position being used and/or the position for which the classification is to change, a substantive vacancy? (If it is not, then the reform cannot proceed)
- Will the change effect the industrial entitlements of teachers, e.g. what effect will the change have on class sizes/hours of duty/non-contact time?
- What impact will the proposed reform have on workload?
- Is the position being used a specialist service, namely music, languages or PE? (If it is then the reform cannot proceed)
- Have the school based management guarantees been considered?
- Have employees (including affected employees) been consulted? How?
NB - please see below for sample school staffing profile message.



Changing where student free days are undertaken

- Is the activity on the other day/after hours professional development?
- Is the time being taken in lieu of attendance at the out of school hours activity equivalent to the time taken in the activity? (i.e. is it time for time?)
- Are appropriate arrangements in place to ensure that those unable to attend the outside of school hours activity are able to attend the student free day?
- If returning early from school holiday periods, has sufficient notice been provided to enable appropriate childcare/travel/holiday plans to be arranged accordingly?
- How are the hours for mandatory training being provided/recognised by the workplace?
- What is the view of the QTU members at the school? How was this determined?

Changing meal breaks/establishing a bus and playground duty roster

- Ensure that each break is at least 30 minutes long and that each teacher has the opportunity to access at least one uninterrupted break of 30 minutes per day.
- Ensure that, in total, teachers can access 225 minutes of uninterrupted meal breaks per week.
- Ensure that in the second break (not the meal break) for a teacher, they can access at least 10 minutes of rest/pause per day and a total of 50 minutes of rest pause per week.

- In total, each teacher must have access to 275 minutes of uninterrupted breaks per week and no more than 25 hours (1,500 minutes) of rostered duty time per week (NB: the 50 minutes of rest pause per week makes up part of the 25 hours RDT).
- Ensure that the 10-minute rest pause and the meal break are in different breaks across the day.
- Ensure that the use of teachers for playground duty is minimised.
- Ensure that bus duty after school is no longer than 30 minutes and that it relates to school buses.
- Ensure that an alternative duty roster is in place for wet weather to enable teachers to access their meal breaks and rest/pauses on days affected by such events.
- Ensure that QTU members support the change.

10. Workload management

Workload is defined as the amount of work an individual is required to do.

There is a distinction between the actual amount of work associated with our roles as teachers and professionals and the individual's perception of workload, which includes elements of choice relating to additional tasks perceived as necessary to be done.

It is important to recognise the distinction between the two forms of workload. This document is created as a tool to assist with the actual amount of work associated with our roles as teachers and professionals. Individual choice remains at the discretion of the teacher.

The 2019 certified agreement introduced several provisions that will contribute to the management of workload at the school, region and system level.

As Union Representatives, you should ensure that workload is a key consideration for initiatives and through consultation.

Consequently, when considering proposals, Union Reps should assess the proposals cognisant of the workload management provisions of the agreement and the Principles of Good Workload Management.

The following is a simple checklist for Union Reps to consider as part of the consultation process.

Does the proposal:	Yes	No	
exceed the face-to-face teaching time of teachers?			If yes, this is in breach of working conditions and the proposal should not proceed.
negatively impact on the workload associated with the teaching and learning program of teachers' class(es)? (e.g. planning, preparation, assessment of student learning, collaboration, professional development and peer observation including feedback and reflection)			If yes, does the proposal provide recognition of this impact in some other way?
add to workload by increasing other duties related to the operation and organisation of the school (such as meetings, bus and playground duties, reporting organisational duties, implementation of government education initiatives)?			If yes, is the proposal designed to remove other workload intensive duties or does it contain resources or other initiatives that would balance out this increase?
take into account the potential impact on class size, curriculum mix, range of ability and age of students, demands and behaviours of those students, resources available and facilities?			If no, these factors should be considered and processes to address any negative impacts should form part of the proposal.

Other questions that could be considered when considering the impact a proposal may have on workload include:

	Yes	No
How much time will this take?		
Is there capacity in the school to allocate the duties so that the time that it takes is evenly shared?		
If this is a priority, what other things will be removed or not be prioritised in order for the initiative to be implemented?		
Do we have the capabilities/skills/resources within the school to implement the initiative? If not, how will we support people to gain these skills etc while managing workload?		
Who will implement the initiatives? Is it part of their role and responsibilities?		
Where does the initiative come from? Why is it necessary in the school?		

	Yes	No
Is the initiative related to my role as a teacher/head of program/school leader?		
What value does it add, or is it just compliance?		
Is it a trial?		
What's the timeline to review the proposal?		
Will the review consider the impact on workload?		
Is the initiative additional or is it replacing something else?		

Workload management provisions of the certified agreement

Part 3 – Dispute resolution

The parties agree that any significant changes to the operation or organisation of the department which may adversely affect the conditions, workload and/or work-life balance of employees covered by this agreement shall be the subject of timely consultation between the parties.

Consultation involves more than a mere exchange of information. For consultation to be effective, the teacher must be contributing to the decision-making process, not only in appearance, but in fact.

(Department of Education State School Teachers Certified Agreement 2019)

2.17 Workload management

- 2.17.1 *The department is committed to providing effective work practices that support wellbeing, work-life balance and a safe work environment. As far as practicable, the work of an individual teacher is not to be unreasonable or excessive.*
- 2.17.2 *Workload allocation is managed by the principal at the school in accordance with requirements of the award and this agreement. The organisation of teacher work is determined using the consultative provisions outlined in clause 3.2.*
- 2.17.3 *In considering the allocation of work to teachers, the following components, in conjunction with the Principles of Good Workload Management outlined in Schedule 6, should take into account:*
- (a) face-to-face teaching;*
 - (b) the work directly related to the teaching and learning program of teachers' class(es) (such as planning, preparation, assessment of student learning, collaboration, professional development and peer observation including feedback and reflection);*
 - (c) other duties related to the operation and organisation of the school (such as meetings, bus and playground duties, reporting organisational duties, implementation of government education initiatives); and*
 - (d) other factors including class size, curriculum mix, range of ability and age of students, demands and behaviours of those students, resources available and facilities.*

SCHEDULE 6 – PRINCIPLES OF GOOD WORKLOAD MANAGEMENT

Effective workload management requires the following:

- (1) Understanding that all employees and managers are accountable for effective workload management.*
- (2) Discuss and review workload. Allocation of workloads that take into account the training, skill, knowledge, career and professional development of individual employees.*
- (3) Recognise that changes occur in workplaces on a daily basis and that managers are responsible for managing workloads.*
- (4) Success depends on a strong commitment by both employees and managers.*
- (5) Equitable distribution of workloads and open and transparent decision making.*
- (6) Support decisions that take into account the work-life balance of employees.*
- (7) Provide flexibility and discretion in applying workload management to ensure delivery, work requirements and the effectiveness and efficiency of the department are met.*

- (8) *Maintenance of safe work environments and safe work practices.*
- (9) *Allocation of resources to ensure both the maintenance of workloads at a reasonable level and the delivery of a high quality service.*
- (10) *Issue escalation processes are in place. The LCC is a key mechanism for managing workload issues at the workplace level.*

11. Unpacking the class size clause

The class size clause in the certified agreement is as follows:

Department of Education State School Teachers' Certified Agreement 2019

2.1 Class Sizes

- 2.1.1 *Schools will be funded for staffing in accordance with a student/teacher ratio based on established class size targets. The parties acknowledge the fundamental importance of class size contributing to the learning outcomes of students and the health and welfare of teachers.*
- 2.1.2 *Accordingly, the department is committed to the following maximum class size targets:*
- Prep, years 1-3, years 11-12.....25 students per teacher*
- Years 4-10.....28 students per teacher*
- 2.1.3 *The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class target would be the lower cohort target.*
- 2.1.4 *Classroom teacher numbers are allocated for the purpose of facilitating class size target achievement as part of the school Day 8 staffing allocation. Classes in excess of these maximum target sizes should only occur in exceptional circumstances.*
- 2.1.5 *Where there is the possibility of class sizes in excess of these targets, the class arrangements shall be the subject of a timely, collaborative and consultative process with staff in accordance with the consultative principles contained in this agreement including through the local consultative committee (LCC) in schools required to have one.*

Key elements

- Schools will be funded for staffing in accordance with a student/teacher ratio based on established class size targets. As such, the class sizes targets are, and should be treated as **maximums** in the first instance.
- Classes in excess of these maximum target sizes should only occur in exceptional circumstances.
- Where there is a possibility that a class may exceed the target, the class arrangements shall be the subject of timely, collaborative and consultative process with staff.

What is an exceptional circumstance?

Exceptional circumstances are defined as rare, unusual, atypical or unexpected. Examples of exceptional circumstances may include: enrolments late in the year, availability of suitable facilities, the need to continue the curriculum, issues pertaining to health and safety, inability to recruit a teacher to the location at the time the vacancy exists (NB: This list is not exhaustive).

What does timely consultation look like?

- 1) Principal and Union Reps meet to discuss the possibility of classes in excess of the relevant targets.
- 2) Options are developed that consider composites, multi-age, school structures, trends, infrastructure, changes within the community, complexity, impact of workplace reforms. Contingencies are planned for, if in the event, a class exceeds the target.
- 3) Feedback is sought from staff and proposals adapted based upon these considerations, including active consideration being given to putting in an over-allocation request through the region.
- 4) The model is presented to the LCC (the requirement to consult regarding classes in excess of targets is contained in the certified agreement, and the potential for classes in excess of targets to impact on working conditions means the LCC needs to consider the proposal).
- 5) Adoption.
- 6) Review and further consultation if circumstances change.

Why are the class size targets important?

- Improved teacher/student interactions/outcomes.

- Workload implications for teachers.
- Teacher and student health and safety.

What things might the school consider to avoid exceeding class size targets?

- Curriculum offering – is the preference for a diverse curriculum offering placing pressure on class sizes?
- Low-demand senior high subjects - is the preference for a diverse curriculum offering placing pressure on class sizes?
- Staffing flexibility and delivery of allocation enrolment growth (post-Day 8) – have we used our flexible staffing in such a way it has impacted on class sizes? Have we reviewed the workplace reforms annually to consider their impact on conditions and their continuation?
- Special classes (e.g. iPad, excellence) – have we established special classes that result in classes in excess of targets in other areas?
- Team teaching – can class sizes be addressed through team teaching processes?
- Have we adhered to our enrolment management plan and considered the impact of enrolments out of catchment on class sizes/space/facilities etc?
- Is a community preference for no multi-age/composite classes creating over-sized classes? Possible strategies include providing additional curriculum support for teachers of composite classes and parent/community education to proactively address perceptions and possible “fear” of composite classes?

12. Unpacking the staff meeting clause

The provision regarding staff meetings was included in the certified agreement in an attempt to address a range of issues that have commonly arisen in schools. The provision acts in conjunction with the Education (General Provisions) Regulation 2006 (Qld).

The role of the LCC is not to determine if staff meetings should occur but to clearly outline the purpose, frequency and duration of staff meetings in the school.

Given the uniqueness of each workplace, it is likely that this will differ from school to school.

The following is a suggested process for meeting the certified agreement provision regarding staff meetings.

Step 1: Place “staff meetings” as an agenda item for discussion at the next LCC meeting

Step 2: Discuss how staff meetings currently operate in the school

Step 3: Discuss the purpose of the staff meeting:

- Is the staff meeting to be used for school operational matters, staff issues, professional development (NB: the award clause regarding professional development outside of school hours being voluntary continues to exist)? However, the QTU recognises that professional learning conversations and other activities that are not clearly professional development are undertaken in staff meetings, as the purpose of staff meetings has developed over time – whether they form part of the purpose of a staff meeting at the school is subject to consultation and agreement at the school level) mandatory training etc.
- Are there other ways in which information can be communicated, e.g. emails, staff briefings, staff notices?
- Is the meeting recognised as a formal meeting, and if so, will it have an agenda, a chairperson, record keeper etc.?
- Are staff able to contribute items for discussion at staff meetings?

Step 4: Discuss the frequency

- Should a staff meeting be held every week?
- Are there other options available, e.g. a meeting every second week with year level or curriculum area meetings on alternate weeks?

Step 5: Discuss the duration

- Custom and practice is that a weekly staff meeting should not extend beyond one hour.

Step 6: Principal discretion regarding staff meetings.

- It is important to recognise that the principal maintains some discretion around staff meeting agendas, and that it is not possible nor desirable for the LCC to plan every agenda item for every staff meeting throughout the year. Schools need to be responsive to emerging issues.
- Schools should establish an understanding that there is some flexibility around staff meetings. For example, additional staff meetings may be called in exceptional circumstances, such as following critical incidents and for school reviews. Conversely, weekly staff meetings are not mandatory and may be cancelled if there is not a need, or if staff are involved in other school activities, such as parent teacher interviews or report card peer reviews.

Step 7: Provide the proposed purpose, frequency and duration of staff meetings as discussed at the LCC to all staff for feedback

Step 8: Upon receipt of feedback, confirm the purpose, frequency and duration of staff meetings at a later LCC and publish the meetings on the school calendar and LCC minutes.

Some examples

Staff meeting example 1

Question asked at the start of the year: “Are we still happy to have a weekly staff meeting on a Tuesday between 3:15pm and 4:15pm for the purpose of dissemination of information, raising of issues of importance for discussion relating to students, policy and curriculum?”

Staff meeting example 2

Timing of staff meetings: Monday 3:15pm – 4:15pm

Even weeks: full school staff meeting run by leadership team for the purpose of information/policy/school procedure updates, important issues, future planning, consultation, collaboration.

Odd weeks: faculty meetings run by HODs for the purpose of moderation, data conversations, information/ policy/ school procedure updates, important issues, future planning, consultation, collaboration.

Staff meeting example 3

One staff meeting per fortnight: Monday 3:00pm – 5:00pm

Purpose:

- full staff meeting for 30mins, outlining afternoon working party (i.e. year level groups, lower school/ upper school groups, focus groups – extension, support)
- working parties work together one hour
- full staff meeting for 30mins for upcoming events and information sharing.

Part-time teachers

Part-time teachers and supply teachers are not required to attend staff meetings on days on which they do not work. Important information shared in staff meetings will need to be made available to part-time teachers to enable them to participate fully and appropriately as staff members.

13. Unpacking the non-contact clause of the agreement

In response to concerns raised by members regarding workload, the QTU ensured strengthened provisions around the delivery of NCT were negotiated, as articulated in the award and the certified agreement.

The key principles of NCT (or preparation and correction (P&C))

- The weekly entitlement for full-time primary and special school teachers is 2.5 hours; (150 minutes); secondary teachers (full-time) are entitled to 3.5 hours (210 minutes).
- All classroom teachers are entitled to access NCT, and NCT lost due to planned school activities should be replaced/made up. The processes outlined below are designed to assist schools in working through how this might occur.
- NCT is to be used for the purpose of preparation, planning and correction.
- How the award entitlement to NCT is used is at the teacher's discretion.
- Use of NCT provided to teachers above the award entitlement is at the principal's discretion.

What is a planned school activity?

Planned school activities are those things that form part of the school calendar and are known – e.g. excursions, school camps, sports carnivals (swimming and athletics carnivals), school assemblies, graduations, QCS, exam blocks, practice fire drills and practice lock downs.

Unforeseen activities, such as evacuations, visits by parliamentarians, critical responses eg: lock downs etc., are not seen as planned school activities.

Additionally, sick leave, carer's leave, student free days, voluntary professional development, industrial relations education leave and public holidays are not recognised as planned school activities, nor are they recognised as a way to repay lost NCT.

If a teacher is required to attend a planned school activity, what actions need to be taken?

Where a teacher is going to lose award entitlement to NCT as a consequence of attendance at a school camp, excursion etc., there should be prior discussions with the teacher on how/when this NCT will be replaced. It is important that teachers explore/suggest ways in which NCT may be managed in partnership with the school leader – solutions are not the sole responsibility of school leaders.

It is not necessary for the NCT to be made up in the week that it is lost, however the general rule of thumb is that lost NCT should be made up by the end of the school term in which the loss occurs. In primary and special schools, a minimum of one hour's NCT per week must be provided (half the entitlement) if the full entitlement cannot be provided. In secondary schools, there is no such arrangement. Consequently, the timing of the replacement of NCT lost to planned school activities should be agreed at the LCC.

A process to replace lost NCT should be agreed following consultation through the LCC. This process should include the timeframe in which NCT lost as a consequence of planned school activities will be replaced and options for how it may be replaced. NB: The arrangements for replacement of NCT lost due to planned school activities need to be determined in advance. These should not include going below the minimum NCT award- entitlement in future weeks, even though there is unused additional NCT in previous weeks.

What can be done to assist in replacing NCT lost due to planned school activities?

Step 1: Ensure a data capture system is in place in the school.

Step 2: The teacher/school leader identifies the amount of "award" NCT that has been/will be lost due to the planned school activity.

Step 3: Teachers and the school leader explore options for how this NCT may be replaced.

NB: Teachers make decisions about how they use their award entitlement to NCT, consequently decisions on how/when lost NCT is replaced must be made in partnership between the teacher and the school leader.

Existing practices already employed by some schools include:

- going home early upon return from camp
- day off class, on site, either covered by HOD/HODC who does not have a teaching load as part of their regular duties or internal relief/TRS
- enabling “banked” NCT (that being replaced) to be accessed in lieu of attendance at other school events, e.g. athletics carnivals, school assemblies
- no supervision during exam blocks
- engaging a supply teacher in lieu of using internal relief lessons during certain weeks
- planning for excursions that includes strategies on minimising the impact on NCT
- tracking NCT using OneSchool to ensure transparency and fairness
- accessing the TRS safety net where required
- only offering excursions that contain an assessment element – i.e. analyse the scope of excursions offered
- use of flexible student free days
- allocating a FTE to provide additional relief at the start of the school year.

Step 4: Following consultation, email the agreed process to replace the lost NCT to the relevant teacher(s).

What happens if agreement cannot be reached with an individual teacher?

If the school has an agreed process to replace the NCT lost as a consequence of planned school activities, agreement should not be unreasonably withheld.

The process should be provided to staff in electronic form and hard copy at the commencement of the school year (e.g. in the staff handbook) and reviewed by the LCC annually. In this way, if issues arise throughout the year they can be addressed through changes to the process.

The LCC must be involved in this process, as the replacement of NCT is a variation to an award entitlement and the implementation of a clause from the certified agreement.

If the school is unable to replace NCT because it has not been sufficiently resourced by DoE, either through the TRS safety net or other mechanisms, the QTU Organiser will work with the members in the school to seek additional resources.

It is important to remain cognisant of the award and certified agreement clauses regarding NCT when establishing processes for the purpose and use of non-contact time and its replacement when lost due to planned school activities. These provisions supplement and work in concert with each other.



Teaching in State Education Award – State 2016

Clause 15.1

- (b) Non-contact time
 - (i) Non-contact time is rostered duty time allocated for the purposes of preparation and correction.
 - (ii) Secondary schools
 - (A) The rostered duty time of a classroom teacher in secondary schools will include no more than 20 hours 40 minutes of rostered face to face teaching and associated professional duties and no less than 3 hours 30 minutes of rostered preparation and correction time.
 - (B) Preparation and correction time will be allocated in blocks of usable time no less than the length of a school-teaching period.
 - (iii) Primary schools and special schools
 - (A) The rostered duty time of a classroom teacher in primary schools and special schools will include no more than 22 hours 10 minutes of rostered face to face teaching and associated professional duties and no less than 2 hours of rostered preparation and correction time.
 - (B) Timetabling of non-contact time should be by agreement at the school level between the principal and the teacher. In those circumstances where agreement is unable to be reached, the principal will determine the method and implementation of non-contact time. The parties are required to bargain in good faith and will not unreasonably withhold agreement.
 - (C) Non-contact time should be allocated in blocks of no less than one-half hour, with the objective being to provide blocks of time of one hour.



Department of Education State School Teachers' Certified Agreement 2019

2.3 Use of Non-Contact Time

- 2.3.1 This clause is to be read in conjunction with the award.
- 2.3.2 The main function of non-contact time is to undertake the necessary planning, preparation and correction to effectively carry out the role as teacher.
- 2.3.3 The award entitlement to non-contact time may be used for the preparation, planning and correction of class activities. During non-contact time, teachers make decisions regarding what tasks they will complete during this period. These tasks may include:
 - (a) collaborative preparation, planning and correction
 - (b) planning for class and group teaching instruction
 - (c) curriculum planning
 - (d) setting and correction of assessment items
 - (e) evaluating and assessing
 - (f) compilation of assessment records
 - (g) planning for excursions.
- 2.3.4 Non-contact time will be allocated during timetable development. In primary and special schools, the timetabling of non-contact time should be by agreement at the school level between the principal and the teacher. In those circumstances where agreement is unable to be reached, the principal will determine the method of implementation of non-contact time. Parties are required to bargain in good faith and will not unreasonably withhold agreement.
- 2.3.5 Where non-contact time is unable to be accessed by a teacher due to planned school activities, timely consultation will occur to make alternative arrangements with the teacher for the replacement of such time, where appropriate.
- 2.3.6 Use of non-contact time provided in excess of the award entitlement will be determined by the principal.

14. Joint statements and consultation

The Department of Education State School Teachers' Certified Agreement 2019 states:

- 3.1.9 The LCC will be a key mechanism for managing workload issues at the workplace level.
- 3.1.10 Matters requiring consultation with LCC shall include: flexible student free days; school staffing proposals; bus and playground duty staffing needs; meal break variations; extensions to the spread of school hours and areas as required by joint statements between the department and the QTU.
- 3.1.11 Without limiting the provisions of the Education (General Provisions) Regulation 2006 (Qld), the purpose, frequency and duration of staff meetings will be subject to consultation with the LCC.

The following joint statements apply to Queensland state schools:

- Collegial Engagements in Classrooms (November 2015)
- Planning, Preparation, Differentiation and Planning for Individual Students, Including Individual Curriculum Plans (November 2015)
- The Purpose and Use of Data in Queensland Schools (February 2021)
- The Annual Teacher Performance Review Process (June 2018)
- School Reviews (November 2015)
- Principal and Deputy Principal Annual Performance Review (November 2015)
- National Assessment Program - Literacy and Numeracy (NAPLAN) (October 2018).

LCCs and consultation are specifically referenced in the following joint statements:

Collegial engagement in classrooms

- "Models of classroom observation and feedback should be the subject of consultation with teaching staff. The consultation process must involve consideration by the local consultative committee (LCC) in schools required to have an LCC."

The annual teacher performance review process

- "Schools will implement the three phases with staff over a 12-month cycle and will have flexibility to determine when the cycle commences."
- "All APR processes to be conducted in rostered duty hours unless otherwise agreed, and, in alignment with the new Public Service Directive; Positive Performance Management, review APR to identify opportunities to streamline processes and provide additional support for teachers, heads of program and principals." Agreed statement - Initial outcomes of QTU/Queensland Government workload reduction negotiations – see appendix.

School reviews

- "Principals should use the school's local consultative committee (LCC) or other established consultative mechanism, to consider any significant changes to the school's program, in particular any changes that impact on staffing."

Planning, preparation, differentiation and planning for individual students, including individual curriculum plans

- "A common approach to the format of these long-term planning documents may be agreed at the school level (this should be done through the local consultative committee (LCC)."
- The storage of plans that have been collaboratively developed by a group of teachers should be the subject of consultation with teaching staff. The consultation process must involve consideration by the LCC in schools required to establish one."
- "Teaching staff should be consulted with regard to the nature of the pedagogical framework that the school chooses. The consultation process includes consideration by the LCC, in schools required to establish an LCC, of factors relating to the teaching and learning or pedagogical framework which may impact on teachers."

The purpose and use of data in Queensland schools

- The School Performance Policy indicates that schools develop an annual data plan, in collaboration with the local consultative committee (LCC), which indicates how data will be used to inform practice aligned with student learning and wellbeing; school improvement and strategic planning.
- The collection and analysis of this data should align with P-12 Curriculum Assessment and Reporting Framework (P-12 CARF), be the subject of consultation through the school's LCC, and reflected in a schools' data plan.
- The school's data plan will be reviewed annually (in consultation with teachers and the LCC) so that it is an accurate reflection of the intended use of data within the school for that year.
- An effective and collaboratively-developed data plan allows teachers and school leaders to have a common understanding of the school targets for improvement and to communicate to parents, staff and the wider school community.
- Any data included in the school's data plan that is additional to the mandatory data sets associated with teaching and learning will be subject to consultation and agreement at the local level. This consultation will include consideration of any workload impact of the generation and use of these additional data sets and how they are linked to school improvement.
- Use of data displays will be determined at the local level following consultation with the LCC. During consultation, adequate preparation and planning time for the creation and maintenance of the displays must be considered.

15. Unpacking the Joint Statement on Collegial Engagement in Classrooms

(NB: this should be read in conjunction with the Joint Statement on Collegial Engagement in Classrooms)

July 2015

- The QTU and DET developed the Joint Statement on Collegial Engagement in Classrooms in 2011.
- The purpose of the joint statement is to provide advice and clarity about the collaborative approach to helping teachers improve pedagogical practice and student learning outcomes.
- The objective of the joint statement is to develop schemes of classroom observation and feedback based on professional trust and mutual respect.

Key elements of the joint statement include:

- The purpose of collegial engagement in classrooms is to provide collegial feedback to teachers to assist reflection on, and improvement in, their professional practice.
- Under this joint statement, classroom observations and walk-throughs are not supervisory and are not used for the purpose of appraisal.
- The process is not about assessing teacher performance.
- The process is not part of MUP – in fact it is entirely separate to the procedures for MUP.
- The process is not intended to prevent the ad hoc involvement of school leaders in classroom activities.

A step-by-step guide to establishing a scheme of collegial engagement in classrooms

1. **Place it on the agenda of the LCC** – ask to review the current arrangement in the school or formalise the current arrangement in the school.
2. **Define purpose** – i.e. provide collegial feedback, not supervisory.
3. **Reflect on and build in** the fundamental principles of collegial engagement in classrooms:
 - a) Positive engagement between school leaders and teachers
 - b) Recognition of classroom teachers' professional expertise, the exercise of professional judgment and range of effective teaching practices
 - c) The involvement of school leaders and heads of programs – observers also need to be available to be observed
 - d) A collaborative process to enable reflection on teaching practice.
4. **Identify elements of the scheme** – i.e. does the scheme include walk-throughs, classroom observations, peer coaching, model lessons.
5. **Identify who** (what positions) will conduct the walk-throughs/observations.
6. **Be clear** about what each form of collegial engagement will involve – ensure the practices of observation are consistent with the principles.

e.g. Walk-throughs:

- Agreed purpose, i.e. what will you be looking for – is it about having a presence, is it about WALT and WILF, is it about BM, how information is collected – and in what form
- Prior notice
- Does not include sitting down and observing
- Does not include taking over lessons
- Will include feedback – whether to teaching staff as a whole or year levels/subject levels or individual teachers (the form of feedback should be agreed).

Lesson observations:

- Timing and frequency to be negotiated

- Purpose to be agreed
 - Feedback to be given – form of feedback should also be agreed, including an agreed template by which teachers receive feedback
 - Agreement on who observes, e.g. school leaders, heads of programs, pedagogical coaches, team teachers etc.
 - Agreed model to the observation, e.g. pre-conference, lesson observation, post conference to occur all on the same day
 - Workload implications and how will they be managed, i.e. school leaders need to support this process with teacher release so that feedback is timely etc.
7. **Agree on the frequency** of modes of collegial engagement, i.e. how often will lesson observations occur, how regularly will walk-throughs be conducted.
 8. **Consult on the process**

The program of collegial engagement in classrooms must be considered by the LCC where required to have one, or other consultative mechanisms for small schools. Consultation is not limited to the LCC – all members affected by the scheme of collegial engagement should have the opportunity to provide input into the proposed process/amendments to the process.
 9. **Agreement** re: process should be reached by consensus at the LCC.
 10. **Publish and Implement.**
 11. **Review** - the LCC should review the scheme regularly (i.e. the role of the LCC includes review and evaluation on any reform, it is not limited to the initial consideration of a reform).

Use of data from collegial engagement

Classroom observations and walk-throughs are not to be supervisory in nature, therefore the data collected from this process should be used to support teacher development.

The data should inform practice, not drive it.

The data can assist schools on how best to direct professional development budgets and other resources.

Successful schemes of collegial engagement in classrooms

- are developmental in nature
- are built on professional trust and mutual respect
- include honest feedback
- are applied consistently.

16. Unpacking the Joint Statement on the Purpose and Use of Data in Queensland Schools

NB: this should be read in conjunction with the Joint Statement on the Purpose and Use of Data in Queensland Schools

(First published in QTU Members' Newsflash No. 11-16, 15 April 2016, updated 2021)

In response to a number of workload issues raised in QTU member surveys, the QTU has sought the development or revision of a number of the DoE/QTU joint statements.

The joint statements address a range of professional issues and are recognised by QTU and the DoE as enforceable under the current certified agreement.

The Joint Statement on the Purpose and Use of Data in Queensland Schools has been developed following member and DoE consultation.

The key principles of the joint statement

- Evidence-informed decision-making is vital to inform classroom practice.
- It is important to take a considered approach to how we use data within our schools, including managing teacher workload demands around collecting, analysing and responding to data.
- The most important data pertaining to student achievement is that relating to the curriculum being taught within the classroom.
- School leaders and teachers need to focus on relevant data that informs everyday teaching practice and the next steps for learning for students.
- It is counter-productive for teachers to spend time on data tasks that are not intrinsically linked to student learning, or that are not relevant to their roles, the school priorities and departmental requirements.

Implementing the joint statement in schools/workplaces

The joint statement identifies that schools should develop, in consultation with teaching staff (including the local consultative committee (LCC) in schools required to have one), a data plan which documents the approach to data that will be taken in the school.

Consequently, schools should establish mechanisms by which agreement can be reached on:

- a) what data is necessary (do existing data sets, i.e. A-E meet our needs or is there a genuine need for more data?)
- b) how this data will inform teaching and practice and school improvement (how do we use this data to support the learning of students in the classes that we teach?)
- c) what data is to be collected and when (e.g. how frequently does data need to be collected and is it occurring as a result of teaching and learning in the school?)
- d) roles and responsibilities of teachers and other staff (who does what, e.g. it is not the role of the teacher to contact parents when students are absent; are teachers focused on teaching and learning and not data entry tasks?)
- e) where is this data to be stored (is there an agreed single point of data to avoid multiple data entry points?)
- f) how will this data be represented, tracked and monitored (e.g. is there an agreement about the visibility of data, how this is recorded and how this data will be updated?)
- g) the audience for the data, how it will be reported and the frequency of reporting (e.g. who are we collecting the data for? How often do we report on the data? If we report to parents more than twice a year, is this agreed and what is the form of this reporting? Is there an unrealistic expectation that teachers will be reporting to parents more often than the formal reporting cycle?)
- h) what resources will be allocated to the priorities identified by the data? (e.g. are we using I4S funds to address issues identified in the data? How will we celebrate success? If we are having conversations regarding the data, when do these take place? If the plan identifies the need for

cooperative planning, what resources will be directed to the release of teachers for this purpose? The joint statement clearly states that non-contact time is to be used for preparation and correction, consequently a school's data plan should identify the relevant time or resources that build in the opportunities for teachers to collect and compile evidence to inform teaching practice).

All members should have the opportunity to have input into the development of the data plan. In most schools these elements will be easily identified through the pedagogical framework, annual implementation plan and the school's response to school reviews/teaching and learning audits (i.e. quadrennial school review (QSR)). It is essential that the LCC is used in the development of this plan.

The joint statement also provides school leaders with a tool to "push back" against unreasonable data demands.

Proposed steps in achieving a data plan in a school

1. School leaders and Union Reps should meet to discuss how consultation will occur.
2. Consultation commences, including consideration of existing programs/processes in the school.
3. LCC meets to consider an initial draft of the plan.
4. Consultation on the draft takes place.
5. Plan is further considered by LCC.
6. The school's data plan is finalised and provided as a resource to all employees in the school.
7. The data plan is subject to review at LCC and other meetings and updated as necessary.

The importance of the LCC (or small school consultation processes) cannot be understated – it is the vehicle for consultation and change management in the school. The role of the LCC is not limited to consulting on initiatives (in this case the data plan) but also to support the implementation and review of these initiatives. Consequently, the data plan, along with the planning processes and schemes of collegial engagement in schools, should be standing items for LCC meetings so that issues can be addressed and changes made in a timely manner.

Further information and assistance

The QTU appreciates that most schools will already have programs in place to address school priorities – it is these programs and how they are chosen that form part of the plan. The consultation regarding the school-wide data plan provides an opportunity for schools to review current practices and teacher and school leader workload and determine whether or not they continue to support the school's priorities.

As the joint statement has been in place since 2016, it is a requirement that each school has a data plan.

Should you require any assistance in unpacking the Joint Statement on the Purpose and Use of Data in Queensland Schools, please contact your Organiser or QTAD 1300 11 7823 or qtad@qtu.asn.au

17. Basic guide to general working conditions

(as at July 2021, for updates check www.qtu.asn.au/bg-gwc)

Rostered duty time

A full-time teacher will have 25 hours (1,500 minutes) of rostered duty time per week.

An instrumental music teacher/instructor will have 30 hours (1,800 minutes) of rostered duty time per week.

Rostered duty time includes face-to-face teaching duties, associated professional duties, non-contact time and the 10 minute rest pause each day.

Duties undertaken outside rostered duty time (e.g. school camps) should only occur on a voluntary basis.

Meal breaks and rest/pause*

10 minutes rest pause must be provided each day and cannot be averaged across a week.

In addition to the daily 10-minute rest pause, teachers should have a 45 minute uninterrupted meal break per day – this can be modified through consultative arrangements to provide a minimum 30 minute uninterrupted meal break per day, provided that teachers access a total of 225 minutes of uninterrupted meal breaks per week.

The meal break should fall between the hours of 11.00am and 2.00pm, unless changes are made in accordance with clause 16.1 (a) of the Teaching in State Education Award – State 2016 (the Award). Any changes should be made following consultation with the local consultative committee, in accordance with clause 16.1 (c) of the Award.

Bus and playground supervision*

A bus and playground duty roster will be developed in each school in consultation with the staff and the local consultative committee.

Teachers and other employees are required to undertake playground supervision and bus supervision as a consequence of the department's duty of care responsibilities. The Award provides that teachers will be relieved of this responsibility as far as possible.

You can be required to perform bus supervision for up to 30 minutes after the conclusion of the school day, but this should be for school buses only – not public transport.

Teachers should be at school prior to the first bell but cannot be rostered on for student supervision prior to this bell, as rostered duty time does not normally commence until then. Schools should not establish expectation of a before-school playground duty, as this does not form part of a teacher's rostered duty time and the provisions relating to bus and playground duties do not extend to this period of time.

Specialist teachers who service more than two schools cannot be allocated bus and playground duty.

Non-contact time/preparation and correction time*

Non-contact time (NCT) – primary and special schools: A full-time teacher will be provided with a minimum of two hours (150 minutes) of NCT per week from the start of 2022. This must be provided in minimum half hour (30 minute) blocks.

Non-contact time – secondary schools: A full-time teacher will be provided with a minimum of three hours and 30 minutes (210 minutes) of NCT per week. This must be provided in units no less than the length of a regular school lesson.

The main purpose of NCT is to enable a teacher to undertake the planning, preparation and correction necessary for the effective carrying out of their role. Teachers make the decisions about what tasks they complete during the award entitlement to NCT. Non-contact time should not be considered as "free time" for the purpose of pursuing personal activities.

Face-to-face teaching

Full-time secondary school teachers have a maximum 20 hours and 40 minutes (1,240 minutes) rostered face-to-face teaching and associated professional duties per week.

Full-time primary and special school teachers have a maximum 21 hours and 40 minutes (1,300 minutes) rostered face-to-face teaching and associated professional duties per week.

Associated professional duties include times when teachers have contact with students in forums such as assembly, form class, pastoral care, sport etc.

Within rostered duty time of 25 hours per week, the average class time for specialist teachers will be 18 hours per week, with a range of 15 – 20 hours per week. Refer to section 15.1 *Teaching in State Education Award - State 2016*.

Hours of instruction

The standard hours of instruction in schools fall between 8.30am and 3.30pm. Any changes to these hours of instruction must occur in accordance with the provisions of clause 15.8 of the Teaching in State Education Award - State 2016.

Arriving and departing from work

You have to ensure that you are at work and ready to start work prior to the official start of the school day, and you are allowed to leave after the official conclusion of the school day.

When departing work early or leaving the school during the school day, teachers may be requested to sign in and out of the office for workplace health and safety reasons. However, it should not be a requirement for teachers to sign in and out of school each day.

Teachers required to sign in and out of school

The QTU is of the view that there should be no requirement for teachers to sign in on a daily basis when they arrive at school.

Any teacher who is going to be absent from school for a day (or longer) should notify the principal/deputy/admin. All staff should then be notified of which teachers are absent, either by email or through the daily notices book, in accordance with the arrangements that apply in that particular school.

Teachers should notify personnel in administration if they are leaving the school grounds during rostered duty time, e.g. an NCT/P&C period. This notification is required for WorkCover purposes.

Staff should not need to notify administration personnel if they wish to leave the school grounds during a meal break, as the Workers' Compensation and Rehabilitation Act 2003 (Qld) covers most injuries which occur when the employee is away from the workplace during such breaks. Although it is not a requirement for staff to sign in and out during meal break times, the QTU's view would be that it would be appropriate to notify someone.

Class sizes*

The class sizes within schools should be:

Prep - 3, 11-12.....25 students per class

Years 4-10 28 students per class

The class size target for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size target would be the lower cohort target.

Class size targets should be exceeded only in exceptional circumstances, and only after consultation with teachers. A quid pro quo concerning other workload is often provided.

Attendance at meetings/professional development

The school principal has the capacity to call a staff meeting outside of school hours. This is the only meeting you are required to attend. Consultation is required each year about the purpose, frequency and duration of staff meetings.

Staff meetings cannot be used as a means of making professional development compulsory, unless otherwise agreed through the consultation process as a substitute for attendance on student free days. Otherwise, attendance at professional development outside school hours is voluntary.

Leave*

Teachers receive paid leave over school vacation periods. Those requiring additional leave are entitled to:

a) Sick leave – full-time teachers accrue 10 days paid sick leave per year – this leave accumulates across the

- years of employment (pro-rata for part-time employees). A medical certificate need only be produced when an absence is greater than three days or there is an identified pattern of absence, a conduct issue or a formal performance process in place. Accrued sick leave can also be accessed as carer's leave to care for sick family members.
- b) Long service leave – can be accessed as paid leave after seven years of continuous service and is accrued at a rate of 1.3 weeks per year worked. Access to this leave requires two clear terms notice and approval is subject to departmental convenience.
 - c) Paid maternity and adoption leave – currently an entitlement of 14 weeks Paid Maternity Leave (PML) or Paid Adoption Leave (PAL) is available to the primary caregiver of a child. Conditions apply to the access to this leave. This leave type includes adoption and surrogacy provisions. Please see the QTU's information brochure Parental leave and entitlements for further details. Additionally, teachers may be entitled to access the Commonwealth paid parental leave scheme and/or dad and partner pay. This payment is made in addition to the PML provided by the department. Dad and partner pay cannot be accessed while on paid leave or when working.
 - d) Special leave – this includes two days bereavement leave for each bereavement and five days compassionate/special leave per year. Bereavement includes miscarriage. Bereavement leave is an entitlement. Paid special leave is discretionary and approval must be sought. Other forms of special leave are also available.
 - e) Extended special leave without salary – applications can be made after 12 months of being employed with the department. Access to this leave requires two clear terms notice and approval is subject to departmental convenience. The maximum amount of extended special leave without salary on each occasion is three years. Where the leave is for family care purposes, the maximum amount of leave that can be taken is seven years.

Standard of dress *

The issue of personal appearance is addressed in the department's Standard of Practice, which supports the Code of Conduct for the Queensland public service.

Personal presentation

"Each of us has a responsibility to conduct and present ourselves in a professional manner and treat co-workers, clients and members of the public with courtesy and respect. In addition, we have an obligation to ensure our own safety, health and welfare in the workplace. All officers are required to ensure their private conduct maintains the integrity of the public service.

Accordingly, as representatives of the department, it is essential we ensure that our personal appearance and presentation is professional.

As a general guide, the appearance and dress of departmental employees should be clean, tidy and appropriate to their duties and the people with whom they are dealing. Examples of inappropriate dress for DoE's work environment include thongs, singlets, revealing clothing or clothing with offensive slogans.

Employees who wear a uniform or other apparel identifying them as an employee of the department must ensure that their uniform or apparel is clean, complete and in good order.

In addition, if an employee is wearing a departmental uniform, or is otherwise identifiable as a departmental employee while off duty, they are expected to avoid conduct which may adversely affect the image of the department.

Each of us also needs to ensure that in compliance with our duty of care under the Work Health and Safety Act 2011, and the requirements of the Code, we do not wear clothing or footwear that could put our own workplace health and safety at risk."

Tattoos and piercings

There is no departmental policy in relation to tattoos or piercings. Jewellery may be a hazard when undertaking some activities. There is no requirement to cover a tattoo unless it is offensive or inappropriate. It is important to check the relevant curriculum risk assessment documents to check for more specific guidelines or stipulations.

Student protection policy/code of conduct

All teachers are required to undertake mandatory training in the department's student protection policy and the code of conduct.

The student protection policy provides examples of instances of harm, which include physical, sexual and verbal abuse as well as sexual relationships between teachers and students. The policy makes it mandatory to report instances of suspected harm to students.

The code of conduct prescribes departmental expectations with respect to the appropriate conduct of teachers and school leaders.

Access to departmental records*

The Public Service Regulation 2018 (Qld) gives teachers the right to be provided a copy of any document that could be considered detrimental to their interests and to have 14 days to respond to it.

Employee records covered by these provisions include:

- (a) reports, correspondence items or other documents about the employee's work performance, conduct or history
- (b) a medical report about the employee
- (c) a written allegation of misconduct by the employee.

Additionally, you may request to inspect a record, take extracts from or copy details in the record. This inspection is required to take place within 21 days from when the request is made.

Abuse of teachers by parents and students*

Teachers, like all other employees, have the right to a safe and healthy working environment.

Schools should have a positive school-wide behaviour management policy in place that identifies the consequences that arise from inappropriate student conduct.

Additionally, in some circumstances principals are empowered under the Education (General Provisions) Act 2006 (Qld) to respond to abuse of teachers by parents. The QTU may provide legal assistance in relation to parental abuse/defamation.

Where members have exhausted the use of these policies and procedures or face an imminent threat to their health and safety, they may be able to access industrial action to remedy this threat.

Parent/teacher interviews

Schools are required to provide parents with at least two opportunities per year to meet face-to-face with their children's teacher.

One of these opportunities may be in the form of a parent-teacher interview or a subject/year level information evening. However, when these are held outside of rostered duty time, attendance cannot be made compulsory.

Teacher participation outside rostered duty time should be considered voluntary. However, it is not unreasonable of a school to request that teachers arrange appropriate times for parents to meet with them. Consequently, most schools establish a designated night/week in which parent/teacher interviews are available. This assists teachers in maintaining an effective work/life balance, as well as meeting the reporting requirements of schools.

Transfer*

All permanent employees of the Department of Education are subject to possible transfer.

Teachers may request a transfer following a minimum period of service at a school. Compassionate transfer requests may be lodged at any time. Compassionate transfer requests are either about pressing personal circumstances or exceptional hardship. The Teacher Transfer Guidelines provide more information about compassionate transfer requests. Additionally, the department may require the transfer of a teacher from a school to another location for a variety of reasons.

Applications for transfer generally need to be submitted via the annual transfer cycle prior to a date in late term two, and the transfers are released in the last week of term three.

The transfer process is vacancy driven, and in most circumstances a transfer to a particular location will be dependent on the number of transfer points a teacher has accumulated at the time of requesting a transfer.

In 2019 after a QTU request, the Department of Education has introduced a pilot of a guaranteed transfer for teachers who have completed a specified period of rural/remote service and meet the pilot criteria.

Teachers have an appeal right regarding unreasonable transfers. More information about the appeal process is available on the QTU website.

Temporary teachers*

The QTU and DoE are committed to the maximisation of permanent employment in schools.

To fill a temporary vacancy in a school of five days or more in duration, the department may engage a teacher in a temporary capacity. Normally, temporary engagements occur to replace teachers who have taken a period of leave.

The Department of Education State School Teachers' Certified Agreement 2019 allows temporary teachers:

- access to pro-rata payment over the summer vacation period (subject to particular conditions)
- a guaranteed invitation to participate in the conversion to permanency process after two years continuous service, along with the retention of improved access to permanency when employed on successive engagements under school purchase arrangements secured in the previous certified agreement
- payment for attendance at student free days
- access to the Annual Performance Review (APR) process and consequent professional development.

Temporary teachers can terminate an engagement but must give the department notice of this intention.

Temporary teachers who have been employed for less than one year must provide at least one weeks' notice and those temporary teachers who have been engaged for more than one year must provide at least two weeks' notice.

The department is lawfully able to terminate a temporary teaching engagement, but certain conditions must be met, for example, a temporary teacher who is performing at an unsatisfactory standard should be informed of the performance issues and given an opportunity to improve his/her performance, via an informal performance review process. If that does not lead to satisfactory performance, then a formal Managing Unsatisfactory Performance (MUP) process should be completed before a contract is terminated.

Temporary teachers who believe their engagement may have been terminated inappropriately should contact the Union for advice.

** The information in these sections is a summary only. Further details about the conditions listed can be found in the advice, information and legal brochures available on the QTU website on www.qtu.asn.au*

18. Basic working conditions – all teachers, heads of programs and school leaders

Rostered duty time

- A full-time teacher will have 25 hours (1,500 minutes) of rostered duty time per week.
- The standard hours of instruction in schools fall between 8.30 am and 3.30pm. Any changes to these hours of instruction must occur in accordance with the provisions of clause 15.8 of the *Teaching in State Education Award – State 2016*.

Meal breaks and rest pauses

- The 10-minute rest pause must be provided each day – it cannot be accrued over the week and should be in a separate break from that designated as the meal break.
- A 45-minute uninterrupted meal break per day – this can be modified through consultative arrangements to provide a minimum 30-minute uninterrupted meal break per day provided that teachers access 225 minutes of uninterrupted meal breaks per week.
- The meal break should fall between the hours of 11.00am and 2.00pm as per clause 16.1(a) of the *Teaching in State Education Award – State 2016*.
- Any changes should be made following consultation with the local consultative committee in accordance with clause 16.1(c) of the *Teaching in State Education Award – State 2016*.
- Alterations to the length of the meal break can be achieved through consultation at the local consultative committee which takes into account the requisite continuous 30-minute uninterrupted break per day with a minimum of 225 minutes of meal break per teacher per week.

Bus and playground duty

- The provision of meal breaks and non-contact time should be read as a minimum requirement.
- It is important to be cognisant of clause 16.3 - Bus and playground supervision – *Teaching in State Education Award – State 2016*.

16.3 Bus and playground supervision

- (a) *Subject to clauses 16.3(b) and (c), teachers will be relieved of bus supervision duties and supervision of students in the playground as far as possible and where appropriate.*
- (b) *Teachers are still required to undertake some part of those duties. The appropriate mix of teachers and teacher aides will be determined by the principal of the school, having regard to local circumstances in accordance with the applicable local consultative arrangements.*
- (c) *Teachers shall not be required to undertake bus supervision duties for more than 30 minutes after the completion of the daily program of instruction.*
- Subsequently all efforts should be made to minimise the playground duty undertaken by teachers in a school.
- A bus and playground duty roster will be developed in each school in consultation with the staff and the local consultative committee.

19. Basic working conditions: classroom teachers – primary and special schools

Non-contact time

- A full-time primary/special teacher will be provided with a minimum of 2.5 hours (150 minutes) of non-contact time per week from the start of 2020.
- This must be provided in usable blocks of time of no less than 30 minutes.
- Non-contact time is provided for the purpose of undertaking the planning, preparation and correction necessary to perform the role of a teacher.
- The 150 minutes (award) entitlement to NCT can be used at the teacher's discretion. The use of NCT in excess of the award entitlement is determined by the school principal.
- Non-contact time can be aggregated by agreement so that a minimum amount of non-contact time can occur in one week with the balance banked – however this balance must be provided to teachers prior to the end of each term, e.g. a 0.6 teacher may agree to receive 60 minutes non-contact time a week and bank the remaining 30 minutes of non-contact time per week – meaning that at the end of 10 weeks they would receive 300 mins of non-contact time either in one day or split over two.
- Where a teacher has a split fraction, e.g. 0.6 primary specialist and 0.4 primary classroom teacher, the teacher will receive the relevant entitlements of each fraction for each sector.
- NCT foregone as a consequence of planned school activities should be replaced. How this is achieved is subject to consultation with the relevant teacher.

Face-to-face teaching/contact time

- Full-time primary and special school teachers have a maximum 21 hours and 40 minutes (1,300 minutes) of rostered face-to-face teaching and associated professional duties per week.
- Associated professional duties include times when teachers have contact with students in forums such as assembly, form class, pastoral care, sport etc.

20. Basic working conditions: heads of department (curriculum) - primary and special schools

Non-contact time

- A primary or special school head of department (curriculum) will be provided with their full allocation of non-contact time each week in addition to their administration time.
- This must be provided in usable blocks of time of no less than 30 minutes.
- Non-contact time is provided for the purpose of undertaking the planning, preparation and correction necessary to perform the role of a teacher.
- The 120 minutes (award) entitlement to NCT (or relevant fraction) can be used at the teacher's discretion. The use of NCT in excess of the award entitlement is determined by the school principal.
- Non-contact time can be aggregated by agreement so that a minimum amount of non-contact time can occur in one week with the balance banked – however this balance must be provided to teachers prior to the end of each term, e.g. a 0.4 teacher may agree to receive 30 minutes of non-contact time a week and bank the remaining 18 minutes of non-contact time per week – meaning that at the end of 10 weeks they would receive 180 mins of non-contact time, either in one day or split over two.
- The NCT for a head of department (curriculum) with a 0.5 teaching load will be 60 minutes each week.
- The NCT for a head of department (curriculum) with a 0.6 teaching load will be 72 minutes each week.
- Associated professional duties include times when teachers have contact with students in forums such as assembly, form class, pastoral care, sport etc.
- NCT foregone as a consequence of planned school activities should be replaced. How this is achieved is subject to consultation with the relevant teacher.

Administration time

- Heads of department (curriculum) are provided with administration time to support the reviewing and development of curriculum programs within the school and other administrative tasks associated with the role.
- The administration time for a head of department (curriculum) in schools with enrolments between 225-300 will be 0.4 FTE or 580 minutes per week.
- The administration time for a head of department (curriculum) in schools with enrolments of between 300-325 will be 0.5 FTE or 725 minutes per week.

Face-to-face teaching/contact time

- The maximum teaching time of a head of department (curriculum) with 0.6 teaching load and 0.4 administration time will be 798 minutes (or 13 hours and 18 minutes) per week.
- The maximum teaching time of a head of department (curriculum) with a 0.5 teaching load and 0.5 administration time will be 665 minutes (or 11 hours and 5 minutes) per week.

21. Basic working conditions: specialist teachers – primary and special schools

A specialist teacher is defined as a primary or special school languages, HPE or music teacher. Where principals create additional teaching roles that mirror the duties of specialist teachers, the specialist teacher conditions as prescribed by the award will apply and the positions are to be resourced from within the total school staffing allocation (clause 7.3.3 Department of Education State School Teachers' Certified Agreement 2019).

Contact time

- Full-time primary and special school specialist teachers have a maximum 20 hours (1,200 minutes) rostered face-to-face teaching and associated professional duties per week (contact time/class time).
- On average, a full-time specialist teacher should have 18 hours/week of contact time. The minimum hours of contact time for a full-time specialist teacher will be 15 hours/week.
- The number of hours of contact time will be determined by the number of schools within a teacher's circuit; the number of classes taught in each school; distances travelled; mode of delivery and involvement in other activities approved by the principals (e.g. sporting teams, choir, language speaking competitions).
- Associated professional duties include times when teachers have contact with students in forums such as assembly, form class, pastoral care, sport etc. and travel time between schools.

Non-contact time

- A full-time primary/special school specialist teacher will be provided with a minimum of two hours (120 minutes) of non-contact time per week.
- This must be provided in usable blocks of time of no less than 30 minutes.
- Non-contact time is provided for the purpose of undertaking the planning, preparation and correction necessary to perform the specialist teacher role.
- The 120 minutes (award) entitlement to NCT can be used at the teacher's discretion. The use of NCT in excess of the award entitlement is determined by the school principal.
- Non-contact time can be aggregated by agreement so that a minimum amount of non-contact time can occur in one week with the balance banked – however this balance must be provided to teachers prior to the end of each term, e.g. a 0.6 teacher may agree to receive 60 minutes of non-contact time a week and bank the remaining 30 minutes of non-contact time per week – meaning that at the end of 10 weeks they would receive 300 minutes of non-contact time either in one day or split over two.
- Where a teacher has a split fraction, e.g. 0.6 primary specialist and 0.4 primary classroom teacher, the teacher will receive the relevant entitlements of each fraction for each sector.
- NCT foregone as a consequence of planned school activities should be replaced. How this is achieved is subject to consultation with the relevant teacher.

Specialist preparation and co-ordination time

- A full-time specialist teacher with 20 hours contact time will have two hours 10 minutes (130 minutes) of specialist preparation and coordination time a week.
- Specialist preparation and co-ordination time is used for the purposes of co-ordinating, developing and evaluating the school/cluster program (this includes any extra-curricular activities associated with the specialist area).
- Specialist preparation and co-ordination time is not required to be delivered in 30 minute blocks, but it can be added to NCT to create a usable block of time.

Bus and playground duty

- Specialist teachers who work across more than two schools should not be used for bus and playground duty.
- The allocation of specialist teachers to bus and playground duty should occur cognisant of the amount of time they work with students outside of rostered-duty hours and their involvement in extra-curricular activities as expected by the school community.

22. Basic working conditions – heads of special education services (HOSES) – primary schools

Non-contact time

A primary or special school HOSES will be provided an allocation of non-contact time each week in addition to their administration time.

- This must be provided in usable blocks of time of no less than 30 minutes.
- Non-contact time is provided for the purpose of undertaking the planning, preparation and correction necessary to perform the role of a teacher.
- The 120 minutes (award) entitlement to NCT (or relevant fraction) can be used at the teacher's discretion. The use of NCT in excess of the award entitlement is determined by the school principal.
- Non-contact time can be aggregated by agreement so that a minimum amount of non-contact time can occur in one week with the balance banked – however this balance must be provided to teachers prior to the end of each term, e.g. a 0.4 teacher may agree to receive 30 minutes of non-contact time a week and bank the remaining 18 minutes of non-contact time per week – meaning that at the end of 10 weeks they would receive 180 mins of non-contact time either in one day or split over two.
- The NCT for a HOSES with a 0.8 teaching load (Band 5) will be 96 minutes each week.
- The NCT for a HOSES with a 0.6 teaching load (Band 6) will be 72 minutes each week.
- The NCT for a HOSES with a 0.5 teaching load (Band 7) will be 60 minutes each week.
- Associated professional duties include times when teachers have contact with students in forums such as assembly, form class, pastoral care, sport etc.
- NCT foregone as a consequence of planned school activities should be replaced. How this is achieved is subject to consultation with the relevant teacher.

Administration time

- HOSES are provided administration time to support the reviewing and development of special education programs within the school, provision of the necessary student support and parent contact and other administrative tasks associated with the role.
- The administration time for a HOSES (Band 5) is 0.2 FTE (290 minutes) per week.
- The administration time for a HOSES (Band 6) is 0.4 FTE (580 minutes) per week.
- The administration time for a HOSES (Band 7) is 0.5 FTE (725 minutes) per week.

Face-to-face teaching/contact time

- The maximum teaching time of a HOSES with 0.8 teaching load and 0.2 administration time will be 1,064 minutes (or 17 hours and 44 minutes) per week.
- The maximum teaching time of a HOSES with a 0.6 teaching load and 0.4 administration time will be 798 minutes (or 13 hours and 18 minutes) per week.
- The maximum teaching time of a HOSES with a 0.5 teaching load and 0.5 administration time will be 665 minutes (or 11 hours and 5 minutes) per week.

23. Basic working conditions: teacher-librarians – primary and special schools

Non-contact time

- A full-time teacher-librarian (TL) has access to 120 minutes of NCT per week.
- While administration time for a TL is not prescribed, the award recognises that the TL undertakes duties and *is responsible for the management of the resource centre and resources and as such will be involved in the school planning and budgetary process.*
- The award requires that the timetable of a TL is to be developed cooperatively with the school administration and will reflect time allocated for resource management and cooperative teaching.
- If a teacher-librarian services a number of schools, travel time should be incorporated into the timetable as contact time.
- TLs should not be systematically timetabled to provide non-contact time relief, other than what is provided for in the certified agreement.
- The use of TLs for NCT relief for classroom teacher should only occur in exceptional circumstances, i.e. principals may assign them to relieve **absent** teachers in emergencies.
- TLs may also **elect** to provide non-contact time where they have determined that the presence of the classroom teacher is not essential to meeting the objectives of a lesson. However, they cannot be required to do so as a matter of course.
- In October 2020, the department advised the QTU that the additional 30 minutes NCT for primary classroom teachers, including teachers working in special schools and special education programs (SEPs), will be resourced through an increase in a school's support allocation and a portion of the TL allocation.
- A school's support allocation consists of provisions for curriculum coordination time, NCT relief, specialist music, health & physical education (PE), language teachers, and TLs. The additional hours of NCT relief provided by the TL allocation will only partially cover the requirement for the additional NCT.
- The proportion of the TL allocation to schools that will contribute to NCT relief is 40 per cent. One full-time equivalent TL is 25 hours per week. 40 per cent equates to 10 hours or 600 minutes per week (e.g. 25 hours x 0.4 = 10 hours or 600 min/week). Schools are not expected to, nor should they, use more of the TL allocation than required.

Disclaimer: The current position until 2021 is as indicted below. It is noted that TLs fall into the categories as listed below, namely:

- 1) schools who have not got a TL, to discuss re-instating one at the site
- 2) protect TLs who have taken on different roles and provide non-contact time
- 3) allow for schools to keep a traditional model of TL.

Classroom teaching

- A TL works in partnership with classroom teachers to plan, develop, teach and evaluate resource-based programs.
- In most cases, lessons provided by the TL will be done so through cooperative teaching with the classroom teacher.

Bus and playground duty

- TLs who work across more than two schools should not be used for bus and playground duty.
- The allocation of TLs to bus and playground duty should occur cognisant of the amount of time a TL works with students outside of rostered-duty hours.

24. Basic working conditions: classroom teachers - secondary schools

Non-contact time

- A full-time secondary teacher will be provided a minimum of three hours and 30 minutes (210 minutes) of preparation and correction time per week. This must be provided in units no less than the length of a regular school lesson.
- Non-contact time is provided for the purpose of undertaking the planning, preparation and correction necessary to perform the role of a teacher.
- The 210 minutes (award) entitlement to NCT can be used at the teacher's discretion. The use of NCT in excess of the award entitlement is determined by the school principal.
- Non-contact time cannot be aggregated in a secondary school – subsequently preparation and correction time should be rounded up so that it fits into a regular school lesson. As this is a minimum entitlement to preparation and correction time, the amount cannot be rounded down, e.g preparation and correction time of 42 minutes may be rounded up to a lesson of 50 minutes in duration but cannot be rounded down to a lesson of 35 minutes duration – if lesson length is usually 35 minutes, for a secondary teacher to receive their preparation and correction time in this circumstance. a teacher with an entitlement to 42 minutes preparation and correction time per week should receive 2 x 35-minute lessons per week.
- Where a teacher has a split fraction, e.g. a middle school teacher who has 0.6 primary and 0.4 secondary classroom teacher, the teacher will receive the relevant entitlements for each fraction for each sector.
- NCT foregone as a consequence of planned school activities should be replaced. How this is achieved is subject to consultation with the relevant teacher.

Face-to-face teaching/contact time

- Full-time secondary school teachers have a maximum 20 hours and 40 minutes (1,240 minutes) of rostered face-to-face teaching and associated professional duties per week.
- Associated professional duties include times when teachers have contact with students in forums such as assembly, form class, pastoral care, sport etc.

25. Basic working conditions – heads of department – secondary schools

Non-contact time

- A full-time secondary teacher will be provided a minimum of three hours and 30 minutes (210 minutes) of preparation and correction time per week. This must be provided in units no less than the length of a regular school lesson.
- Non-contact time is provided for the purpose of undertaking the planning, preparation and correction necessary to perform the role of a teacher.
- The 210 minutes (award) entitlement to NCT can be used at the teacher's discretion. The use of NCT in excess of the award entitlement is determined by the school principal.
- The administration time of a head of department includes the award entitlement to NCT.
- NCT foregone as a consequence of planned school activities should be replaced. How this is achieved is subject to consultation with the relevant teacher.

Administration time

- Heads of department are provided administration time to support the reviewing and development of curriculum programs within the school, moderation and certification activities as required by QCAA, coordination of the department/curriculum area and other administrative tasks associated with the role.
- The administration time for a head of department includes the NCT associated with the fraction that they teach.
- The minimum administration time for a head of department assigned to a small department is 40 per cent or 580 minutes per week. NB: A small department is one with discrete subject area responsibilities, teaches less than 80 hours of the school program and has less than four FTE teaching staff.
- The minimum administration time for a head of department assigned to a medium/average sized department is 50 per cent or 725 minutes per week. NB: An average sized department is generally one that covers the core curriculum areas in most schools, including many "non-curriculum positions", teaches between 80 and 150 hours of school program and has between four and eight FTE teaching staff.
- The minimum administration time for a head of department assigned to a large department is 60 per cent or 870 minutes per week. NB: A large department is one that often crosses subject areas or core areas in very large schools or deals with extremely complex management or welfare issues, teaches more than 150 hours of school program and has more than eight FTE teaching staff.

Face-to-face teaching/contact time

- The maximum teaching time of a head of department assigned to a small department with discrete subject area responsibilities, that teaches less than 80 hours of school program and has less than four FTE teaching staff is 60 per cent or 870 minutes (14 hours and 30 minutes) per week.
- The maximum teaching time for a head of department assigned to a medium/average sized department (core areas in most schools including many "non-curriculum positions"), which teaches between 80 and 150 hours of school program and has between four and eight FTE teaching staff is 50 per cent or 725 minutes (12 hours and five minutes) per week.
- The maximum teaching time for a head of department assigned to a large department (often cross subject areas or core areas in very large schools or dealing with extremely complex management or welfare issues), which teaches more than 150 hours of school program and has more than eight FTE teaching staff is 40 per cent or 580 minutes (9 hours and 40 minutes) per week.

26. Basic working conditions: heads of special education services (HOSES) – secondary schools

Non-contact time

- A secondary school HOSES will be provided an allocation of non-contact time each week in addition to their administration time.
- A full-time secondary teacher will be provided a minimum of three hours and 30 minutes (210 minutes) of preparation and correction time per week. This must be provided in units no less than the length of a regular school lesson.
- Non-contact time is provided for the purpose of undertaking the planning, preparation and correction necessary to perform the role of a teacher.
- The 210 minutes (award) entitlement to NCT can be used at the teacher's discretion. The use of NCT in excess of the award entitlement is determined by the school principal.
- NCT foregone as a consequence of planned school activities should be replaced. How this is achieved is subject to consultation with the relevant teacher.
- The NCT for a HOSES with a 0.8 teaching load (Band 5) will be 168 minutes each week.
- The NCT for a HOSES with a 0.6 teaching load (Band 6) will be 126 minutes each week.
- The NCT for a HOSES with a 0.5 teaching load (Band 7) will be 105 minutes each week.
- Associated professional duties include times when teachers have contact with students in forums such as assembly, form class, pastoral care, sport etc.
- NCT foregone as a consequence of planned school activities should be replaced. How this is achieved is subject to consultation with the relevant teacher.

Administration time

- HOSES are provided administration time to support the reviewing and development of special education programs within the school, provision of the necessary student support and parent contact and other administrative tasks associated with the role.
- The administration time for a HOSES (Band 5) is 0.2 FTE (290 minutes) per week.
- The administration time for a HOSES (Band 6) is 0.4 FTE (580 minutes) per week.
- The administration time for a HOSES (Band 7) is 0.5 FTE (725 minutes) per week.

Face-to-face teaching/contact time

- The maximum teaching time of a HOSES with 0.8 teaching load and 0.2 administration time will be 992 minutes (or 16 hours and 32 minutes) per week.
- The maximum teaching time of a HOSES with a 0.6 teaching load and 0.4 administration time will be 744 minutes (or 12 hours and 24 minutes) per week.
- The maximum teaching time of a HOSES with a 0.5 teaching load and 0.5 administration time will be 620 minutes (or 10 hours and 20 minutes) per week.

27. Basic working conditions – teaching principals

Non-contact time

- A teaching principal with a full teaching load will be provided with a minimum of two hours (120 minutes) of non-contact time per week. The NCT to be accessed by a teaching principal will be adjusted according to their teaching load.
- This must be provided in usable blocks of time of no less than 30 minutes.
- Non-contact time is provided for the purpose of undertaking the planning, preparation and correction necessary to perform the role of a teacher.
- The 120 minutes (award) entitlement to NCT can be used at the principal's discretion.
- In recognition of the reduced ability to regularly access relief teachers or specialist teachers in some locations, the timetabling of non-contact time for teaching principals will be subject to local arrangements, provided that non-contact time, if accrued, is accessed by the end of each school term.
- NCT foregone as a consequence of planned school activities should be replaced. How this is achieved is subject to consultation with the relevant teacher.

Administration time - teaching principals

Teaching principals have access to the following administration time (referred to as principal release time/ teaching principal release days):

Enrolment	Release time	Time per week
0-25 students	0.10 FTE	2.5 hours
26-99 students	0.15 FTE	3.75 hours
100-124 students	0.25 FTE	6.25 hours
125 – 134 students	0.50 FTE	12.5 hours
135 – 144 students	0.60 FTE	15 hours
145 – 154 students	0.70 FTE	17.5 hours
155 – 164 students	0.80 FTE	20 hours
165 – 174 students	0.90 FTE	22.5 hours
175 students and above	1.00 FTE	25 hours

- The release time can be accessed in accordance with the needs of the school community, for the principal to engage in professional development and regional principal meetings or other activities required to support the good order and management of the school.
- The release time is in addition to the NCT and the curriculum co-ordination time.

Curriculum co-ordination time

The following curriculum co-ordination time will be allocated to schools with teaching principals:

Enrolment	FTE	Time per week
Less than 53	0.1	2.5 hours
53 to less than 78	0.15	3.75 hours
78 to less than 200	0.2	5 hours

The use of the CCT in the school will be subject to local decision making and in accordance with local needs.

Appendix 1: Agreed Statement - Initial Outcomes of QTU/Queensland Government Workload Reduction Negotiations

As 2020 began, teacher workload issues were at the forefront of discussions between the department and the Queensland Teachers' Union (QTU), including around matters under the enterprise bargaining agreement, the QTU's long-held view on NAPLAN, and the rationalisation of workload issues around the Curriculum, Assessment and Reporting Framework (CARF) and school accountability requirements.

The emergence of the COVID-19 health pandemic necessitated the reprioritisation of resources and teacher time, and also resulted in these important discussions not progressing as planned.

In combination, the workload reduction strategies outlined below, both immediate and future, will create more space for teachers to teach and for school leaders to lead our outstanding state schools in Queensland. These measures demonstrate a clear intent to reduce workload for all teachers, heads of program and school leaders, to deliver improved learning outcomes for Queensland state school students. This will occur best in learning environments where safe, effective work practices that support wellbeing and work-life balance for those responsible for the delivery of education are evident.

Teachers and principals go above and beyond. This has never been more evident than during the COVID-19 health pandemic, which saw the teaching profession step up to the challenge of shifting to a new way of delivering quality education across the state. The government acknowledges the extraordinary efforts of teachers and principals, and recognises the work undertaken during school holidays and outside ordinary working hours in preparation for the transition to remote learning and coping with the circumstances of learners in remote classrooms.

In a letter to the QTU on 14 July 2020 that you can find here, the Palaszczuk government committed to reducing workload through an accelerated process of negotiation set to conclude this week. In addition to the commitments on the early end of the 2020 school year, around continuity of employment for temporary teachers, protection of defined benefit superannuation outcomes, and NAPLAN, a range of issues have been agreed as an initial tranche of workload reduction strategies.

The outcomes achieved during these negotiations include the following measures to immediately reduce workload for teachers and principals, commencing during Term 4 2020:

Rationalise the requirements of the P-12 Curriculum, Assessment and Reporting Framework (CARF):

- P-12 CARF – strengthen implementation of the requirements of the CARF and actively promote use of the P-6 Curriculum Planning model to reduce workload
- Assessment – ensure assessment, both formative and summative, is aligned with the requirements and advice in the P-12 CARF in all schools
- COVID Guidelines (Reporting) – issue revised reporting arrangements to schools for the end of Semester 2, 2020 reporting period in light of the ongoing impact of COVID-19
- Reporting – engage with stakeholders on reporting requirements to embed workload reduction while maintaining appropriate reporting on student progress to parents; twice per year in writing and two opportunities per year for parent-teacher interviews
- Pedagogical frameworks – promote professional autonomy in schools to collaboratively determine their appropriate pedagogical framework and clarify that there are no system-imposed pedagogical frameworks
- Education adjustment plans – remove the requirement for biennial reviews of education adjustment plans (EAP) in favour of reviews where a student is not likely to meet EAP criteria
- Individual curriculum plans – discontinue the practices resulting in excessive individual curriculum plans and refocus on the current policy of requirement only where a student is learning two years above or two years below their chronological age
- Moderation – establish a systematic and consistent approach to moderation across the Department of Education

- Curriculum activity risk assessment – implement the outcomes of the review of the curriculum activity risk assessment process
- National Curriculum review – continue advocacy for the decluttering of the Australian Curriculum while protecting the depth and breadth of the curriculum provided in Queensland. Implementation of any revised Australian Curriculum will be subject to the normal consultation processes

Streamline data and information collection:

- School review process – implement the agreed improvements to the school review process to reduce unnecessary workload, including that associated with preparing for school reviews
- School opinion survey – reduce workload for schools in the delivery and administration of the school opinion survey and reduce the content of the survey – for implementation of a new process in 2021
- Annual performance reviews (APR) – all APR processes to be conducted in rostered duty hours unless otherwise agreed, and, in alignment with the new Public Service Directive; Positive Performance Management, review APR to identify opportunities to streamline processes and provide additional support for teachers, heads of program and principals
- School annual reports – continue to provide pre-populated school annual reports for schools to adapt or adopt
- Regional and system priorities – the workload impact of proposed new initiatives at the regional and system levels will be subject to consideration and consultation with the QTU, in accordance with certified agreement arrangements
- Workload impact – consider workload impact of all proposed large-scale strategic initiatives to prevent unnecessary workload growth
- Data – publish a revised Joint Statement on the Purpose and Use of Data during Term 4 2020; publish a searchable electronic annual mandatory data collection schedule determined by legislative and regulatory requirements; provide resources to support schools in developing their data plan, including advice about data sets to be included and templates that may be used; strengthen ethical use of data through launch of Data Literacy Framework in Term 4; reduce duplication of data and unnecessary data collection
- OneSchool – implement operational improvements to OneSchool to reduce workload and eliminate data duplication and multiple inputs to the greatest extent possible; develop safe and secure integration pathways for third party software to ensure effective communication with OneSchool; publish an annual forward program of work for OneSchool
- ICT reference committee – introduction of a stakeholder ICT reference committee to provide information and consultation opportunities around the implementation and support of information and communication technologies
- QCE – implement reduced data collection cycle and updated data collection process, with one collection point in Year 11 (Term 4) and two collection points in Year 12 (Term 3 and 4)
- Role of assistant regional directors – focus role of ARDs on support for schools and principals through the implementation of the agreed ARD Ways of Working.

Significant additional work will be undertaken to unpack the initiatives outlined and to develop new approaches over the course of Term 4 to ensure a further suite of changes are ready for implementation from the commencement of Term 1, 2021.

The Workload Advisory Council will conduct a parallel process of consideration of the hundreds of submissions on workload issues, and develop appropriate responses in accordance with its remit under the terms of the Teacher in State Schools Certified Agreement 2019. The principles of good workload management (Schedule 6 of the certified agreement) provide a reference point to inform school practice and should be incorporated into school decision-making processes.

17 September 2020

Document revisions/changes

2021 - VER082021

Updated throughout, including addition of Agreed Statement - Initial Outcomes of QTU/Queensland Government Workload Reduction Negotiations

2020 - VER25012020

New edition with changes throughout in line with DoE State School Teachers' Certified Agreement 2019



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