

As with every enterprise bargaining negotiation, the QTU will be pursuing fair salary increases across the profession. However, three priority areas for negotiations have emerged over the life of the current agreement. As such, the QTU is proposing that these issues be priorities in the EB claim.

### *Promotional Positions Classification Review:*

While classroom teachers received a salary increase over the life of the previous agreement ranging from 2.5 per cent p.a. to 3.1 per cent p.a. and access to two new classifications, highly accomplished teacher and lead teacher, members in promotional positions received a flat increase of 2.5 per cent p.a. and a commitment to a review of their classification structure.

This review is referred to as the Promotional Positions Classification Review (PPCR) and has been ongoing over the past two years.

The final report is due by the end of the year, and the QTU anticipates that it will recommend a new classification structure that aligns to the changing and diverse roles of school leaders and heads of program.

The commitment of the previous certified agreement is that this review will inform the negotiations for salaries of those in promotional positions in this round of bargaining.

The QTU firmly believes that it's time that our teachers across the range of promotional positions (from heads of curriculum to executive principals) are valued for the work they do in schools and the community.

### *Workload:*

Several initiatives have been undertaken during the life of the agreement to try and stem the increasing tide of workload for QTU members. These initiatives include matters such as staff meeting agreements, clear processes around data, collegial engagement and preparation and planning, and agreements around the replacement of NCT for planned school activities.

However, change is ever present in education and schools are expected to pick up new initiatives and implement them with little consideration of the impact on members. Consequently, it is imperative a workload management tool is in place if we are to affect real change for members

### *Gender pay equity:*

A recent review undertaken by the Queensland Public Service Commission identifies that there is a gender pay gap of at least 10 per cent in Queensland education. The impact of broken service, part-time work for caring responsibilities and previous governments' abandonment of programs to address this inequity are evident in this figure.

Equity also means that paid parental leave should be accessible by both parents, regardless of gender or parenting role.

The QCT report at the end of 2015 states that 75.6 per cent of all teachers in the state system are women. It's time for conditions to become reflective of this figure.