

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