

To address the key priorities, the claim needs to include the extension of some of the existing provisions of the agreement and the introduce others. Members are asked to consider these issues and identify the three key issues they believe need to be addressed in the new agreement. Members will be asked to vote for these at the workplace meeting.

Maximising permanency:

It's time that beginning teachers were provided permanent appointments rather than temporary engagements.

It is not okay to keep someone in insecure employment for three years rather than using the probation process and keeping them in our system. It is important that temporary engagements are utilised only against genuine short-term vacancies.

Part-time employment:

One of the contributing factors to the gender pay gap in education is the impact of part-time employment on member salary progressions.

It is important to not only improve access to part-time for retirement transition/family responsibilities/promotional positions, but also to have the years of service in part-time engagements recognised in the same manner as those in FTE engagements.

Class sizes:

Class size is both a workload issue and a workplace health and safety issue.

The larger the number of students in a class, the more a teacher needs to plan, differentiate their teaching, assess, and report. Transition to the Australian Curriculum across secondary may also resulted in secondary teachers having an increase in the number of classes taught.

The larger number of students may lead to various complexities in the classroom.

The certified agreement enhanced the class sizes clause by including restrictions on the use of classes over the established class size target. These can only occur in exceptional circumstances, following consultation through the LCC (in schools required to have one).

Additionally, the QTU believes that the current targets should extend to the establishment of class size targets for practical subjects, in consideration of the differing workplace health and safety concerns that arise in these classrooms.

Improvements to the Remote Area Incentives Scheme (RAIS):

During the life of the current certified agreement, the department has conducted a review of RAIS and a trial of a modified incentive scheme.

One of the key issues arising from this trial is the lack of flexibility regarding the use of incentives and the lack of an incentive payment (rather than a compensation benefit) for members in their initial years of employment in rural and remote Queensland.

To achieve enhanced incentives for working in rural and remote communities, there must be an increase to the RAIS funding to attract and retain teachers in these communities.

Allowances:

There is a distinct difference in the public service between bureaucrats that work in offices and frontline officers, e.g. teachers, nurses and emergency service workers. Establishing directives that apply to the whole of the public service but which do not recognise this difference results in difficulties (which in effect results in a disadvantage to our members) in applying public sector allowances to teachers and school leaders, e.g. on-call allowances, higher duties. These issues need to be addressed as a matter of priority.

Non-contact time:

Due to historical factors, the hours of NCT in primary and special schools and secondary schools differ. However, these hours have not changed since 1971 in secondary schools and 1996 in primary and special schools.

It is time to review and campaign for non-contact time that aligns with schools in the 21st century.

The current certified agreement sought to ensure that award NCT is used for the purpose it was intended, i.e. for personal preparation and correction.

Through this EB, steps need to be taken to have DoE provide additional time to schools to afford teachers release for the purposes of collaborative planning (given that this is a priority of the department).

While the claim will also include improvements to the amount of NCT currently received, to achieve this it may be necessary for this to be introduced during the life of the agreement.

Additional release time should also be provided to Union Reps and workplace health and safety reps, given the significant roles they undertake in attending LCC and WHS meetings and ensuring member conditions are accessed in the workplace.

Workplace health and safety:

Amendments to the Queensland workplace health and safety legislation have a real impact on schools.

As workplaces, schools should have workplace health and safety representatives and officers. The role of these representatives includes working to prevent, as well as assess, potential risk of harm in the workplace.

It is important that schools receive support for release time for employee representatives to undertake their health and safety and industrial responsibilities, which includes participating in relevant training to enable them to undertake their responsibilities.

Additionally, DoE needs to ensure that there are improved processes to address situations of occupational violence, including online violence.

Professional issues:

As QTU members are aware, education and the expectations of schools are constantly changing.

To address the many issues that arise during the life of a certified agreement, there needs to be an ongoing commitment to the joint statements between DoE and the QTU, commitment to assessing the workload implications of any system or regional imperatives, improvements to the mentoring for beginning teacher scheme and access to professional development for all members.

Members are asked to consider these issues and determine their importance for inclusion in the EB claim.