

# WORKLOAD MANAGEMENT



## CHECKLIST FOR QTU REPS

### **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 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 levels.

As Union Reps 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:

Exceed the face-to-face teaching time of teachers?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If no these factors should be considered and processes to address any negative impacts should form part of the proposal

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

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How much time will this take?

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Is there capacity in the school to allocate the duties so that the time that it takes is evenly shared? Yes  No

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If this is a priority what other things will be removed or not be prioritised in order for the initiative to be implemented?

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Do we have the capabilities/skills/resources within the school to implement the initiative? Yes  No

If not, how will we support people to gain these skills etc while managing workload?

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Who will implement the initiatives?

Is it part of their role and responsibilities? Yes  No

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Where does the initiative come from?

Why is it necessary in the school?

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Is the initiative related to my role as a teacher/head of program/school leader? Yes  No

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What value does it add, or is it just compliance?

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Is it a trial? Yes  No

What's the timeline to review the proposal?

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Will the review consider the impact on workload? Yes  No

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Is the initiative additional OR Yes  No

is it replacing something else? Yes  No

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## WORKLOAD MANAGEMENT CHECKLIST FOR QTU REPS

### 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:
- face-to-face teaching;
  - 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);
  - 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
  - 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:

- Understanding that all employees and managers are accountable for effective workload management.
- Discuss and review workload. Allocation of workloads that take into account the training, skill, knowledge, career and professional development of individual employees.
- Recognise that changes occur in workplaces on a daily basis and that managers are responsible for managing workloads.
- Success depends on a strong commitment by both employees and managers.
- Equitable distribution of workloads and open and transparent decision making.
- Support decisions that take into account the work-life balance of employees.
- Provide flexibility and discretion in applying workload management to ensure delivery, work requirements and the effectiveness and efficiency of the Department are met.
- Maintenance of safe work environments and safe work practices.
- Allocation of resources to ensure both the maintenance of workloads at a reasonable level and the delivery of a high quality service.
- Issue escalation processes are in place. The LCC is a key mechanism for managing workload issues at the workplace level.



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*Notes!*

### Questions?

Contact your local QTU Organiser or the Queensland Teachers' Assist Desk:

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