



**QTU Organiser**  
**Ben Vercoe**

### **Term 2, 2020**

Welcome back to what has been a most extraordinary and odd start to a school term in the era of COVID-19.

#### **Term 2 QTU Newsflashes**

In case you missed either of these, the [17 April](#) and [28 April](#) QTU Members' Newsflashes had a mass of information relevant to working under the current circumstances. Some features included:

- Term 2 Operating Guidelines from the Department
- Health and Safety
- Information for temporary and relief teachers
- Workload

#### **Where do I find the answers to further questions I have?**

- The QTU website [www.qtu.asn.au](http://www.qtu.asn.au) is regularly updated with current information. Additionally, there is a [COVID-19 page](#) that is regularly updated and includes FAQs.
- The Queensland Teachers' Assist Desk (QTAD) is a wealth of facts and information and can be reached on 1300 117 823 or alternatively you can email them on [qtad@qtu.asn.au](mailto:qtad@qtu.asn.au).
- You can also reach me through the QTU Springwood office on (07) 3380 5000 or via email [springwood@qtu.asn.au](mailto:springwood@qtu.asn.au).
- Workplace reps and school leaders often contact me on my mobile 0439 782 235. If I am unavailable or busy, please leave a message for later attention.

#### **New Operating Guidelines**

It's important to recognise that as part of the re-newed guidelines, social distancing between staff should still be occurring and that staff who have been deemed vulnerable can still access flexible work arrangements in weeks 4 and 5.

#### **Workload**

The focus on workload reduction continues. I have been busy providing advice to schools on different models of working during COVID-19 as well as the newly announced reporting guidelines for semester 1 2020 (QTU information can be [found here](#)). A reminder that members can contribute ideas to tackling workload post COVID-19, possibly using ideas gained in recent weeks. The email address is [workload@qtu.asn.au](mailto:workload@qtu.asn.au).

Consultation on workload matters is still required, but many of the changes that have been implemented for weeks 1-5 are likely to only be short term. Consultation may take a different form given the disruption due to COVID-19, but members should have input into new processes as well as opportunity to give feedback, particularly as it pertains to the reasonableness of workload.

#### **Branch Meetings in Term 2, 2020**

Branch meetings are continuing this term for members to remain connected to the QTU and democratic structures continue to be accessible for members. I encourage as many members as possible to attend. Please contact me if the new format presents technical issues for you.

<b>Branch</b>	<b>Date/Time</b>	<b>Location/Format</b>
Inala District	7 May, 4 pm	Zoom (remote)
Macgregor Rochedale	13 May, 3.30pm	Zoom (remote)
East Brisbane	14 May, 3.45pm	Zoom (remote)
Runcorn / Sunnybank (combined)	21 May, 3.30pm	Zoom (remote)
Wynnum	25 May, 3.45pm	Zoom (remote)
Camp Hill / Mt Gravatt (combined) NOTE: This date has been changed	4 June, 4pm	Zoom (remote)

### Membership Update

It has been fantastic to see QTU membership continue to thrive early in 2020, where the QTU has reached 48,000 members in recent weeks. Here in Metropolitan South, over 200 permanent, temporary and casual teachers have joined the QTU. As always, we appreciate the great work that QTU reps in schools continue to do in this space. Below is a photo of the QTU reps at Pallara State School Jo, Jayne, Andrew and Jonathan with new QTU members Helen, Heidi, Andrew and Kate. They are practising social distancing with “aeroplane arms” which was the tool to teach the students social distancing.



### Avoiding pitfalls working from home

The QTU has developed a [document highlighting some of the things we should be aware of in this environment of remote and online learning](#). It includes tips for virtual learning spaces, the use of social media and their relationship to the code of conduct. Members are encouraged to use this as a guide to help avoid issues that may arise in the learning from home environment.

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