

QTU members are a diverse group with a range of issues that they face daily. Depending on our classification, we undertake different roles, but our core motivation is that we work together to make a difference in the lives of the students that we teach. We often refer to our kids, our students, our school, our profession. Every three years we can negotiate changes to our working conditions and salaries – we use this opportunity to highlight the value of our profession.

For many members, EB9 will be their first enterprise bargaining negotiation as a member of the QTU. For others it is a timely reminder of just how quickly three years passes.

So, what is the purpose of an EB and how does it work?

Enterprise bargaining (EB) is the process of negotiating a new agreement relating to the salaries and working conditions of members. The outcome of these negotiations between the Union and department form the basis of the certified agreement. To work toward achieving improvements to salaries and conditions, the Union develops an EB claim, or log of claims, in consultation with members. This claim forms the basis of negotiations at the single bargaining unit (or SBU). The SBU is made up of officers from the Department of Education and the QTU. The QTU is usually represented at the SBU by a Senior Officer and the QTU's Industrial Officers. Regular reports about the progress of negotiations are provided to the QTU Executive and State Council.

QTU Executive and members of the SBU also use the log of claims to assess the progress of negotiations when considering what if any action members need to take in support of the claim.

During 2015, members identified workload, non-contact time and class sizes as key concerns, and so they became key elements of the QTU's claim.

As an outcome, the current certified agreement delivered:

- a clear process for consultation and dispute resolution
- commitments around local agreements for the purpose, frequency and duration of staff meetings
- recognition that award entitlements to non-contact time (NCT) are to be used at the teacher's discretion and that any award NCT lost because of planned school activities needs to be replaced
- NCT for heads of program and administrative time for teaching principals included in an industrial instrument
- increases in curriculum coordination time recognised in the agreement
- class size targets for composite classes

- class sizes that can be exceeded only in exceptional circumstances and following consultation at the local level
- requirements for schools to have agreed data plans, processes for collegial engagement in classrooms and timeframes for annual performance reviews
- a pilot of varied initiatives for the Remote Area Incentives Scheme (RAIS)
- a pilot and statewide roll out of highly accomplished and lead teacher classifications
- significant salary increases for classroom teachers (although the base figure was 2.5 per cent per annum, classroom teachers received from 2.9 per cent to 4.2 per cent)
- a comprehensive review of the classification system for promotional positions (head of department/head of curriculum and above)
- commitments regarding maximisation of permanency and payment for attendance at both student free days at the start of the school year for temporary teachers
- ongoing commitments to the Mentoring for Beginning Teacher Program.

All these initiatives formed part of enterprise bargaining negotiations and were accepted by members as the outcomes of the negotiations. They are now contained in the certified agreement.

Consequently, significant gains can be achieved in enterprise bargaining negotiations. This is the reason member engagement in the development of the EB claim is vital. Without member input, the key issues affecting members in workplaces may not form part of the negotiations, which means advances in relation to these issues cannot be made.