

# QTU Working Conditions Policy

2017–2019

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## 1. General industrial relations policy

The QTU recognises that the industrial relations system provided by state and federal legislation is a key factor in the just and equitable settlement of industrial disputes between employers and employees. Without a just and equitable industrial relations system, no just or equitable settlement of disputes is possible. The industrial relations system must recognise:

- the rights of the employee to protection from the superior power of employers;
- the rights of employees to withdraw their labour; and
- the role played by trade unions in representing the rights and aspirations of workers.

The QTU

- supports the continuation of a system of conciliation and arbitration for the settlement of industrial disputes;
- believes that the mechanisms associated with the system are the most appropriate method of preventing and resolving industrial disputes, given the history of Australian industrial relations
- believes that unless the tribunal has full and sole jurisdiction, it will lack the confidence of the parties to the industrial relations system and its procedures may well be circumvented or ignored. The power of the industrial tribunal to deal with industrial matters and industrial disputes can only be limited at the risk of destroying the effectiveness of the system
- supports statutory protection against common law liability for industrial action
- condemns any government which enacts industrial relations legislation which seeks to restrict/remove the role of the Queensland Industrial Relations Commission in the industrial relations system
- condemns any government which attempts to destroy the system of collective bargaining of wages and working conditions by forcing individual workers to negotiate directly with their employer.

## 2. Workload

The QTU recognises the increasing workload of all teachers in all sectors. To that end the QTU will continue to strive to advocate for a genuine balance for members to achieve a healthy workload – life balance.

The QTU strongly calls on the Department to streamline workload imposts for teachers including data collection and to provide the relevant time or resources that build in opportunities for teachers to collect and compile evidence to inform teaching practice. In addition, the added structural impediments of the Department creates significant delays in the areas of developing Rural and Remote incentives, One School, C2C, ICPs.

The QTU strongly calls on the Department to enforce the working conditions of all teachers in all sites.

### 3. Basic principles of wages policy

The QTU:

- supports a system of centralised wage fixing which achieves wage justice for all wage and salary earners
- strongly opposes any wages system based on cost neutrality and trade-offs of working conditions
- recognises that living standards are affected by a number of interrelated factors, such as wages, taxation, inflation, interest rates and social wage expenditure
- supports the establishment and maintenance of the real level of wage rates through indexation and the social wage
- opposes taxation cuts which would cause reduced social wage expenditure and, in particular, reduced education expenditure
- supports the principle of equal pay for work of equal value, regardless of race, colour, sex, marital status, sexual orientation, gender identity, age, religion, political opinion, national extraction or social origin
- believes that wages must be fixed at levels which fully reflect the true value to the community of work performed by all categories of wage and salary earners
- regards as fundamental the right for all employees to share in increases in national productivity
- supports the maintenance of awards as the primary vehicle for wages and working conditions, and the capacity for unions to “roll up” certified agreement wage increases and conditions improvements into relevant awards
- supports the bargaining process, providing that:
  - the bargaining process is not productivity based
  - cost cutting is not part of the bargaining outcome
  - the bargaining process delivers a wage outcome which is significantly greater than CPI and/or relevant safety net increases
  - bargaining outcomes do not result in an increased workload for QTU members
  - bargaining outcomes recognise the unique nature of teaching.

## 4. Salaries and allowances

### 4.1 Salary and career structures

The structure and detail of specific QTU claims shall be as determined from time to time by the Conference, State Council or by another body or group to which this responsibility is delegated.

In general terms, the QTU believes that the salary and career structure for teachers should have the following characteristics:

- pay that is comparable with that of comparably qualified employees with similar skills, responsibility and experience in other sections of the workforce

- starting rates that are sufficiently high to attract high quality entrants to teaching and enhanced starting salaries for additional pre-service qualifications
- incentives to achieve additional in-service qualifications, including an additional qualification allowance and reimbursement of any course fees and incidental expenses
- a single salary scale which, over time, gives all teachers access to the same maximum salary level
- recognition of the broad range of tasks which a teacher may be required to, or does, perform
- payment of allowances as a percentage of salary, in order to maintain their value
- remuneration of all school-based promotional positions according to an agreed methodology, based on comparability of levels of responsibility or workloads across schools and school sectors.
- strongly oppose any contractual arrangements for promotional positions.

## **4.2 Senior teacher**

Senior teachers will be appointed and paid in line with current award and certified agreement provisions.

Notwithstanding the above, the QTU supports a senior teacher salary which represents an additional step on the salary scale and which offers a genuine alternative to a promotional pathway for expert classroom practitioners. The QTU supports the senior teacher increment to be a mere progression on the salary scale.

## **4.3 Experienced senior teacher (EST)**

Experienced senior teachers will be appointed in line with current certified agreement provisions. The QTU supports the experienced senior teacher increment to be a mere progression on the salary scale.

## **4.4 Highly Accomplished Teacher and Lead Teacher**

The QTU supports the implementation of a Highly Accomplished Teacher and Lead Teacher pay category, for teachers who demonstrate accomplishment of criteria based on the agreed Australian Professional Standards for Teachers (APST). Such positions should be in accordance with state wide service and should be permanent. The QTU opposes these positions being attached to schools, rather than merit based selection of applicants.

## **4.5 Allowances**

### **4.5.1 Extra-curricular**

The QTU supports the payment of an allowance in recognition of teachers' out-of-hours work on extra-curricular activities.

### **4.5.2 Award allowances**

The QTU supports the retention and improvement of current award allowances for teachers.

## 5. Non-contact time

Non-contact time is supported by the QTU as a necessary and essential condition to which all teachers are entitled.

Non-contact time is to be used for the preparation, planning and correction to effectively carry out the role as teacher. During non-contact time, teachers make decisions regarding what tasks they will complete during this period.

Only the individual teacher has the right to determine how non-contact time should be used.

The QTU believes that contact time for a teacher should be:

- classroom teacher – 20 hours a week
- special education teacher – 18 hours a week
- specialist teachers in primary/special schools – 18 hours a week
- year/subject co-ordinator and other specific non-classified co-ordination positions – 18 hours a week
- head of department/head of curriculum – 10 hours a week.

The QTU:

supports a non-contact model through which access to non-contact time is made possible through the allocation of permanent additional teachers in their first two years(FTE) of teaching.

- supports the reduction of contact time for beginning/graduate teachers to two-thirds of a normal teaching load
- supports the allocation of additional non-contact time for teachers who undertake the role of QTU representative, Health Safety and Wellbeing officers (HSWOs), workplace rehabilitation co-ordinator in a school.

## 6. Time off in lieu (TOIL)

The QTU supports current consultative arrangements which allow for additional hours worked on any one day of the week to be compensated by early finishes on subsequent days of the week. The QTU supports the accumulation of TOIL in order to have access to a full day in lieu.

## 7. Salary packaging

Salary packaging is the legal restructuring of a teachers' salary to maximise their net pay and to integrate and improve their personal financial situation.

The QTU:

- acknowledges the tax reduction effects of salary packaging
- supports salary packaging being accessible to all QTU members
- opposes salary packaging of private school fees for its members, and acknowledges the Department of Education and Training's support for this position
- calls on the Department of Education and Training and the Office of Employment and Industrial Relations to provide QTU members with appropriate information and advice on salary packaging

- supports salary packaging processes based on the following considerations:
  - the QTU will negotiate a list of standard salary packaging items with the department for members to consider
  - salary packaging is to be voluntary and teachers have the right to cancel or change the package should they wish
  - Union dues are to be based on the relevant percentage of the normal award salary, as set by enterprise agreement or other processes, before packaging options are implemented
  - entitlements such as sick leave, long-service leave, superannuation, recreation leave and leave loading must not be included in salary calculations for packaging purposes
  - the parties will seek the most favourable Australian Taxation Office categorisation for teachers
  - the parties will exclude items which would be detrimental to the provision of public education.
- The QTU seeks a change in status from the Australian Taxation Office deeming teaching as falling under the umbrella of a charitable benevolent institution, therefore attracting broader salary sacrificing options.

## **8. Deferred salary scheme**

Teachers should have the option of receiving salary at a reduced fraction of full entitlement for a period of time, so they can be paid at the same fractional rate during a period of leave.

## **9. Special duties**

### **9.1 Practice teaching (supervision)**

The QTU supports a practicum program which:

- is voluntary on the part of supervising teachers
- provides supervising teachers with professional release for at least one day's in-service training per year (provided by the training institution), and additional weekly non-contact time
- is co-ordinated by a teacher, whose role is to liaise with the tertiary institution, to co-ordinate the practicum program in the school and to support teachers and trainee teachers
- provides the school co-ordinator with a systemically agreed, additional weekly allocation of non-contact time specifically to undertake these duties
- includes an agreed hourly rate for payment of supervising teachers, with payment made for the total period for which the student is supervised
- includes an agreed co-ordination allowance, based on the number of teachers and trainees for whom the co-ordinator is responsible
- provides supervising teachers with release time to allow them to meet with their practicum students for one day before and after the practicum period.

The QTU :

- opposes any move by tertiary institutions or the department to substitute the practice teaching allowance with other payment options, e.g. assistance with tertiary study expenses, or release from classes (other than where agreed with the QTU on an institution by institution basis in formally registered internship agreements)
- supports the indexation of the practice teaching allowance in line with general salary increases for teachers

## 9.2 Queensland Curriculum and Assessment Authority (QCAA)

The QTU:

- strongly supports QTU representation on the Board
- acknowledges the important role played by QCAA committees and panels in the Queensland education system
- supports the critical role of QTU members in the functioning of these bodies
- believes that the entitlements of members employed by the QCAA as review panelists, Queensland core skills test markers and external examination markers should be included in appropriate award or industrial agreement provisions
- believes that only registered teachers should be engaged for these tasks
- believes that additional workload created by the implementation of QCAA curricula and assessment initiatives should be addressed through appropriate enhancement in the staffing scale for schools, increased teacher aide time and increased school funding for resources.

In relation to the demands placed on the individual teacher, the QTU believes:

- teacher time taken in review of scripts and progress, and/or meeting time should be paid
- use of own car to attend meeting or in-service should be reimbursed at public service rates
- replacement costs for each teacher absent should be paid to the school via TRS to cover the period of the meeting, travel and meeting preparation time
- bus, train and air travel and accommodation to attend meetings and/or in-service should be paid
- storage requirements must be modernised and supported by the Department to reflect contemporary requirements. In turn this must be resourced appropriately at the school level to allow for this.

## 10. Supervision in non-instructional situations

The QTU believes that teachers should not be required/rostered to supervise students in non-instructional situations in the playground or in association with travel to or from school or other such similar duties.

The QTU supports the payment of teachers who volunteer to perform such duties.



The QTU believes that such teachers should be paid at the hourly rate for casual teachers on an hour-for-hour basis.

The QTU believes that an eleven week term should be a very rare anomaly rather than the norm.

## **11. Meetings**

The QTU believes its members should not spend more than one hour per week in meetings scheduled outside rostered duty time related to their employment with the Department of Education and Training. The purpose, frequency and duration of staff meetings need to be negotiated through the LCC process.

## **12. Staff Professional Development Days**

The QTU supports:

- the provision of staff professional development days to allow teachers to undertake individual professional development, prepare for the teaching task or undertake development in school or system initiatives
- the right of schools to change the standard placement of any staff professional development day to be decided at school level through full consultation with all staff, a secret ballot of QTU members and all QTU members on site, and the use of the LCC process
- the entitlement of permanent part-time teachers' to attend staff professional development days on a full-time basis, with full payment of salary for attendance.

## **13. Professional development/in-service programs**

The QTU supports the provision of high quality systemic and school-based professional development programs for teachers that are fully funded by the department. Staff professional development days should be used to maximise in-school provision, and where programs are offered outside of school hours, attendance should be voluntary. The QTU strongly supports that mandatory training provision be conducted during rostered duty time, as it is a part of the employment relationship. Mandatory training for teachers consists of:

- student protection;
- code of conduct and ethical decision making;
- information privacy;
- health, safety and wellbeing;
- curriculum activity risk assessment;
- school emergency response plan – review, update and test; and
- internal controls.

## **14. Teacher relief**

Relief for teachers absent due to short term illness should be fully funded through the Teacher Relief Scheme at no cost to schools, or should come from standing pools of Local Relieving Teachers and/or District Relieving Teachers.

Funding for the provision of TRS should be in accordance with teachers' sick leave entitlement of ten days per year.

Short term relief for teachers absent due to attendance at professional development activities, Industrial Relations Education excursions, camps, sporting carnivals etc should also be fully funded through the Teacher Relief Scheme, or come from local or regional relieving pools.

Where no supply or relieving teachers are available, affected classes should be cancelled for the period for which no relief is available. When it is not feasible to send students home, students should be supervised. Where multiple classes are affected, students should be supervised en bloc.

An additional allocation of 20 relief teacher days (five per term) should be provided to schools with teaching principals, to allow teaching principals to discharge their non-teaching duties and engage in in-school activities such as staff development. Teachers should not vary their normal programs and duties to provide relief for absent teachers. Splitting up and/or doubling up of classes is not permitted, neither is the use of specialist teachers or school administrators.

## **14.1 Teacher relief scheme for special settings/programs**

Regional offices should have a specific budget allocation to provide teacher and teacher aide relief to schools providing programs for students with special needs.

The regional office should also maintain a pool of appropriately trained relief teachers to provide cover for teachers in special education settings.

## **15. Work patterns**

### **15.1 Permanent part-time work**

The QTU strongly supports permanent part-time work as an important career option for all teachers. Given that members work in a state wide system, it is unacceptable that there are situations where part time positions are not accessible. The onus should be on the Department to approve permanent part time arrangements. Access to this is the rule not the exception. The QTU strongly opposes a pattern of part time employment which requires attendance every week day, unless so desired by the employee.

The QTU recognises the desire and necessity for many members, particularly women, to work part-time at some stage in their teaching career.

Permanent part-time positions should:

- protect all employment conditions on a pro-rata basis
- be encouraged as a viable employment option by departmental officers and administrators
- be truly accessible to all members, including those in classified positions.

The QTU calls on the Department to:

- ensure the guaranteed right of return to full-time work for permanent part-time employees who moved from full-time employment to permanent part-time employment
- inservice principals on the equal employment opportunities policy during induction, particularly on the accessibility of permanent part-time work and other flexible work options
- recognise, clause 8.2.1(f) Teaching in State Education Award – State 2016 which requires that an involuntary return to full time work be negotiated with the member, who must agree to this return.
- To ensure all regional directors, assistant regional directors and HR staff, and school leaders are aware of their legal and industrial obligations to support part-time work.

A part-time teacher should not be expected or required to replace their absent teaching partner on their non-rostered working days. Such decisions should be voluntary.

A part-time teacher should not be required to work or participate in work related activities on days or times other than their regular rostered duty time.

A part-time teacher should not be required to work half days unless it is teacher initiated.

The QTU recognises the systemic disadvantage part-time workers experience in regards to their rate of accrual of entitlements and pay progression.

## 15.2 Temporary employment

The QTU supports permanent appointment for all teachers employed in the Queensland education system.

The QTU acknowledges that temporary forms of employment are necessary to provide cover for the leave arrangements of permanent employees.

### 15.2.1 Temporary contract teachers

The QTU supports the conversion of all temporary contract positions to permanent positions by a fair and transparent process. The QTU notes that as of September 2016, 17% of the state's teachers were engaged on a temporary basis, with some regions having temporary teacher rates as high as 21%. The QTU is alarmed at this high rate of temporary teacher employment and strongly advocates for this issue to be addressed by the Department. The QTU affirms the right of temporary contract teachers to access all award, industrial agreement and legislative entitlements afforded to permanent teachers.

The QTU supports an improved access to senior teacher level, namely, access set at one complete term (currently access is set at three consecutive terms).

The QTU supports the continued employment of temporary teachers for the full school term, particularly the final two weeks of the school year.

### 15.2.2 Casual/supply teachers

Casual/supply teachers should be engaged in line with the provisions of the award, the certified agreement and relevant legislative provisions.

For each engagement, the following conditions/arrangements should apply:

- timely notification of the engagement, with no salary penalty for late arrival due to late notification
- appropriate induction/familiarisation with the program/school routines on arrival for the engagement

### 15.2.3 Itinerant teachers (including HOD, HOC, HOSSES and GO)

Teachers whose duties involve travel from school to school should be entitled to the following conditions:

- payment of allowances, as prescribed by the relevant determinations
- recognition of travel undertaken as rostered duty time
- provision for overnight accommodation for distances in excess of 80 km
- provision for co-curricular involvement to be proportionate to the employment fraction at each school and deployment across schools/sectors
- removal of playground duty obligations
- provision for a designated desk and work space at each workplace, or
- provision for a designated formal teaching space at each workplace serviced.

## 16. Specialist teachers

### 16.1 Primary specialist teachers

Primary specialist teachers may include music teachers, physical education teachers, Support Teachers Literacy and Numeracy (STLAN) languages teachers Primary specialist teachers should be deployed according to award and certified agreement provisions and in line with relevant legislation, notwithstanding the following considerations:

- contact time should be 18 hours per week
- where deployed to service more than one school:
  - the maximum contact time should be reduced by at least one hour for each additional school
  - all travel between schools and travel to school(s), other than the base school above the distance from home to the base school, should be in school hours and be considered as contact time
  - all travel should be conducted by a government vehicle. When this cannot occur, rental vehicles should be sourced. Travel by private vehicle as a final option should attract full kilometric allowance
  - the teacher should not be rostered for playground duty or bus duty
- teachers' programs shall provide for a network meeting of at least one-half day per term
- co-curricular involvement is to be proportional to the employment fraction at each school and deployment across schools.

## **16.2 Education officers (special duties)**

Employees selected for education officer (special duties) positions should have teaching qualifications, current teacher registration and specialised knowledge of strategic curriculum or policy initiatives, as dictated by systemic requirements.

EOSDs are employed as per relevant award and certified agreement provisions, and in line with relevant legislation.

The period of secondment to an education officer (special duties) position should be specified before it begins.

The teacher should receive a copy of the conditions applying to EOSD positions at the start of the period of secondment.

All paid leave taken during the period of secondment should be paid at EOSD rates of pay, including long service leave.

At the conclusion of the secondment, the teacher shall be entitled to:

- relocation in a preferred location in the region from which they came
- payment of all recreation leave accrued prior to the conclusion of the secondment (without affecting entitlements to paid school vacations after return)
- preservation of additional superannuation benefits based on EOSD salaries.

## **16.3 Educational advisers (teachers seconded for special duties)**

Employees selected for educational adviser positions should have teaching qualifications, current teacher registration and specialised teaching or curriculum knowledge.

The period of secondment to an advisory position should be specified before it begins.

The teacher should receive a copy of the conditions applying to the advisory position at the start of the period of secondment.

At the end of the secondment, the teacher should be entitled to relocation in a preferred location in the region from which they came

All other conditions of advisory teachers should be as per the provisions of the award and certified agreement and in line with relevant legislation.

## **16.4 Instrumental music**

Instrumental music teachers are deployed in accordance with award and agreement provisions and in line with relevant legislation.

The QTU supports:

- the development of an allocative model for the deployment of instrumental music teachers, to provide for consistency of instrumental music provision across the state
- the provision of 210 minutes non-contact time for instrumental music teachers
- the provision of appropriate instrumental music teaching space in schools
- time off in lieu arrangements for instrumental music teachers involved in extra-curricular duties over and above those mandated by industrial agreements

- appropriate Teacher Relief Scheme arrangements to relieve instrumental music teachers during short term absences
- the provision of an annual allowance to instrumental music teachers to provide for professional development, teaching and learning resources and other incidental costs of running the program
- the inclusion of the instrumental music program in school budgeting processes.

#### **16.4.1 Instrumental music promotional positions**

The QTU supports the creation of an instrumental music co-ordinator promotional position, in line with formal departmental commitments dating back to 1997 and as reaffirmed in the Instrumental Music Teachers and Instructors Memorandum of Agreement.

This position would incorporate a range of duties associated with the co-ordination of music services in schools, both within regions and across regions.

### **17. Alternative school settings**

The QTU acknowledges the emergence of alternative school settings, such as alternative behaviour management settings like positive learning centres, environmental education centres, the show school, schools of distance education, multipath colleges and virtual schooling.

The QTU believes that where teachers are employed in non-standard settings, their working conditions should be governed by a memorandum of understanding developed specifically for that setting and based on the safety nets included in the award and certified agreement and on relevant legislation governing travel and out-of-hours work.

Development and changes to alternative school settings, should be determined through consultation between the QTU and the Department of Education and Training prior to the establishment of the programs.

### **18. Centres for continuing secondary education**

Teachers in centres for continuing secondary education should be employed in accordance with award and certified agreement provisions and in line with relevant legislation, providing that:

- all teachers involved in teaching outside the standard hours of instruction do so voluntarily
- hours worked outside standard hours of instruction are considered as “time and a half” when calculating rostered duty time
- adequate additional rest pauses are provided for teachers working outside the standard hours of instruction.

### **19. Workplace reform**

The QTU is committed to the workplace reform process as set out in the certified agreement. The QTU notes that many schools have availed themselves of these processes to achieve flexibility in staffing via the LCC mechanism. The QTU strongly condemns any attempt by the Department to undermine working conditions set out in the certified agreement and the award under the guise of workplace reform flexibility.

## 20. Transfers

The QTU rejects the notion of a compulsory transfer system, and supports enhanced incentives for teachers to undertake service in rural, remote and difficult to staff schools, to ensure appropriate staffing.

In the context of a compulsory transfer system, the QTU supports:

- an equitable and transparent system for the selection of teachers to be transferred, which allows for consultation and negotiation of proposed placements with teachers before the transfer takes place. This includes Independent Public Schools.
- the maintenance of a rigorous mechanism for teachers appealing against their transfers
- the maintenance of a comprehensive transfer and removal expenses scheme to compensate teachers appropriately for their relocation to a new centre and their eventual return, as per relevant public service directives
- a review of the teacher transfer guidelines and the points allocated to locations and individual schools, to take place every three years in consultation with the QTU.

### 20.1 IPS transfers

The QTU calls on the Department to include IPS in a robust and genuine state-wide transfer system. The QTU condemns the Department for providing contrary processes geared specifically at IPS contrary to state-wide processes. The QTU maintains that a robust and genuine transfer system contributes to the health of public education.

## 21. Transfer/placement procedures in the event of permanent school closures

In the event of a school closure, the following principles should apply:

- displaced teachers should receive favourable consideration for relocation and will be placed in line with their stated preferences, where existing vacancies permit
- if a suitable vacancy cannot be identified, the teacher should be placed in a supernumerary position in a preferred school, pending permanent placement at that location or at another suitable location
- at no time should either of these two principles result in existing staff who have completed non preferred service at these locations being forcibly relocated to create a vacancy
- supernumerary duties should be negotiated to allow for a permanent time-table, to the extent that this is possible, and to ensure that teachers are not used unreasonably for teacher relief purposes
- timetables should be negotiated to ensure that relocated teachers are not expected to teach outside their teaching areas
- these negotiations should also take into account teachers' previous experience, so that access to senior classes will not be unreasonably denied

- teachers should be permanently placed in alternative locations by the end of the school year in which they become displaced, and will be considered a priority for transfer in the annual transfer cycle, along with high points transfer applicants.

## 22. Annual Teacher Performance Review (ATPR)

Annual Teacher Performance Review is mandatory and is undertaken for the purposes of professional development, in accordance with the following principles.

ATPR is to

have timelines and associated processes negotiated through the LCC :

- be a developmental, career-long process for all employees, linked with professional development
- incorporate processes giving the individual teacher significant rights of negotiation over the nature and content of the performance review
- conform to consultatively produced departmental guidelines on procedures and implementation
- be separate from:
  - processes associated with teacher salary increments
  - procedures for managing unsatisfactory performance
  - procedures for promotion
  - processes for first year teacher appraisements
- require minimum documentation, which should be negotiated with, and owned by, the individual teacher.

These broad principles are implicit in the Annual Performance Development Plan and the Australian Professional Standards for Teachers.

## 23. Leave

The QTU asserts that in all cases of teacher absence, the teacher must be replaced for the totality of the absence. This is to ensure minimal disruption to student learning and no additional workload for teaching colleagues.

### 23.1 Long service leave

Long service leave is a professional right obtained by a teacher's long standing commitment to the Department of Education and Training.

The QTU:

- believes that the minimum service for access to long service leave or cash equivalent of accrued leave should be five years, at a rate of two weeks per year of completed service and a proportional amount for an incomplete year
- believes that all years spent at university and other approved tertiary institutions by teachers bonded to the Department of Education and Training, or as study leave after employment with



the department, should be recognised as service for calculation of long service leave entitlements, including cash equivalent payments upon resignation

- believes that teachers should be entitled to take such leave at their own convenience, provided six weeks' notice is given to the department
- supports the waiver of the notice requirement in emergent or compassionate circumstances
- believes that pro-rata long service leave should be paid to any teacher who resigns after five years' service
- believes that there should be no limit on any break in service
- supports the use of temporary and supply teaching as credit towards accrual of long service leave
- believes that a teacher who resigns from teaching with less than five years of service but who recommences teaching at a later date should have the earlier service taken into account for the purposes of calculating long service leave entitlements
- asserts that a teacher should have the option of taking half pay long service leave, and that the minimum period should be one week.

## **23.2 Family responsibility leave**

The QTU will continue to campaign and advocate for flexible work and leave options, recognising the changing nature of work in schools and caring responsibilities.

### **23.2.1 Extended special leave for family responsibilities**

Extended special leave for family responsibilities should:

- be available for up to seven consecutive years at any one time
- be available to teachers with 12 months service who adopt a baby
- be available equally to teachers who are primary care givers
- not prevent teachers, when returning from 2 years leave, from resuming work at their previous school (or, if this is impracticable, from working at an agreed school taking their subject/specialist area into consideration)

### **23.2.2 Parental/maternity leave**

Parental/maternity leave should:

- be available to pregnant teachers or primary carers of an infant with 12 months service
- allow 2 years parental leave for each child
- include 18 weeks maternity leave on full pay (with a move to 26 weeks over time)
- enable access to both employer entitlement and Commonwealth paid parental leave scheme that includes superannuation.
- have the timing determined by the teacher concerned and be exclusive of payment for any vacation period
- have no minimum period requirements

- be available at half pay for double the time.
- recognise foster and formalised care arrangements, including kinship carers for newborns.
- Commonwealth Paid Parental Leave (CPPL) should be extended to six months and include superannuation on top of the 18 weeks minimum wage rate to be credited as service for classification increments and should attract appropriate transfer points.

The department should:

- facilitate a transfer to safe duties for pregnant teachers who, under medical advice, are at risk of contracting a communicable disease (e.g. Parvo virus, Rubella, CMV, Hepatitis A) which may have a negative impact on her pregnancy
- consider a transfer to duties at a school of distance education or regional office, if professional medical advice recommends this
- grant teachers leave on full pay (for the period covered by a medical certificate), if such positions are unavailable.
- develop policies to protect teachers in insecure employment situations to maximise their access to paid parental leave.

### 23.2.3 Partner leave

Partner leave is currently available:

- to teachers with 12 months service
- for a period of one week
- in connection with the birth of a baby for whom they have accepted responsibility.

The QTU believes that Partner leave should:

- be for a period of six weeks on full pay or 12 weeks on half pay
- be available to a support person helping with a sole parent birth
- have the timing determined by the teacher concerned
- be automatically approved by the employer.

### 23.2.4 Return to work

Return to work should:

- be available to a member who has an ongoing post-partum medical condition
- include access to flexible work options give priority to women, and/or the primary carer, returning to work from a period of two years parental leave
- allow women, and/or the primary carer, to return to the same school.

### 23.2.5 Sick leave

Sick leave is currently available

- to women, and/or the primary carer, who are on paid parental leave and long service leave

The QTU believes that the two week waiting period for accessing incapacity benefit leave should be waived in these circumstances, to enable women, and/or the primary carer, where necessary, to access two or three days at a time and then return to work.

The QTU believes that paid sick leave should:

- be available to teachers who are on unpaid parental leave
- be given where paid sick leave is exhausted, so that the pregnant teacher can apply for incapacity benefits from Q Super for pregnancy-related illnesses
- be paid to women who need to access additional sick leave entitlements to undergo specialist medical treatment, sufferers of dysmenorrhea and those experiencing the adverse effects of menopause.

QSuper income protection should extend to carers leave

### **23.2.6 Special parental leave**

A teacher should:

- be entitled to both employer entitlement and Commonwealth paid parental leave if their pregnancy ends due to their child being stillborn, or if their child dies after birth during the period of paid maternity leave.
- have access to special paid maternity leave should the pregnancy end, not in the birth of a living child, within 28 weeks of the expected date of birth.

### **23.2.7 Sick leave credit for meritorious service**

Sick leave credit for meritorious service should:

- be based on a total of 26 years of service, without any reference to breaks in service of more than 12 months
- be aggregated for those women who were forced to resign and who did not receive any cash equivalent
- Teachers should not have to “apply” for meritorious sick leave, the leave balance should be credited when the anniversary is reached
- An individual should be informed when they become eligible for meritorious sick leave

### **23.2.8 Sick leave for family purposes**

Compassionate use of sick leave should:

- be granted to allow access to **all** of an employee’s accrued sick leave in the case of illness of family and household members

### **23.2.9 Depletion of sick leave**

When a teacher has depleted their sick leave due to care responsibilities and subsequently diagnosed with a significant long term health issue, the QTU believes the Department should have the capacity to provide additional sick leave.

### **23.2.10 Pre-natal leave**

Entitlements to pre-natal leave should:

- be increased to 10 days paid leave for the teacher and two days paid pre-natal leave for the spouse
- not be deducted from sick leave entitlements.

### 23.2.11 Pre-adoption leave

- Two weeks paid pre-adoption should be available to the primary care-giver.

### 23.2.12 Fertility program leave

Teachers and their partners should be given special consideration in relation to access to leave benefits and work arrangements. They should:

- have access to paid sick and emergent/compassionate leave
- have access to up to 10 days additional paid special leave for IVF treatment.

### 23.2.13 Compassionate leave

Compassionate leave recognises that many women shoulder the major responsibility for looking after dependants, aged relatives and sick friends. All teachers should have access to:

- 10 days paid emergent leave per teacher per annum, and the leave should be cumulative (in addition to normal sick leave entitlement).

### 23.2.14 Special leave for other exceptional circumstances

Teachers should have access to paid leave for varied circumstances, including but not limited to:

- Matters arising from family or domestic violence
- Undergoing intensive medical treatment
- Dealing with a terminal illness of a close family member or friend (recognising kinship for Aboriginal and Torres Strait Islander peoples)
- Mourning the death of a close family member or friend
- Home and property disruption from natural disaster
- being impacted by crime.

Other leave need not be exhausted prior to accessing this leave.

## 23.5 Study and assessment leave

A teacher studying an approved course of study should be entitled to one day of leave with pay for each item of assessment, and an additional one day of paid leave for study immediately prior to each examination.

## 23.6 Sabbatical/professional development leave

A teacher should be entitled to one teaching semester of sabbatical leave with pay for every seven years of continuous service.

Industry release related to curriculum areas should be considered an appropriate and acceptable form of sabbatical professional development leave.

## 23.7 Professional/Union development

Teachers should be entitled to up to a maximum of ten working days per year paid leave to attend approved inservice or professional development courses or professional conferences, including industrial education or QTU courses.

Where salary or progression is linked to participation in inservice courses, the award should incorporate participation in all courses (whether in or out of school hours).

## 23.8 Sick leave

If a teacher is absent from school due to illness, the teacher should not be pressured to provide a program of instruction for that period of time.

Sick leave should accrue to all teachers at the rate of twenty days for every year of service, with the twenty days becoming available at the beginning of each year of service. Upon retirement or resignation, the unused portion of a teacher's sick leave entitlement should be paid into a central contingency fund, which could be accessed by teachers after their sick leave is exhausted and before their entitlements under QSuper begin.

## 23.9 Cultural leave

There is a need for adaptability in leave and time off allocations for Aboriginal and Torres Strait Islander employees, based on the demands of Aboriginal and Torres Strait Islander cultures. The QTU supports provision of leave in relation to the following circumstances:

- Bereavement – a death in Aboriginal and Torres Strait Islander communities requires a significant family commitment.
- Cultural/ceremonial – there is a need to return to the land, to acknowledge individual space and place for survival and to reinforce spirituality. Leave is required for recognised ceremonies, meetings and days of observance, such as smoking of houses, initiation ceremonies, National Aboriginal and Torres Strait Islander Observance Day and the Coming to the Light.
- Cross-cultural – leave should be made available to allow Aboriginal and Torres Strait Islanders to participate in activities promoting cross-cultural understanding, such as involvement in NAIDOC week activities, state and national conferences, and QTU Aboriginal and Torres Strait Islander Education Committee activities.
- Compensatory – many Aboriginal and Torres Strait Islander educators work excessively long hours, with home liaison, counselling and community activities. Measures are required to provide personal catch-up time.

The QTU supports the provision of five days leave with pay per year, and an additional five days per year of unpaid leave, to allow Aboriginal and Torres Strait Islander employees to meet commitments in relation to bereavement, cultural/ceremonial and cross-cultural activities.

The QTU asserts the right of Aboriginal and Torres Strait Islander educators to access leave with pay and/or time off in lieu, in compensation for work done outside school time.

The QTU supports the provision of five days leave with pay per year and an additional five days per year of unpaid leave to allow non-Indigenous employees to meet commitments in relation to events of cultural significance not catered for by normal public holidays.

## 23.10 Domestic and family Violence Leave

The QTU recognises that families living with domestic and family violence are vulnerable to violence, especially sexual and family and domestic violence, and that fear of violence restricts their activities, life choices and self-esteem.

All staff should have access to paid special leave which includes matters arising from or as a result of family, sexual and domestic violence. It is the responsibility of the employer to adhere to good workplace practices in this area. These may include time off to:

- seek safe housing
- attend medical and counselling appointments
- attend court hearings
- access legal advice
- organise alternative childcare or education arrangements
- rebuild support networks with children, family and others.

The period of leave accessible should be as needed and the approval process should be simple, easily accessed and approved expeditiously

The QTU will participate in relevant government and community programs which seek to eliminate domestic and family violence.

The QTU will endeavour to support members gaining access to and provide information about special leave

## 24. Locality allowances

Every centre at which state government employees are stationed should have a base locality allowance, based on increased cost of living, climatic conditions, isolation, community facilities, compulsory transfer system and any other relevant factors.

Additional locality allowances should be paid for a dependant spouse and each dependent child.

The QTU strongly supports a biennial review of locality allowances as part of a whole of government initiative. Any adjustment to locality allowances must be done on quarterly basis in accordance with CPI.

## 25. Remote Area Incentives Scheme (RAIS)

The QTU notes that the ongoing commitment of the Department to review RAIS as a broader attraction and retention scheme for Queensland teachers. The QTU

- supports enhanced compensation and incentive cash benefits as well as additional benefits for AMP centres
- submits that the RAIS should also include:
  - extra TRS for professional development
  - cheaper housing loans financed through the superannuation fund
  - a system of accelerated transfer point accrual, together with re-crediting of used transfer points for a second period of rural/remote service
  - an early retirement scheme, recognising significant periods of service in remote areas
  - accelerated accrual of long service leave for remote area service

- retention of accumulated transfer points for members who successfully request a relocation/transfer from one remote area school to another of the same or higher transfer point rating, together with accrual of transfer points and all RAIS entitlements appropriate to the new location.
- additional remuneration and other benefits to retain promotional positions at that workplace

## 26. Discrimination in employment

The QTU

- supports the principles of the Queensland Anti-Discrimination Act **1991** (Qld) and the *Industrial Relations Act 2016* (Qld) which allows workers to seek redress for discriminatory actions taken against them
- recognises that the department is bound to eliminate all forms of discrimination by developing and implementing strategies and policies in line with the relevant legislation
- will continue to keep its members informed of any changes to anti-discrimination legislation that impact on their working conditions.

## 27. Teacher assessment and recruitment processes

The QTU vehemently supports the position that all graduates should be willing to work in areas that are difficult to staff (rural and remote, low SES). Teaching is a state wide service and needs to be unequivocally treated as such by all QTU members. The QTU calls on the Department to strongly affirm with graduates that first and foremost teaching is a statewide service.

The QTU supports a process by which teacher applicants can be afforded:

- due process
- professional feedback and access to rankings
- access to a position according to order of application within employment rankings
- ongoing communication from the department regarding prospects for employment.

All departmental recruitment efforts should place first priority on Queensland-based applicants.

## 28. QTU membership

The Queensland Teachers' Union supports compulsory membership of the Union for all teachers, within the Union's membership rules.

In the absence of a requirement for compulsory membership, preference should be given to financial members of the QTU in recruitment and selection for all permanent, temporary, casual and classified positions and for vacant positions in the transfer cycle.

## 29. Conditions for QTU representation

QTU Representatives should have:

- a weekly allotment of non-contact time to carry out their duties, on the basis of 70 minutes per 20members, or part thereof

- an additional 50 minutes of non-contact time if appointed as a QTU Representative on the Local Consultative Committee
- freedom to carry out their responsibilities without obstruction
- ready access to administration personnel responsible for decisions affecting QTU members
- ready access to reprographic and communication equipment for duties associated with the role of QTU delegate in schools.

The honorary role of members of Executive, QTU standing committees, QTU/departmental working parties or QTU representatives on outside bodies or school-based committees should be recognised by the department. If absence from their teaching role is necessary to fulfil these responsibilities, teachers should be released from their normal duties on full pay. Such absence should not be deducted from any entitlements to leave. Additional TRS (teacher relief scheme) days should be made available at either a regional level or central office level to cover such absences.

## 30. Disciplinary action against teachers

In any situation involving possible disciplinary action against teachers, the principles of natural justice, as follows, should apply:

*“The chief rules are to act fairly, in good faith, without bias, and in a judicial temper; to give each party the opportunity of adequately stating his case, and of correcting or contradicting any relevant statement prejudicial to his case, and not to hear one side behind the back of the other. A man must not be judge in his own cause, so that a judge must declare any interest he has in the subject-matter of the dispute before him. A man must have notice of what he is accused. Relevant documents which are looked at by the Tribunal should be disclosed to the parties interested.*

*In short, not only should justice be done, but it should be seen to be done.”*

*(R v Sussex Justices, Ex parte McCarthy [1924] 1 KB 256, [1923] All ER Rep 233)*

The QTU believes as a fundamental principle that a person is presumed innocent until proven guilty. As such:

- investigations into the conduct of a teacher as the result of any incident involving a student should be carried out by a panel which includes at least one QTU member who is currently involved in teaching students
- a teacher should receive full pay and other entitlements for any period of suspension of duty resulting from disciplinary action, and the period of suspension should be counted as service for the accrual of benefits.
- in the case of a teacher convicted of an offence or an indictable offence, no penalty additional to that imposed by the court should be imposed by the Director-General.

### 30.1 Managing unsatisfactory performance

The QTU recognises that some teachers may, from time to time, perform their duties at a less than satisfactory standard. Where this is the case, a co-operative, constructive and supportive program should be negotiated and put in place to resolve the performance issues. This program should seek



to identify the cause or reasons for the problem, and seek to deal with and take into account these issues.

If the performance issues are a result of either temporary or permanent incapacity (medical condition, personal hardship etc), appropriate action such as counselling, leave, redeployment, transfer or other suitable measures should be implemented to help resolve them.

If, following appropriate programs of support, unambiguous unsatisfactory reports resulting from formal performance assessments clearly indicate that performance at a satisfactory standard is unlikely, then administrative action for dismissal or demotion of the teacher may be taken.

## **31. Dispute handling**

Industrial relations should be directed, in the first instance, to the prevention of industrial disputes. The Principal, in collaboration with Regional Office, should always work to ensure a mutually beneficial outcome with any dispute at the school level. This should include matters affecting or between teaching staff and the Principal or a member of the school-based leadership team.

An essential element of the prevention of disputes is consultation between the employer and the QTU in advance of any proposed change in working patterns or practices that could affect teachers' working conditions or professional interests.

The QTU is committed to resolving disputes or potential disputes, wherever possible, by direct negotiations and in line with its obligations under the Industrial Relations Act 2016 (Qld).

Individual grievances and disputes should be addressed in line with the procedures and timelines outlined in the relevant sections of the award.

### **31.1 Dispute handling – parents**

The QTU calls upon the department to develop timely and supportive processes for the investigation of complaints against teachers and principals.

The QTU calls on the department to develop complaints procedures that prevent parents making frivolous and vexatious complaints.

## **32. Workplace health and safety**

The QTU strongly reaffirms that the primary responsibility for ensuring health and safety at work must rest with the department. The department must protect teachers' safety at work and actively involve the QTU in the formulation and implementation of health and safety policies in the workplace.

The QTU is committed to ensuring that all workplaces comply with the highest health and safety standards, and that legislative OHS requirements are regarded as the minimum needed.

All parties should be committed to a preventative OHS strategy which gives every teacher the right to work in a safe and healthy work environment and to know the hazards to which they may be exposed. There should be a greater emphasis on prevention/support and rehabilitation for teachers, as early detection, counselling and treatment greatly increase the chance of return to normal duties.

All school policies need to reflect the unique nature of schools and acknowledge the potential impact on the health and safety of the workplace, e.g. grounds, buildings and facilities, equipment, and interpersonal interactions between staff, students and the community. Given the alarming levels of occupational violence against education leaders the QTU calls on the government to institute specific criminal offence provisions and raise public awareness.

### **32.1 Workplace Health and Safety Officer (WHSO) global changes**

All workplaces should be monitored by, and workplace health and safety committees. Participation should be voluntary and all positions should receive appropriate training, with the cost of training and support being centrally funded by the employer. All OH&S positions will be allocated appropriate levels of release time, reflecting the requirements of the specific site. Position holders should be drawn from all sectors of the school workforce, be elected by all QTU members on staff and reflect the size and complexity of the workplace.

All schools Band 6 and above and TAFE colleges should have an occupational first aid attendant on duty and readily available during working hours. All other schools should have at least one, preferably two, staff members who hold a current first aid certificate.

### **32.2 Workplace rehabilitation**

The department should ensure support for teachers through the employment of professional rehabilitation counsellors and employee assistance program.

A teacher who has suffered an illness or injury which makes it impossible to return to teaching is entitled to be redeployed within the public service. They must suffer no loss of salary.

Rehabilitation support programs should be available to suit the teacher's needs. At all times during the rehabilitation process, the person should have access to the medical practitioner they nominate and be able to access the support of QTU officers.

After a rehabilitation program, return-to-work conditions will be developed through consultation between the member, the QTU and the department. This should be at no cost to the school.

## **33. Superannuation**

The QTU believes that superannuation is an essential component of the remuneration package of QTU members

The State Government employer contribution rate should be no less than 12.75 per cent of salary and should be reviewed upwards as the employer's obligations to contributions increase under the Superannuation Guarantee Charge Act (1992).

### **33.1 QSuper**

The QTU recognises the role played by existing QSuper superannuation accounts, such as the QSuper defined benefit account and the QSuper accumulation account in providing members with financial security in retirement.

The QTU supports QSuper becoming an open fund from 1 July 2017 and the introduction of choice of fund for members from the same date. The QTU supports QSuper being the default fund for QTU members and other State Government employees.

Q Super should be governed by a board consisting of equal representation from union and employer trustees, with the board having control of both the administration and investments of the fund. The QTU should be one of the unions that provides a trustee nominee to the board.

### **33.2 Q Super Defined Benefit Account**

The QTU believes that the Q Super defined benefit account provides the best option of securing retirement financial security for members as it has very low investment risk for members but also believes that some members they will need to supplement their defined benefit account balance with an accumulation account to ensure they have financial security in retirement.

The QTU notes that the scheme was closed to new members as from November 2008.

### **33.3 Q Super Accumulation Account**

The QTU notes since November 2008 the only state government superannuation fund available for new state government employees is the Q Super accumulation account.

The QTU recognises that in the accumulation account members bear the investment risk but acknowledges that the QSuper Lifetime investment default strategy aims to reduce this risk and return volatility by moving members into different default investment options during their fund membership based on age and fund balance parameters.

The QTU believes members in the accumulation also should monitor their balance on a regular basis to ensure they are on track to achieve financial security in retirement and to determine if additional contributions or other strategies may be necessary to achieve the necessary superannuation balance.

The QTU calls on QSuper to ensure the fund adopts best practice in relation to its environmental, social and governance (ESG) approach to investment.

Q Super should offer investment choice for members, including ethical, environmentally and socially responsible investment option/s.

### **33.4 Choice of fund**

The QTU supports the introduction of choice of fund for members from 1 July 2017 but also believes that any fund members choose to join should comply with the following:

- Provide income protection, total and permanent disablement and death insurance at a cost that either matches or is lower than QSuper and with the options that are at least the equivalent of those offered by QSuper since 1 July 2016.
- Provide products and services that are not inferior to those offered by QSuper.
- Exhibit best practice in relation to its environmental, social and governance (ESG) approach to investment.
- The relevant legislative provisions of the Commonwealth and the State of Queensland.

### **33.5 Enterprise bargaining and superannuation**

The QTU supports in principle the notion that superannuation is a benefit separate to salary adjustments obtained through enterprise bargaining and rejects wage tradeoffs as a mechanism to enhance superannuation benefits for employees.

The current State Government employer contribution of 12.75% to QSuper for state government employees who contribute 5% should be increased to 15.75% in line with the planned increases to the Superannuation Guarantee Contribution (SGC).

## **34. Promotions and evaluations**

### **34.1 Selection for promotion and appointment**

#### **34.1.1 Principles of selection**

The QTU maintains as a basic principle that the assessment and selection of applicants for promotion should be centralised functions, based on a two-tiered selection process using common state wide selection criteria. The QTU believes that classified positions are generic in terms of the range of skills that they require, and that those requisite skills should be demonstrated through the first level of selection. However, the QTU acknowledges the relevance of local requirements in the selection of appointees to particular positions, and this should be addressed during the second phase of the selection process. There should be a balance between the number and bands of positions open for merit selection and relocations. The QTU supports the following techniques as appropriate for use in the selection process:

- the use of curriculum vitae statement as a record of demonstrated capacities and responsibilities
- a written application that addresses specific selection criteria
- a “face-to-face” panel interview
- a supervisor’s report based on criteria and competencies
- referee checks focused on validation.

#### **34.1.2 Selection criteria**

The QTU believes that a proven commitment to public education should be included as a separate selection criterion for all promotional positions in government schools.

#### **34.1.3 Eligibility**

The QTU maintains that to be eligible to apply for promotional selection, a person must be a teacher registered (or able to be registered) by the Queensland College of Teachers, have satisfied the appropriate probationary requirements for a teacher in Queensland, and be, or undertake to become, a financial member of the QTU.

#### **34.1.4 The application process**

The application process should include the following:

- applications for promotional positions should be publicised through departmental communications media available to all teachers
- applicants should submit their applications to an appropriate central office location prior to a closing date.

### **34.1.5 The selection process**

The selection process should include the following:

- assessment of written applications
- short-listing techniques
- referee checks
- interviews, except in exceptional circumstances
- applicants rated suitable or unsuitable and candidates for specific vacancies ranked in order
- applicants notified.

### **34.1.6 Recruitment and selection for temporary school-based promotional positions**

The QTU supports the use of a consistent state wide process for all temporary school-based promotional position vacancies greater than one term in duration.

## **34.2 Selection panels**

The QTU:

- believes the role of QTU members is central to effective operation of the panels and the functioning of the present promotion system
- believes only trained panellists should sit on panels
- supports the payment of an allowance to QTU members for panel-related duties undertaken outside of school hours, at a rate that is at least comparable to the QCAA allowance for review panel members
- believes that panellists should be given the choice of whether they are taken off class to perform their selection panel duties or if they will perform these duties at home. Replacement costs should be provided to the school through TRS
- believes that QTU selection panel members should be reimbursed for travel expenses, accommodation, meals, fares, use of own vehicle and other items when attending panel meetings. Training of panellists should be at departmental expense and in departmental time.

### **34.2.1 Composition of selection panels**

The QTU supports the use of standing panels, set up for one year to deal with the promotional processes of a particular sector or band. Each panel shall include a QTU member appointed by the QTU General Secretary (or his appropriate nominee, eg. relevant Officer) from a list that has been endorsed by QTU State Council.

The QTU believes that panels must have at least one male and at least one female member, and all panel members must have undergone panel training.

All panel members should be taken off-line and replaced for the duration of the selection process.

### **34.3 Panel training and re–training**

Regular training for selection panel service should be provided at the department’s expense. It should address current legislative and regulatory requirements, an understanding of social justice principles, and information on specific selection techniques.

Training of QTU selection panel nominees should include a module prepared and presented by the QTU on the particular role of the QTU nominee.

#### **34.3.1 Selection panellist accreditation**

Accreditation of selection panellists would establish recognition of their skills and competencies.

A process of accreditation should be negotiated and agreed to by the department and the QTU.

### **34.4 Relocations**

#### **34.4.1 Principles**

The QTU strongly supports a process of relocation for all officers. Relocations shall be a function of a central joint QTU–department panel. The QTU calls on the department to relocate eligible employees who have met the criteria in their current location to an appropriate school including IPS.

#### **34.4.2 Process**

A range of factors may be considered in determining whether an applicant qualifies for relocation.

The relocation panel shall consist of a senior officer of the Department of Education and Training and the General Secretary of the QTU, or nominee.

Applicants aggrieved by a relocation decision have the right to lodge a grievance, in accordance with established official procedures.

### **34.5 Appeals**

#### **34.5.1 Appeals process**

An unsuccessful applicant may appeal against the appointment decision resulting from the selection process.

The appellant is only entitled to QTU assistance if QTU membership was held for the duration of the selection exercise (from advertisement of the vacancy).

### **34.6 Teaching administrators**

The role of a principal has become increasingly multi–faceted, and teaching principals have the added factor of a regular teaching role. The QTU acknowledges the complexity of the position.

Given this complexity, the QTU believes the teaching principal should be entitled to an appropriate range of conditions that allows him/her the capacity to meet both administrative and teaching roles. This might include, but not be limited to:

- an adequately furnished and equipped office, which gives privacy to the principal when required
- an appropriate level of permanent administration officer / small schools Business Services Manager support to assist with tasks relating to the school budget, finance, human relations, facilities and facilities maintenance. This support should be provided on-site in the first instance, with cluster-based hubs acting only as a back-up if no other viable option is available, and has been specifically agreed to by the Principal in collaboration with Regional Office and the QTU. The administration officer should have suitable facilities for collaborative work with the Principal, including access to desks, computers and school files / storage facilities. additional non-contact time provided by either part or full-time permanent teachers for the purposes of completing the duties expected to be carried out by the principal
- amended class size maximums that take full account of the demands upon a teaching principal.

### **34.6.1 Cluster principals**

The QTU accepts small schools in a close geographic area may choose to combine in informal clusters for the purpose of:

- professional development
- combining of resources (eg. STLAN, IT, PE, music etc.)
- bulk ordering of materials
- other purposes suitable to their local area.

However, the QTU opposes the cluster principal concept (that is one principal with responsibility and accountability for several independent school sites) on educational and social grounds and supports the autonomy of small schools as distinct educational entities in their own right.

## **35. Teacher housing**

The provision of teacher housing should be covered by a registered industrial agreement between the Queensland Government and the Queensland Teachers' Union. Any such agreement should include reference to:

- standards for housing
- rentals, rental rebates and adjustments
- tenancy management
- aspects of the administration of teacher accommodation
- preference for teachers and QTU members

### **35.1 Provision**

Teacher housing should be provided based on principles of access, equity and quality. Specifically:

- access for all eligible teachers to be provided accommodation at government rental rates in centres where no, limited or variable appropriate private market exists (such as excessive cost of private accommodation), particularly noting the significance of attracting and retaining teachers in rural and remote locations

- equity of standard of accommodation available in particular centres
- quality of accommodation and standard of maintenance

The provision of teacher housing is considered a basic condition of service in centres that meet the above criteria.

## 35.2 Ownership and Management

Teacher accommodation may be a mix of government-owned accommodation (particularly in remote centres where no private market exists) and private rental accommodation provided at standard teacher accommodation rental rates. All government accommodation provided for teachers should be owned or managed by a single government agency.

The QTU considers options for provision of teacher accommodation through private-public-partnership models of leased accommodation if:

- it improves the overall standard of accommodation and
- any savings made as a result of this process are re-directed into raising the availability and standard of government-provided accommodation (particularly in those centres with no private rental market).

The QTU affirms its commitment to properly constituted and representative consultative and decision making bodies at state, regional and local levels. The QTU should be formally represented on these bodies. These bodies should consider reports, conduct reviews and make recommendations and decisions on funding requirements, housing priorities, capital works and maintenance programs, housing design and standards and policy changes.

The QTU affirms its commitment to the administration of teacher housing at a centre or region level through properly constituted local accommodation committees.

## 35.3 Standards

The housing provided for teachers should be of a standard and fit out commensurate with appropriate housing conditions across Queensland.

## 35.4 Rentals

The rent paid by tenants should take into account the standard of the unit of accommodation and the geographic location. The QTU does not support a 'payment of subsidy to tenant' model for a variety of reasons (for example disadvantageous tax implications to tenants).

## 35.5 Position statements

Executive, on the advice of the State Accommodation Committee, shall have overall responsibility for determining, from time to time, the details of the QTU's position on such issues as, but not limited to, accommodation standards and inclusions, rentals and rebates, tenancy management, allocation methodology, consultative and decision making bodies.



## **36. Behaviour management**

### **36.1 Principles**

The QTU calls on the Department to recognise the importance of a safe, tolerant and disciplined environment in schools in allowing all students the opportunity to learn and all teachers to teach in a safe, productive and healthy working environment.

The relationship between behaviour management issues and the capacity of schools to deal effectively with the requirements of an inclusive approach to education must be acknowledged. In particular, the process of increasing the presence, participation and achievement of all students puts significant demands on schools and teachers. It is therefore the responsibility of the Department to provide a range of resourcing, pedagogical, curriculum and organisational solutions to behaviour management issues.

All schools must have a detailed Responsible Behaviour Plan. The Plan should be developed (and reviewed) by agreement between the principal and staff of the school, and should specify the responsibilities of school administrators, staff, students and parents. It should include steps to promote positive student behaviour, steps to prevent inappropriate behaviour, a professional development plan and guidelines relating to the suspension and exclusion of students. The actions of teachers and school administrators must be consistent with this strategy. Such a collaboratively developed strategy, once endorsed by the school community, should be consistently supported by the Department of Education and Training. The QTU supports schools to initiate industrial action regarding withdrawal of instruction relating to abhorrent behaviour. Teachers have the right to expect good behaviour from students, their families and support from school administrators and the Department in dealing with behaviour management issues.

### **36.2 Processes**

A serious disciplinary breach or persistent pattern of inappropriate behaviour should be reported to the principal. Students exhibiting violent or abusive behaviour should be removed from classroom settings immediately. Violent behaviour should be reported to the Police. No educational setting should be exempt from this process.

If a student is suspended for aggressive/violent behaviour, it is essential that a meeting is held with the student's parent/guardian, principal and the classroom teacher, where applicable, before the student returns to class. The meeting should establish a process aimed at eliminating aggressive/violent student behaviour.

Regional and central offices of the Department must support the decisions of a school in relation to behaviour management, where such decisions are consistent with the school's Responsible Behaviour Plan.

The department must ensure that schools and teachers are provided with timely information regarding students with a history of serious misconduct, upon enrolment.

The QTU calls on the Department to provide leadership regarding an ongoing review of legislation, government and departmental policies and procedures to effectively respond to student behaviour management problems in the workplace. Specifically, action is needed to address deficiencies in legislation and departmental behaviour management processes and procedures, including those

relating to the principal's power to suspend/exclude students and those covering appeal avenues open to such students.

### 36.3 Resourcing

Increased funding should be made available for:

- the delivery through the staffing model of additional classroom teachers to schools to reduce class sizes, the staffing of on-campus withdrawal facilities, and/or catering for students at risk of disengaging from education and developing programs that address the links between poor academic achievement and inappropriate student behaviour
- the provision of additional teaching support staff, non-teaching professional staff and para-professionals in schools to address behaviour management issues
- the provision of additional teaching and non-teaching personnel to staff alternative education settings
- the provision of meaningful alternate programs for all students who require an alternative to mainstream schooling.
- the provision in all schools of an on-campus withdrawal facility for disruptive students, as part of the facilities and staffing allocation
- the establishment of a state wide professional development program for teachers on inclusive practices and student behaviour management. This in-service should have a practical focus and be provided in school time. The department should promote and support best practice in schools of inclusive education and behaviour management.
- teachers should be given professional development and extra support if a student in their class is identified as a behaviour management risk.

## 37. Student protection policy

The QTU shares the genuine concerns of the wider community at the incidence of child abuse and neglect in all its forms: physical abuse, emotional abuse, physical neglect and/or inadequate supervision, emotional deprivation, and sexual abuse and exploitation.

The QTU recognises that teachers, in addition to their classroom duties, already contribute significantly to many aspects of the general welfare of their students

The QTU asserts that teachers who are expected to teach Well Being courses must receive sufficient professional development.