

TAFE Council

25 November 2023

National Issues

National TAFE Council Executive

The National TAFE Council Executive met in person in the federal offices of the Australian Education Union in Melbourne on the 8-9 of November.

The National TAFE Council Executive resolved meeting dates for NTC for 2024 as follows:

- NTCE 21 and 22 February,
- NTC AGM and NTCE 10-12 April,
- NTCE – by zoom in June
- National TAFE Day 10 September
- NTCE 11 September
- NTCE 13-14 November

The 2024 AEU TAFE Photography competition arrangements were discussed and were set and will be disseminated in due course.

Those written reports provided by various state delegates are provided for the information of TAFE Council in the papers.

The Federal TAFE secretary's report is attached at for the information of TAFE Council.

RECOMMENDATIONS:

1. THAT TAFE Council note the report on the proceedings of National TAFE Council Executive of 8-9 November 2023.
2. THAT TAFE Council note the dates of the NTC AGM and Executive meetings of 2024.
3. THAT TAFE Council note the NTCE state delegates reports.
4. THAT TAFE Council endorse the intention of the NTCE and the AEU to run the AEU TAFE Photography competition again in 2024.

Prepared by:



David Terauds
TAFE Organiser

Authorised by:



Leah Mertens
Deputy General Secretary

Attachments

- A – ACT Branch report
- B – NSW Branch report
- C – SA Branch report
- D – TAS Branch report
- E – VIC Branch report
- F – WA Branch report
- G – Federal TAFE Secretary report

AUSTRALIAN EDUCATION UNION

Agenda Item 5.1

NATIONAL TAFE COUNCIL EXECUTIVE MEETING

8-9 NOVEMBER 2023

120 CLARENDON STREET

ACT Branch Report

Background Paper

- CIT Bargaining Summary

Recommendation:

That the report be received.

Karen Noble

Report

Our efforts have brought success in Enterprise Agreement bargaining with an improved offer, the details of which are being finalised by 1/11/23. Key factors were:

- the leadership and commitment from the ACT Branch to make CIT bargaining a priority
- engagement from CIT members that led to an estimated 20% membership growth and full support to take protected industrial action (which was not needed)
- media coverage about the potential for protected industrial action
- the achievement of improved pay and conditions for Educators in the school sector which fuelled the arguments that CIT Teachers should be similarly paid, valued and no longer be the poor relatives in ACT public education
- demonstrating that CIT Teachers' pay did not compete with industry pay (eg apprentice earning more than a teacher in some trades, and many general situations where becoming a CIT Teacher resulted in pay loss)
- a comprehensive reworking of the pay levels and increments by ACT AEU Branch team, that was adopted by CIT, also changing position titles to 'Educator' instead of 'Teacher' or 'Trainer and assessor'
- A change in approach from CIT, eager to show respect and demonstrate that CIT teachers are valued.

Never before have we had such leadership from the ACT Branch and engagement with members which lead to a pay offer that is better than the original ACT Government offer. The Agreement contains many other improvements relating to conditions and managing teacher workload. We have seen solidarity in action. Please see the presentation included for some more details, the posters/cartoons are worth a read.

Other matters that continue to challenge CIT Teachers include:

- Training package updates (generally not considered to be upgrades) which include sorting through duplication in both underpinning knowledge and performance evidence, pervasive ambiguity, required performance evidence being out of scope for job role and associated qualification, increase in assessment requirements and numbers of times a skill is to be demonstrated in simulation and in the workplace.
- Challenges with the poor availability and quality of student support for required industry placements
- Insufficient student support for the ever-increasing needs of students recruited through Fee Free TAFE



Stronger together

CLT Bargaining 2023

Acknowledgement of Country

In the spirit of reconciliation, the Australian Education
Union ACT Branch acknowledges the Traditional
Custodians of the land on which we work and learn, the
Ngunnawal people.

We are grateful to be able to leave our footprints on
Ngunnawal land. We pay our respect to Elders past and
present and extend that respect to all Aboriginal and
Torres Strait Islander peoples today.

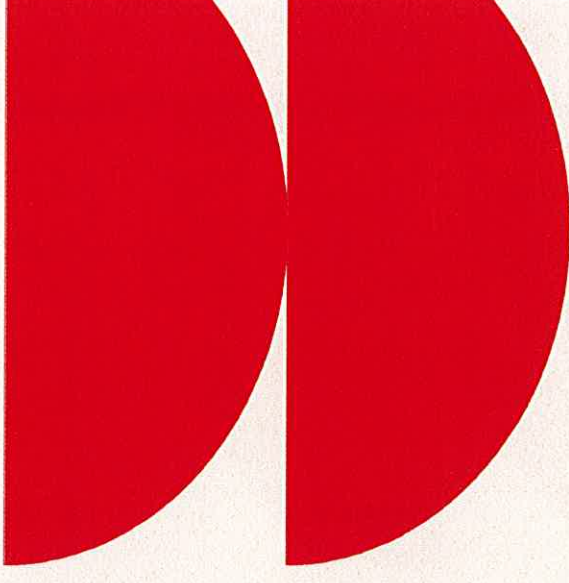
CIT Bargaining Update



Background

“CIT Teachers Deserve Respect”

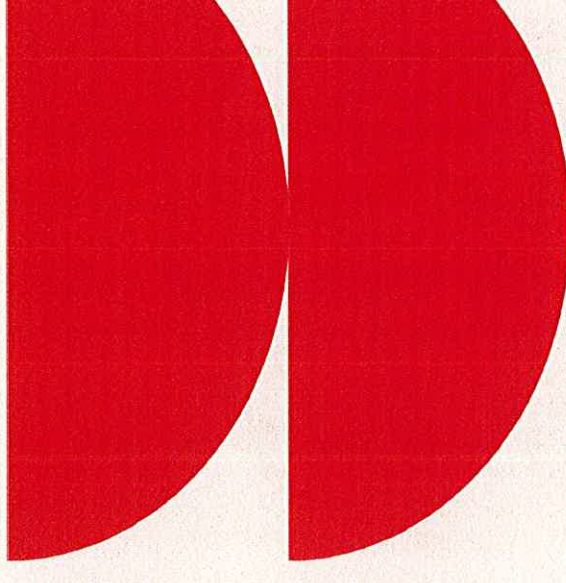
- Unlike school teachers and school assistants, CIT teachers were not offered anything over and above the whole -of-government offer that the public sector unions jointly negotiated.
- Challenging round of negotiations, with good news coming for TAFE generally but not flowing through to increased resources or higher pay.



Background

“CIT Teachers Deserve Respect”

- Unlike school teachers and school assistants, CIT teachers were not offered anything over and above the whole -of-government offer that the public sector unions jointly negotiated.
- Challenging round of negotiations, with good news coming for TAFE generally but not flowing through to increased resources or higher pay.



CIT under spotlight
for awarding 'ill-
defined' \$5 million
contract to a
'systems thinker'

Lottie Twyford, Riotact, 8 June 2022

It was revealed yesterday (7 June) that CIT had, over time, paid out contracts worth more than \$8 million to consultant Patrick Hollingworth's companies Think Garden and Redrouge Nominees Limited since 2018.

Opposition Leader Elizabeth Lee demanded answers from the Minister for Skills, Chris Steel, about why so much public money was being funnelled towards Mr Hollingworth – whose website described him as a **"complexity and systems thinker"** who **"looks for patterns and weak signals"**.

Tender documents say the latest contract – which came in just \$10 shy of the \$5 million threshold at which contracts go before the government's procurement board – was intended to **"establish and self-sustain practices that allow for iterative learning cycles across a range of temporal (weeks, months, years and decades) and spatial (individuals, teams, departments, colleges/divisions) scales"**.

CIT teachers take steps towards strike

Sarah Lansdown

CANBERRA Institute of Technology could have paid the salaries of 140 beginning teachers instead of spending \$8.5 million over five years on one consultant, the teachers union says.

Teachers at CIT are taking steps towards a strike as enterprise negotiations drag on for more than a year.

Australian Education Union ACT branch secretary Patrick Judge said members were frustrated that the salaries of CIT teachers were now thousands of dollars behind schoolteachers' salaries and in some cases were

less than what apprentices were earning.

"CIT teachers are very aware of the good outcomes that were achieved for school teachers in ACT earlier this year," Mr Judge said.

"We have members who tell us that they are paid less by CIT than some of the people that they are training because their wages are not competitive with the industries they're training people to go into. That's something that urgently needs to be addressed."

A CIT teacher on the lowest rate currently earns \$80,673, whereas a beginning schoolteacher in ACT

public schools will be earning \$91,396 at the beginning of 2026.

A CIT spokesman said the institute valued its teaching staff.

"Less than a week ago, the AEU wrote to CIT noting significant progress in negotiations and an intention to work together towards a satisfactory resolution of enterprise bargaining," the spokesman said.

"The CIT is taking this bargaining process very seriously, we will continue to negotiate in good faith and try and find a suitable outcome."

The spokesman said the union's statement that CIT

had rejected most of the union's claims and wouldn't approach the ACT government for more funding was incorrect.

"CIT staff are entitled to core pay rises and conditions negotiated as part of the broader ACT public service."

Since the introduction of free TAFE courses and the JobTrainer packages,

Mr Judge said CIT teachers have seen an increase to their workload through extra administration tasks and education support for high-achievers students.

Mr Judge said the \$8.5 million spent on "complexity and systems thinker" Patrick

Hollingsworth's consulting company "Thank God" could have been spent on 100 beginning teachers or provide 450 CIT teachers a pay rise of more than \$3000 per year.

He said the media coverage of this issue had led to a drop in the institution's standing in the community and it came up regularly in conversations.

"It shouldn't be surprising that they feel that they're not getting the respect that they deserve when CIT spent that kind of money on consultancy ... It's money that our members can say could have been used really productively."

by and represents a missed opportunity."

The CIT spokesman said it would not comment on this matter and the claim that some teachers were paid less than the apprentices they taught "cannot be applied across staff and students."

Mr Judge said different experiences had come and gone from the CIT bargaining team since negotiations began.

The Australian Education Union ACT branch TAFE council voted unanimously on Wednesday to seek permission from the Fair Work Commission to hold an industrial action ballot, which could include strike action.

	Schools	CIT initial offer	Difference
1st year	\$91,396	\$91,416	+\$20
Top of scale	\$129,106	\$119,901	-\$9,205
SLC/TL2	\$149,107	\$127,651	-\$21,456
SLB/HoD	\$173,125	\$146,967	-\$26,158
SLA/Director	\$225,158	\$172,991	-\$52,167

Respect CIT Teachers

Invest in teachers, not consultants



\$8.5 million on one consultant would have paid for 100 teacher salaries or a pay increase of \$3000 for every CIT teacher for 5 years

Recognise and resource teacher work



New executive roles, but no extra teachers to do work associated with Job Trainer and Fee Free TAFE

Don't let CIT salaries fall behind



CIT's pay offer would mean that a dual-qualified, top-of-the-scale CIT teacher would earn nearly \$10,000 a year less than their school-based counterparts by the end of 2025.



Join us to help campaign for a better deal for CIT teachers

www.aeunet.org.au/join



Authorised by P. Judge for the Australian Education Union, ACT Branch, Kingston



Workload feels like climbing Mt Everest?



Vote YES for industrial action

Join the fight for stronger workload protections



Stronger together

Authorised by P. Judge for the Australian Education Union, ACT Branch, Kingston

We're not asking for **mountains** of money



We just want **fair pay** and resources to
be spent on **teachers, not consultants**

Join the fight for fair pay:



Stronger together

Authorised by P. Judge for the Australian Education Union, ACT Branch, Kingston

Teachers have carried a heavy load at CIT



It's time to recognise their contribution

CIT teachers have endured a tumultuous period, during which they have gone above and beyond to deliver education and training throughout the Covid-19 pandemic and beyond. In the context of uncertain leadership at CIT, teachers have provided outstanding, award-winning services that they have delivered to the ACT community. We deserve recognition.

Join today to help CIT teachers
get the recognition they deserve:



Stronger together

Authorised by P. Judge for the Australian Education Union, ACT Branch, Kingston

What happened next?

1. Industrial action ballot
2. 20% increase in CIT membership
3. Greatly improved offer from employer

What have we won so far?

- All of the ACTPS improvements, including:
- Increase in birth leave from **18 weeks** to **24 weeks** (which will apply to anyone who commenced or is on a period of birth leave after 1 January 2023)
- Superannuation payments will be made up to **104 weeks** for someone on paid or unpaid parental leave
- Primary care giver leave of **18 weeks**, as well as increasing the period from when the leave can be commenced from 14 weeks to 26 weeks post birth and allowing the leave to be used for a period of up to 72 weeks post birth
- Bonding leave increased from **2 weeks** to **5 weeks** (plus 1 additional week may be taken using personal leave)
- Introduction of 5 days/year for Assisted Reproductive Leave

What we have won (ctd.)

- Introduction of a Health and Wellbeing Payment (\$100/year) to all ACTPS employees, which involves a reimbursement towards a health promotion activity
- Introduction of a corporate citizens allowance, which encompasses the existing allowance payable to First Aid Officers, but extends this to Fire Wardens and Health and Safety Representatives (and Deputy HSRs acting in place of the HSR)
- Changes to the existing personal leave in extraordinary and unforeseen circumstances, introducing a “special” circumstances and increasing the entitlement from 4 days to 10 days/year
- Changes to Family and Domestic Violence leave, including entitlement of 20 days per year (inclusive of casual employees) and reasonable adjustments must be facilitated to ensure the individual’s safety (such as different work locations, removal from phone listings etc).

What we have won (ctd.)

- Improved access to pay for acting in a higher duties position.
- Teachers will now be able to access pay for partial higher duties, meaning more opportunities for HDA
- Improved access to promotions after acting in a higher duties position
 - Promotion will now be available after 12 months of acting instead of 2 years
- TL2s to be entitled to overtime payments
- MEL2s (College Directors) to receive flextime

What we have won (ctd.)

- Piloting (by agreement) to test alternatives to current annualised teaching load model, which could include:
 - A version of either of the options consulted on by CIT and the AEU, where overtime is payable on weekly working hours
 - Other models, including shorter or condensed work weeks
 - Pilots are required to pass the “better off overall test”
- A simplified process to obtain attraction and retention incentive payments where salaries are not competitive with industry

What we have won (ctd.)

- A 2-year new teacher support program, including reductions in teaching hours for teachers who undertake mentoring activities.
- A review of administrative support in consultation with the union by 30 November 2024
- Identification of a list of tasks that may attract a reduction in annual teaching load.
- An additional 2 days' time in lieu for HoDs and Directors in recognition of recent additional administrative workload

What we have won (ctd.)

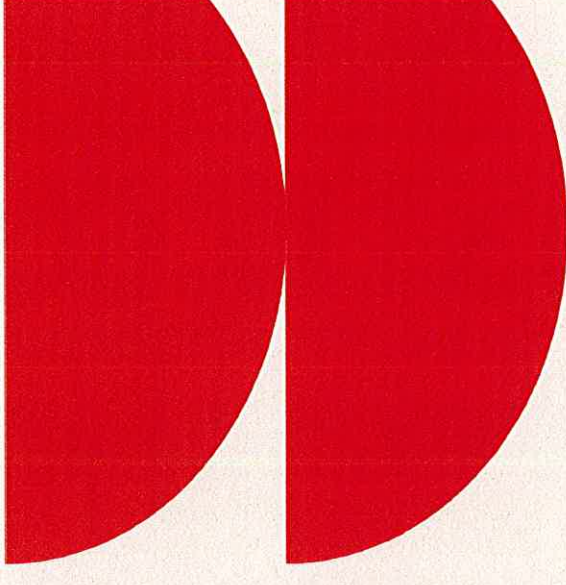
- Introduction of a right to disconnect clause that entitled employees to disconnect from all work-related ICT and comms outside their agreed hours of work.

First CIT offer		Total % increase	Annualised %	Improved, union-negotiated offer			Improvement (\$)	% increase	Annualised increase
TL1.1	\$91,416	13.32%	4.44%	\$107,500	\$16,084	33.25%	\$16,084	33.25%	11.08%
TL1.2	\$95,295	12.98%	4.33%	\$111,373	\$16,078	32.04%	\$16,078	32.04%	10.68%
TL1.3	\$99,164	12.68%	4.23%	\$115,442	\$16,278	31.17%	\$16,278	31.17%	10.39%
TL1.4	\$103,239	12.38%	4.13%	\$119,901	\$16,662	30.52%	\$16,662	30.52%	10.17%
TL1.5	\$107,500	12.10%	4.03%	\$121,864	\$14,364	27.07%	\$14,364	27.07%	9.02%
TL1.6	\$111,373	11.86%	3.95%	\$123,448	\$12,075	23.98%	\$12,075	23.98%	7.99%
TL1.7	\$115,442	11.62%	3.87%	\$123,448	\$8,006	19.37%	\$8,006	19.37%	6.46%
TL1.8	\$119,901	11.39%	3.80%	\$123,448	\$3,547	14.68%	\$3,547	14.68%	4.89%
TL2	\$127,651	11.02%	3.67%	\$130,842	\$3,191	13.80%	\$3,191	13.80%	4.60%
HoD	\$146,967	10.28%	3.43%	\$151,438	\$4,471	13.64%	\$4,471	13.64%	4.55%
Director	\$172,991	9.55%	3.18%	\$177,843	\$4,852	12.63%	\$4,852	12.63%	4.21%
SEL	\$206,216	8.90%	2.97%	\$206,216	\$0	8.90%	\$0	8.90%	2.97%

Next steps

CIT members
to meet to
consider offer

- As is the case for all agreements, members who are directly affected should make the decision
- Engagement from members at CIT is greatly improved and they have repaid the branch's investment by recruiting dozens of new members



Motion

“CIT Council welcomes the improvements to pay and conditions proposed by CIT in its updated offer. Council acknowledges that this offer has come about solely as a result of the solidarity shown by AEU members at CIT and congratulates every member on the solidarity that they have shown. This offer is unprecedented, in that CIT is improving on the whole of ACT Government pay offer.

Council requests that the Branch leadership takes steps to finalise this offer into an agreement that can be put to members for approval.”



Australian Education Union

Agenda Item 5.2

NATIONAL TAFE COUNCIL EXECUTIVE MEETING

8- 9th November 2023

120 Clarendon Street SOUTHBANK VIC 3006

NSW Report Branch Report

Recommendation:

That the report be received.

Philip Chadwick

Report

On 28 September 2023, Steve Whan was sworn in as the NSW Minister for Skills, TAFE and Tertiary Education. The minister supports the Minister for Education and Early Learning, Prue Car. The two ministers administer the portfolio through the Education cluster, in particular the Department of Education and TAFE NSW. Minister Whan, who holds the state parliamentary seat of Monaro near Queanbeyan, will be the 7th minister with responsibility for TAFE NSW in the last 10 years.

He previously held the same seat of Monaro from 2003 to 2011 when he was defeated by John Barilaro, who is ironically also one of the former 7 skills ministers under a coalition government.

The new minister is well seasoned in political terms. From 1987 to 1994, Mr Whan worked in the offices of a number of Federal ministers in the Arts, Sport, the Environment, Tourism and Territories portfolios. In the NSW parliament from 2009, Mr Whan served as Minister for Emergency Services, Small Business and Rural Affairs, Minister for Primary Industry and Minister for Emergency Services and Rural Affairs and Mineral Resources and Forestry. It is hoped the broad range of experience of the new minister will bring the stability to TAFE NSW that the sector so badly needs.

The work around rebuilding the TAFE NSW workforce is ongoing but painfully slow. Progress is being hampered by pushback from middle level management determined to maintain the status quo of institutionalised and systemic use of insecure employment. For the end of financial year 2022/23, TAFE NSW have reported an educational workforce increase of slightly more than 1,400 new temporary or permanent teaching positions. 60% of the positions have been recruited from casual positions within TAFE NSW. As of October this year, a further 500 new temporary or permanent teaching positions have been appointed with again around 61% of those positions going to casuals.

Unfortunately, these numbers, while offering some encouragement, do not reverse the previous 12 years of TAFE workforce vandalism by the previous LNP government, which slashed TAFE teaching positions by nearly 9,000 positions and cut the TAFE workforce by more than half.

Of equal concern is the lack of equity across teaching disciplines. The majority of the new positions are in the key skills shortage areas including trades such as Electrical, Plumbing, Carpentry and Engineering. Some progress has been made in areas such as ECEC, Nursing and Aged Care, but teaching areas such as Foundation Studies and LLN stand as problem areas where little or no recruitment for temporary or permanent positions has occurred. Overall, 65% of teaching positions in TAFE NSW remain to be filled in temporary or casual classifications.

Bargaining has begun for both the TAFE Commission of NSW Teachers and Related Employees and the TAFE Commission of NSW Managers Enterprise Agreement. With the change of state government at the March 2023 election, the former NSW state wages cap of a maximum salary increase of 2.0% p.a. in addition to the 0.5% in superannuation guarantee

(as mandated by Federal legislation) has been withdrawn. The incoming Labor government has provided a “wage offer” to all NSW public sector workers of 4.5% p.a., comprising a 4% pay rise and 0.5% superannuation increase. This offer has been accepted in principle by the PSA/CPSU, who represent workers employed under the TAFE Commission of NSW Administrative, Support and Related Employees Enterprise Agreement. The challenge will now be to achieve a salary increase for TAFE Managers, Teachers, and Related Employees above the 4% offer. NSW schoolteachers recently received a salary increase above the 4% offer that place a top-of-the-scale (band 2.3) teacher on slightly more than \$122,100 p.a. A top-of-the-scale (step 13) NSW TAFE teacher currently receives an annual salary of \$105,362. A difference of \$16,738 now separates the two top-of-the-scale positions.

In regard to working conditions for teachers, TAFE NSW has indicated an interest in seeking:

- An additional 100 hours of teaching per year via the conversion of the 5 non-teaching weeks to teaching weeks.
- The introduction of a rather complex Professional Development Review Plan (PDRP) to replace the current Annual Teacher Review (ATR).
- The removal of the Band 1 Head Teacher classification and consolidating all Head Teachers into Band 2 classification. TAFE NSW to determine the number of Head Teacher positions.
- The introduction of an additional salary step above the current step 13 on the incremental salary scale. No release from the standard Access to the new incremental salary scale would be conditional on the following:
 - Holding a Diploma in Adult Education or higher.
 - Achieving the status of Accomplished in 1 and Proficient in the other 2 of the 3 domains of the TAFE NSW Professional Standards for Teachers. The 3 domains are Professional Knowledge, Professional Practice and Professional Engagement. Under the 3 domains there are 14 standards and 66 focus areas.
 - Participation in mentoring new teachers.
 - Participating in the generation of teaching learning and assessment resources.

It is not in our members’ interest to trade off conditions for salary increases. Accordingly, Federation is seeking a salary increase above 4% with no loss of existing conditions or increases in workload. In response, Federation will be seeking changes to teachers working conditions that include:

- Improvements in mechanisms for increased job security.
- Inclusion of the current administrative arrangements that have been in place since 2010. The administrative arrangements provide advice on the implementations of working conditions such as professional development, excess teaching hours, attendance time, caps on teaching, and extended leave.

AUSTRALIAN EDUCATION UNION

Agenda Item 5.5

NATIONAL TAFE COUNCIL EXECUTIVE MEETING
8-9 NOVEMBER 2023
120 CLARENDON STREET

SA Branch Report

Recommendation:

That the report be received.

Background papers

A – Draft TAFE SA Strategic Plan 2023 - 2033

Angela Dean
South Australian Representative NTCE

Report

TAFE SA Strategic Plan

The TAFE Divisional Council was asked by the TAFE SA CEO to examine and give feedback on the Draft TAFE SA Strategic Plan 2023 -2033, which is being developed in response to the Roadmap for the Future of TAFE SA. It is the first time that we have been consulted on any future planning, so the feedback was completed with due diligence.

We were very encouraged by this opportunity to work with management on the initial draft policy. The draft plan was then tabled for public consultation, see attachment A. All feedback gathered from the consultation process will be considered and collated in a final draft plan that will be tabled for approval with the Minister for Skills, Education and Training in November.

21 & Done Campaign

The 21 & Done campaign continues to highlight excessive workloads and the broken 'new system for enrolments' that is negatively impacting our members across the state. I'm proud to say that our campaign has continued to attract the attention of TAFE SA.

So much so, the employer is now committed to working with the AEU to implement a framework that will ensure equitable application of TAFE SA Enterprise Agreement 2022 – Part 5 Regulation of workload across the organisation. This framework will include AEU lead training for all educational leadership staff on the proper application of workload entitlements as outlined in our EA.

As we near our next enterprise bargaining period in 2024, it's more important than ever for TAFE SA educational staff to understand their current entitlements to ensure they are ready to identify the key areas that we need to address to guarantee workload improvements in our next EA.

Educational Manager Dispute

After many years in arbitration, recent meetings with TAFE SA have found that the employer neither wishes to remove the Educational Manager classification from within its leadership structure nor diminish the number of Educational Managers currently employed in TAFE SA. In fact, it appears to the AEU that TAFE SA intends to do quite the opposite and is considering engaging more Educational Managers.

Therefore, the AEU sought and received the following agreement with the employer for the life of the current Enterprise Agreement:

1. There will be no changes to the roles of Educational Managers outside of the classifications under the TAFE SA Educational Staff Enterprise Agreement 2022;
2. Educational Managers will continue to be employed in roles consistent with the classifications under the TAFE SA Educational Staff Enterprise Agreement 2022;
3. TAFE SA will not advance any proposal to not employ Educational Managers.

4. The AEU (SA) is entitled to rely upon these assurances as a basis for consenting to any orders that lead to the dismissal of the matters.

Due to this agreement being reached, we have requested and received final orders from the South Australian Employment Tribunal confirming this agreement.

National Skills Agreement

The landmark, five-year National Skills Agreement (NSA) will see a total of \$2.289 billion invested in training and skills for South Australia, part of a \$12.6 billion national investment by the Federal Government, combined with new investment by the State Government.

Over the life of the NSA, we will see a \$90 million annual boost for TAFE SA to fund extra training places, capital works upgrades, and support services for students. This will provide enough funding to implement the Roadmap for the Future of TAFE SA.

The funding will provide TAFE SA with approximately 150,000 new training places for in-demand skills and emerging industries aligned to key priority areas, including building and construction, clean energy transition, community services, defence, early childhood education, engineering, health, hospitality, ICT, mining, and tourism.

The NSA also includes new funding to grow the VET workforce to meet future needs, free foundation skills training for those who need additional support, and funding for TAFE Centres of Excellence. Importantly, the Agreement will enable work with Aboriginal communities to improve First Nations' access to and completion of training.

AEU members have consistently fought against cuts to TAFE SA. As a member, your campaigning efforts at the state and federal levels have been integral to securing a better future for TAFE SA.

This announcement is a crucial first step in rebuilding TAFE SA as a cornerstone of public vocational education. This announcement shows that, with employers, unions, and government working together, we can again deliver the high-quality vocational education and training South Australians deserve.

Angela Dean

South Australian Representative NTCE

TAFE SA DRAFT STRATEGIC PLAN

2023 - 2033

A response to the Roadmap for the Future of TAFE SA



Government of
South Australia



DRAFT

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the Traditional Owners of the land.
It is a privilege to be sharing this land on which we live, work, and learn.

We recognise that this land has always been a place of teaching, learning
and knowledge sharing.

We acknowledge the deep and enduring spiritual connection the
First Nation's people have to this land and their ongoing contributions
to education.

We recognise that Aboriginal and Torres Strait Islanders have maintained
their culture, heritage, beliefs, languages, and laws and these are of
ongoing importance.

We commit ourselves to learning from the wisdom and knowledge of
the Traditional Owners and to fostering a spirit of respect, inclusivity,
and reconciliation within our community.

Reconciliation Action Plan artwork by
Artist and TAFE SA graduate Karen Briggs (Yorta Yorta)

MESSAGE FROM THE MINISTER FOR EDUCATION, TRAINING AND SKILLS, THE HON BLAIR BOYER MP

HEADSHOT

TO BE DRAFTED

MESSAGE FROM THE BOARD CHAIR AND CHIEF EXECUTIVE



Joanne Denley
Board Chair



David Coltman
Chief Executive

TO BE DRAFTED

WORD COUNT:
approx. 522



WHERE WE LIVE, WORK AND LEARN

South Australia boasts a rich tapestry and history of art, culture, food and wine and its people come from a wide range of diverse cultural backgrounds. As a state, South Australia has embraced cutting edge technologies, has a history in leading in innovation, and has been a state of firsts including many progressive positions on social and equity issues. South Australia now also leads in sustainable practices and respects the abundance of natural assets it has.

From the state's pristine coastline and stunning landscapes and natural beauty – South Australia is unrivalled. Its expansive rural regions and their strong and unique people are integral to the strength of the state's community and economy. A quarter of the state's population is located across regional and remote centres outside of Adelaide.

South Australia is also home to the world's oldest continuing cultures and has in recent years become home to new migrants from all over the globe. This diverse cultural heritage provides a strength and courage to embrace new opportunities. Our lands are also richly diverse and have helped shape industries and communities state-wide.

As the state's public provider of vocational education and training, TAFE SA serves local communities across all of South Australia, from the APY Lands in the northernmost reaches of our state to the Riverland and the South-East regions. We have a proud history of delivering education and training to remote, rural, regional and metropolitan communities and aligning the focus of our delivery to the industries and organisations that are located within them.

South Australia is experiencing economic transformation like never before. Our population is growing as people choose our state as the place they want to work, live and learn. Our regional centres are beginning to thrive with exciting opportunities for growth and development. At the same time, digital and technology innovations are transforming how we live and work, while also impacting our inter-connectedness with other Australian states and cities.

We have an ambitious future as a state, and as the public provider of vocational education and training. Opportunities seem almost endless. At the same time key challenges are needing to be addressed to ensure South Australia will be recognised as an ambitious, inclusive and capable state. We are embracing technology and driving innovation. We are capitalising on the global green transition, and we are building South Australia's talent.

We know our future lies in building a sustainable economy, that mitigates and adapts to climate change, while also being global leaders in the development and use of renewable energies. The future requires new skills across many sectors now, so that we are ready for the opportunities to build a more resilient, future focused state.

TAFE SA will be critical to building the state's capability and economic future through accessible and inclusive vocational education and training. We will ensure there are lifelong learning and skills development opportunities for all South Australians at a time when the state needs it most. This will also enable more South Australians to engage in meaningful work that contributes to their families, local industries and our state.

Together we will achieve a brighter tomorrow for South Australia.

TAFE SA has never been more needed than now.

VISION:

TAFE SA seeks to support a skilled and thriving society, in which all South Australian communities have access to quality training and education.

PURPOSE:

TAFE SA exists to enable student success and contribute to South Australia's prosperity and well-being through the delivery of quality and accessible education and training for all.

STATEMENT OF ATTAINMENT:

The South Australian Government has publicly set an agenda to rebuild TAFE SA and ensure it delivers on government priorities.

The Government's *Roadmap for the Future of TAFE SA* was led by Associate Professor Jeannie Rea and supported by an Expert Advisory Panel comprising industry, government, unions and TAFE SA staff and Board representatives. *The Roadmap for the Future of TAFE SA* engaged hundreds of stakeholders including, staff, students, unions, industry, government and community members through interviews, webinars and public submissions to describe a future state where TAFE SA can flourish.

Through the *Roadmap for the Future of TAFE SA* our key stakeholders have provided us with recommendations on the role of TAFE SA as the public provider within the broader education and training system for the next decade and beyond. It identifies the opportunities, risks and barriers that must be addressed to ensure that TAFE SA is able to fulfill its role and operate efficiently and effectively.

This Strategic Plan has been developed to respond to the aspirations and recommendations in *Roadmap for the Future of TAFE SA*. Its development has reflected our new ways of working and provides us with a framework to imagine a new TAFE SA for all South Australians.

The Roadmap for the Future of TAFE SA sets out an aspiration that:

By 2033 TAFE SA leads in quality job focussed vocational and further education facilitating inclusion for all people through connecting industry, community, unions, schools, universities and governments in responding to current and future workforce needs and facilitating life-long learning. TAFE SA advocates for, and models better practice in course innovation, development and provision.



TRANSFORMING SOUTH AUSTRALIA

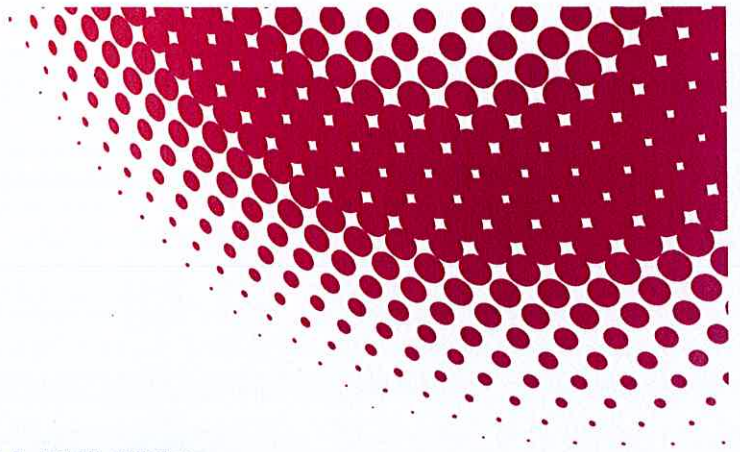
The *Roadmap for the Future of TAFE SA* asks us to be an organisation where:

The contributions of First Nations cultures, histories, knowledges, and skills to South Australian society are recognised and celebrated as TAFE SA works respectfully with First Nations communities to ensure equitable participation to gain the benefits of employment, economic and social inclusion.

TAFE SA is the foremost and the public provider of, and advocate for, vocational education and training (VET) and further education. TAFE SA is highly respondent to government economic development and social equity policy directions, planning and funding. TAFE SA leads in anticipating knowledge and skills needs at a state-wide and regional level in proposing job focussed training solutions and further education. The structure and operations of TAFE SA enables this broader ambit and ambition.



Adelaide: Andrew Bartlett

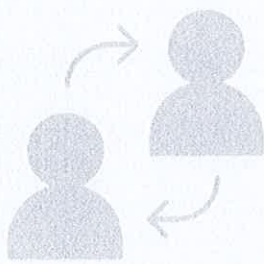


OUR COMMITMENT – WHAT WE WILL DELIVER:

By 2033 TAFE SA will:

- Be empowered to deliver education and training aligned to the state's economic needs, and to meet clearly defined community service obligations. This change will be reflected in updated legislation enabling TAFE SA to deliver to the expectations of Government and the community and will be supported by processes and structures that also reflect expanded operations and expectations.
- Through deep and respectful engagement with Aboriginal and Torres Strait Islander staff, students and the community, take on a leadership role to advance national reconciliation. TAFE SA will actively champion initiatives to empower Aboriginal and Torres Strait Islander peoples and create societal change.
- Expand access to First Nations teaching and learning, knowledge, and in-language training, through new collaborations with Aboriginal owned corporations, seeking to lead the nation in this area.
- Provide places on TAFE SA campuses for Aboriginal and Torres Strait Islander peoples that are respectful and allow connection, safely supporting their studies or visits to other regions.
- Be a leader in research, innovation and partnerships that support the development of skills that meets state and national needs.
- Deliver significant economic, cultural and social benefits for the state by expanding international delivery.
- Lead in advocating for a better integrated tertiary sector and drive essential reforms to support more students to access and advance through tertiary education. In doing so TAFE SA will play an essential role in increasing participation in tertiary education, ensuring more South Australians gain the skills they need to secure a job.
- Contribute to the growth of South Australia and the nation's economy by working in collaboration with government agencies to identify new opportunities aligned to the state's skills needs.

DRAFT



02

INDUSTRY PARTNERED

The Roadmap for the Future of TAFE SA asks us to be an organisation where:

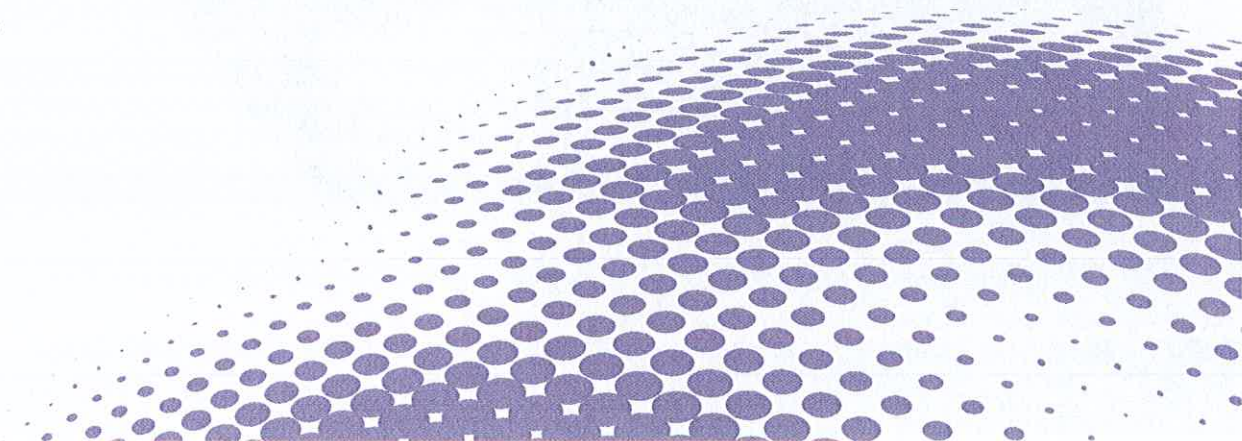
Employers across businesses and industries can expect supportive, transparent, collaborative, good-faith negotiated relationships with TAFE SA to ensure that courses fulfil current employer and student needs. TAFE SA collaborates with government, business and industry in identifying, developing and providing current and future vocational training and further education programs focussed upon job outcomes, utilising resources to connect employers, community, unions, employment facilitators and government.



OUR COMMITMENT – WHAT WE WILL DELIVER:

By 2033 TAFE SA will:

- Be deeply connected with industry and communities across the state by transforming the way we engage and collaborate with stakeholders. TAFE SA will develop industry and stakeholder engagement strategies and will be highly responsive to industry needs to become a trusted and essential partner of industry in South Australia.
- Maximise TAFE SA's assets for the benefit of the local community, by engaging with government, industry and local communities to identify opportunities for expanded use of TAFE SA's training sites. TAFE SA will also work with service providers that are aligned to its purpose and will also work with industries providing TAFE SA students with applied learning experiences as well as supporting community and economic growth.
- Lead in designing and implementing innovative approaches for improving completion rates for all students, with a particular focus on the state's apprentices and trainees, enabling students to support other students.
- Develop strategies and training to support graduates to successfully transition into the workforce and to support businesses to retain newly skilled staff.
- Ensure that national qualifications delivered by TAFE SA meet the needs of start-ups and small and medium enterprises, by piloting contextualised training product delivery, and providing access to TAFE SA facilities to industries and providing TAFE SA students with applied learning experiences supporting workforce capability development and business growth.



Australian Education Union

Agenda Item 5.6

NATIONAL TAFE COUNCIL EXECUTIVE MEETING

8- 9th November 2023

120 Clarendon Street SOUTHBANK VIC 3006

Tasmanian Branch Report

Recommendation:

That the report be received.

Simon Bailey
Tas. NTCE Member

Report

EBA negotiations have slowly deteriorate to a point where any time the AEU raises a matter for discussion are told that that point has already been discussed previously. TasTAFE negotiators fail to realise that just because they have finished discussing an item does not mean that it is agreed upon.

It seems that we are heading to the FW commission where all unions will lodge a joint S240 application due to TasTAFE unwillingness to participate in the bargaining process. We have had some gains though with TasTAFE removing performance-based pay from the discussions, agreeing to pay 3 days of stand down over the Christmas shut down period and increasing the salary increase to 9.5% over three years.

All employees will also move to a new band on the salary scales although B7 employees will see very little increase in salary except for the yearly percentage increase provided to all employees. One of the current sticking points in the loss of pay parity between educational managers and the top of the run teachers. With less than \$8000 difference in pay as well as 7 weeks leave for the teachers E.M. are unhappy with the proposed draft agreement.

Additional issues are associated with B8 and above employees being removed from the agreement destined for individual secret contracts. Management have also introduce new upper management roles and we have already seen newly created management positions appear from nowhere being advertised.

The teacher's agreement has also seen an about face from management with them backing away from removing a weeks leave but still want the maximum weeks teaching to be 25 hours, up from 23 and a yearly increase to 800 hours from the current 760. They have offered to provide a payment for teacher who agree to teach more than 25 hours in a week and a clause for teachers to negotiate individual weekly teaching loads above the maximum 25 hours.

Teaching teams are still struggling to recruit and or to keep the teachers they recruit. It seems that we have a constant flow of teachers arriving and leaving. This issues is not entirely constrained to the teaching roles as our non-teaching workforce which is under constant pressure to do more with less means is seeing a turnover of staff.

The recent announcement of more FEE FREE TAFE places has not seen much in the way of a positive outcome yet as TasTAFE has not had these place signed off my government agencies yet. This means that the Info Week that was held last week could not provide any details at all to students about 2024 fees. Obviously, this is detrimental to some programs whose student enrolment is directly linked to the FREE FEE program as students do not have the money to pay for the programs, so they rely directly on the FREE FEE model of funding.

Simon Bailey

Tas. NTCE Member.

AUSTRALIAN EDUCATION UNION

Agenda Item 5.7

NATIONAL TAFE COUNCIL EXECUTIVE MEETING

8-9 NOVEMBER 2023

120 CLARENDON STREET

VIC Branch Report

Recommendation:

That the report be received.

Elaine Gillespie

Report

Negotiations

Single Interest Employer Agreement

As previously reported the negotiations for a new agreement which covers the 12 standalone TAFEs in Victoria has been underway since June 2022. More than a year into these negotiations and our members key claims have yet to be addressed.

In May 2023, the AEU Victorian Branch launched a Majority Support Petition to bring all the standalone TAFEs to the bargaining table to negotiate for a Single Interest Employer Agreement (SIEA). On Friday September 15, the Victorian Branch of the AEU filed its SIEA application after gathering a majority of signatures at each of the 12 standalone TAFEs. The goal was to achieve at least 50% plus 1 of all TAFE employees covered by the current 2018 Victorian TAFE Teacher agreement. We achieved this at all TAFEs with several well exceeding these expectations, showing how strongly people felt about having the ability to take protected industrial action if needed.

The matter was listed for preliminary conference (by video) at 2pm Thursday 19 October. At this hearing the Victorian TAFE Association confirmed that they would not be opposing the application. This was a massive win for members in the 12 standalone TAFEs, who were previously covered by a Multi Employer Agreement (MEA) and therefore unable to take protected industrial action. Our members in standalone TAFEs now have the ability to take protected action to protest against excessive workloads, insecure work and lack of recognition of their professionalism.

Dual Sectors

RMIT

On Thursday September 28, RMIT held its 9th bargaining meeting. At this meeting RMIT management informed the AEU and NTEU bargaining teams that this would be the final meeting and they were presenting their final offer, a non-union agreed offer. This is the third time that RMIT have used this tactic to try and get a substandard agreement voted up. In the past we have successfully run a VOTE NO campaign and where able to get management back to the table to bargain in good faith.

The biggest issues with the proposed agreement are significant changes to the casual clauses, reducing the definition of casual, increasing the number of hours casuals can work up to 800hrs. On top of this RMIT have reduced the casual rates of pay, reducing teaching duty pay rates from as much as \$4 per hour and reducing the non-teaching rate by a

staggering \$25 per hour. These actions open the door massive shift to casualisation of the workforce.

RMIT management are currently conducting 'fireside chats' with all employees to try and convince them of the benefits of their proposed agreement, which also offers a lower pay rate than what was achieved at Swinburn and what is being negotiated at other TAFEs and dual sectors.

Victoria University (VU)

Management at VU approached the AEU earlier this year seeking discussions around a rollover agreement. The initial VU offer was not acceptable, as the proposed duration of the rollover agreement was too long and the salary offer too low. After several weeks of discussions, we had improved the offer for our members. Unfortunately, VU reneged on this agreed position and instead started to implement a Voluntary Separation Package process to reduce their workforce by 300 employees across both TAFE and Higher Education.

Teacher Shortage Concerns

While skill shortages across Victoria, Australia and beyond are well documented and discussed, the shortage of the highly skilled TAFE teaching workforce need to address the skills shortage is all but ignored.

Significant investment into the current TAFE workforce as well as into the recruitment and development of new high quality TAFE teachers is urgently required if state and federal governments are going to address the widespread skill shortages.

The staff shortages in Victorian TAFEs means most teachers are experiencing dramatic and unsustainable increases in their workloads. Many departments can only continue to run courses and by the existing teachers working well above their contracted hours.

Teachers, no matter the sector, are expected to do more, to cover the teaching shortages and to do this with less class time and less time to prepare. Class sizes have increased dramatically, and more so in the female dominated teaching areas. We recently held a Women in TAFE caucus to find out to what extent the teacher shortages are having on gender issues. The findings were shocking.

A few examples of the gendered disparities are teachers in male dominated areas were being financially rewarded for teaching in areas of high demand (no change to class size), while teachers in female dominated areas of high demand are having their class sizes

significantly increased with no financial compensation, just more work. Male teachers at some TAFEs are being paid at the highest classification without having to undertake any additional training, while female teachers were being offered a small classification increase but only if they paid and undertook additional training. These issues are being further investigated with the plan to peruse possible legal action.

Not enough is being done to address the teacher shortage. The government needs to act now to attract industry professionals into TAFE, but equally as important to stop years of experience being lost to TAFEs as existing teachers walk away from teaching.

Victorian Skills Plan

On Tuesday October 24, the Victorian Skills Authority launched its 2023-2024 skills plan. The aim of the skills plan is to help identify and deliver the education and skills training needed in Victoria both now and into the future.

The skills plan focuses on 4 broad priorities:

- Recognising the diversity of Victoria's employment needs
- Promoting post-secondary education skills and career pathways
- Increasing participation in education and training and
- Delivering the right skills for the jobs of today and into the future

In addition to the broad priorities, it also identifies the Victorian industries expecting the biggest growth in new workers:

- Health care and social assistance – 83,300 new workers
- Education and training - 46,400 new workers
- Professional, scientific, and technical services – 35,000 new workers
- Accommodation and food services – 32,300 new workers

As well as occupations in demand:

- Aged care and disability workers – 17,600
- Registered nurses – 10,200
- Software and applications programmers – 6,400
- University lecturers – 5,700
- Primary school teachers – 5,300
- Secondary school teachers – 4,900

More information can be found at <https://content.vic.gov.au/sites/default/files/2023-10/Victorian-Skills-Plan-factsheet.pdf>

AUSTRALIAN EDUCATION UNION

Agenda Item 5.8

NATIONAL TAFE COUNCIL EXECUTIVE MEETING

8-9 NOVEMBER 2023

120 CLARENDON STREET

WA Branch Report

Recommendation:

That the report be received.

Gary Hedger

Report

Since registering the agreement in December 2022, the union has been implementing the new agreement in many areas including:

- Workload management – a new clause, which established a process, including the formation of a panel to consider workload concerns, is being implemented with members beginning to use the provisions of this clause.
- Long service leave – some members have begun to receive their calculations for past LSL accrued as a casual. However, members are raising concerns about the calculations and the Union is in the process of negotiating fairer formulae.
- Advanced Industry Lecturer (AIL) classifications – guidelines for the classification were agreed through STERC and colleges have since awarded 50 lecturers with the new classification. Feedback from selection panels has indicated that overwhelmingly applicants demonstrated outstanding industry engagement. Feedback from members has indicated that the agreed guidelines were useful when writing applications.

In addition, the union has been implementing the following items, that were negotiated outside of the formal agreement:

- Agreed timetabling principles – these principles have been agreed between the parties and are being implemented at college level. Reports from branches indicate that consultation around timetabling is improving but not consistently and not in all study areas.
- Head of Programs JDF – a commitment to review the JDF is still being progressed through STERC with the employer parties currently reviewing a draft developed at North Metropolitan TAFE.
- Development work and scoping funding – \$3.8 million has been allocated to this initiative and the funds have been distributed to colleges who must account for expenditure separately to usual funding. Our members who were able to access these funds have indicated that the time off teaching greatly assisted in managing their workload, and producing quality outcomes, but that more funding is needed and on an ongoing basis.
- Return to industry program – implementing the return to industry program to ensure that lecturers are receiving time off teaching to attend workplaces in community and industry rather than having to do this work on top of a teaching load. Some lecturers have reported difficulty in gaining relief given staff shortages.

- Tertiary teaching qualifications pilot – this matter is being progressed with a framework almost agreed to. \$1 million was allocated to the initiative to support lecturers who wish to undertake a tertiary teaching qualification.
- Overtime guidance note – the development of this guidance note complete and it has been distributed to college managers and lecturers. The Union will monitor its implementation, particularly at the end of the semester when overtime for lecturers working under averaging arrangements will be processed.

TAFE Committee has continued to implement the on-going TAFE workload reduction campaign. Now the new Agreement has been registered, the new workload provisions and the workload dispute panels at each college, will become the focus of the campaign, with delegates being trained in the process in September.

The union continues to support members through conversion processes with all colleges to undertake yearly reviews. North Metropolitan TAFE continues to support some conversations outside the review process.

The focus for STERC has been on implementing the 2021 Agreement and other negotiated outcomes. Major issues dealt with by STERC have included: TAFE digital roadmap project, teaching qualification pilot program parameters, duty of care WHS training being inadequate, 160 hours for Certificate IV process, mandatory reporting of child sexual abuse, approved qualification MOU formatting to make list more accessible and to make preferred qualifications and advice clearer, AEDM training timeframes given new Commissioner's Instruction no 40, CAVSS/USIQ review, SEE program changes nationally, process to facilitate ongoing reviews of part-time fractions, culture around the offering of contracts for casuals whose work is expected to go beyond 6 weeks, processes for offering additional work to current employees, review of funding model, lack of funding for coordination of student placements, return to industry program, the use of course custodians positions, and the use of the fixed term contract mode of employment.

Each TAFE college has a JCC where the union, delegates and management meet to resolve issues, discuss government policy that impacts on TAFE and any other matters the delegates wish to raise.

Key issues addressed through the JCCs have been: restructuring processes, enrolment process reviews, calculations for online delivery and visiting students during work-placement, accessing counselling services and statistics, changes to college policies, mandatory reporting, above base grade processes, workload issues, unattached employees (internal redeployment), ICT issues, climate surveys, return to industry programs, use and review of CAVSS and USIQ programs, payments for professional development and compulsory modules for casual lecturers, TAFE digital roadmap project, Collie transition, foundation skills course offerings, staffing levels, attraction and retention issues and vacant technician positions.

The Union served the TAFE Log of Claims on all five employer parties (TAFE Colleges) and the Department of Training and Workforce Development (DTWD) on 7 August 2023.

Negotiations commenced on 30 August and have continued fortnightly since then. The focus during negotiations has been to explain and elaborate on the claims which has now been completed. Our major concern is that the agreement will not be finalised this year and delayed again. This has been indicated by the government as it is not going to release its public sector wages policy until mid-December 2023. Our agreement expires on the 15th of December.

Re-registration audits – With all five colleges undergoing re-registration audits in recent months, the planning, workload, and outcome of this process, have also been discussed at the JCC meetings. While some of the \$3.8 million negotiated during the last round of bargaining was used to support lecturers in this process to reduce workload, a lot of the work had already been done by the time the money was released by government. Further, the money is only sufficient to cover a small proportion of the unit development work undertaken by our members each year. All college performed well during the audits.

The government has launched a major recruitment process for lecturing staff across the 5 colleges. This has been welcomed by the Union and current staff as it may help reduce workload of current lecturing staff.

But as always, the devil is in the detail. The adverts by the 2 metro colleges if they are closely read by potential lecturers would actually turn them away.

Explore full time, part time, casual and seasonal employment opportunities at South Metropolitan TAFE that support a range of training options that are more flexible than ever.

Opportunities may be temporary (fixed term up to 12 months) and full time, part time or casual.

North Metro included this

- Opportunities may be permanent (for diversity groups only) temporary (fixed term up to 12 months) and full time, part time or casual.

We have questions about what they have deemed to be “seasonal” work, no provision for permanency for applicants except for North metro provision for diversity groups. It hard to imagine that current people employed in industry would look at a TAFE position for a 12-month term on wages that are much less than their current earning capacity.

The release of *Working Future*, the government’s white paper on jobs and opportunities, has identified some interesting commitments but the paper lacks detail on what is actually going to be delivered and how. Details of how the additional \$42 million of investment will be spent is likely to be discussed during negotiations between the federal minister, and

state and territory governments, for the National Skills Agreement due to be implemented in January 2024.

The federal government has indicated that it intends to reform the VET sector with TAFE at its centre. Mention has been made of funding *centres of excellence* that will aim ensure collaboration between universities and TAFE colleges but will also offer a greater number of higher skill qualifications, such as degree apprenticeships. No detail is available regarding the location of these centres, their industry areas, or what it meant by higher skill qualifications and degree apprenticeships.

The government also plans to establish a new integrity unit within the national VET regulator, the Australian Skills Quality Authority (ASQA). Funding of \$37.8 million has been set aside to ensure the unit is able to respond to unethical and illegal activities. The fallout from the last introduction of a crackdown on dodgy for-profit providers caused a huge administrative and compliance documentation regime in TAFE that has seen the workloads of lecturers become totally unmanageable.

Whilst we acknowledge and welcome the current government's commitment to allocating additional funding to TAFE, we have concerns of the potential impact on TAFE lecturers and staff until details are released.

There are a large number of government decisions that are going to be rolled out in the next few months, the impacts that they have on TAFE and monitoring of the implementation of these changes is going to be an issue.

AUSTRALIAN EDUCATION UNION

Agenda Item 7

NATIONAL TAFE COUNCIL EXECUTIVE MEETING

8-9 NOVEMBER 2023

120 CLARENDON STREET

AEU Federal TAFE Secretary's Report 8-9 November 2023

Synopsis

This report will provide information on the operations of the AEU TAFE Division.

Recommendations

1. That the report be received.
2. That the National TAFE Council Executive meet on 21 and 22 February 2024.
3. That the National TAFE Council AGM be held 10-12 April 2024.
4. That the NTCE meet prior to the NTC AGM at 5.15pm on the 11 April and after the NTC AGM meeting at 4pm on the 12 April.
5. That a two hour online National TAFE Council Executive meeting be held in June 2024.
6. That the 2024 National TAFE Day be held on the 10 September 2024.
7. That the National TAFE Council Executive meet on the 11 September 2024.
8. That the final National TAFE Council Executive meeting for 2024 be held on the 13-14 November 2024.
9. That the NTCE notes the arrangements for the 2024 AEU TAFE Photography Competition.
10. That the NTCE adopts the proposed timeline for the 2024 AEU TAFE Photography competition.

Maxine Sharkey

AEU Federal TAFE Secretary

Report

NTCE Meeting Date 2024

The following dates are proposed for the National TAFE Council Executive meetings in 2024:

Meeting 1 – 21-22 Feb 2024, Melbourne (in person)

Meeting 2 – AGM, 11-12 Apr 2024, Melbourne (in person)

Meeting 3 – 19 or 20 Jun 2024 (2 hours, online)

Meeting 4 – National TAFE Day 10 Sep 2024, NTCE 11 Sep 2024, Canberra (in person)

Meeting 5 – 13-14 Nov 2024, Melbourne (in person)

Meeting arrangements

The first meeting of the National TAFE Council Executive will be immediately before AEU Annual Federal Conference in 2024 at the AEU Federal meeting rooms:

- Wednesday 21 February 2024 from 10:00am to 5:00pm
- Thursday 22 February 2024 from 9:00am to 1:00pm

It is proposed that the National TAFE Council (NTC) AGM be held alongside the Bridging the Divide Summit with delegates attending the Summit on the 10-11 April followed by a full day for the AGM on Friday 12 April. The NTC AGM dinner would be held on the evening of the 11 April.

It is also proposed that the National TAFE Council Executive would meet pre and post the NTC AGM:

- Pre-NTC AGM National TAFE Council Executive meeting 11 April at 5.15pm
- Post-NTC AGM National TAFE Council Executive meeting be held at 4pm

Due to the long break between the National TAFE Council AGM in April and the National TAFE Day and National TAFE Council Executive meeting later in the year it is recommended that we hold a two hour online National TAFE Council Executive meeting on either 19 or 20 June, 2024 to undertake any essential business of the executive.

It is proposed that National TAFE Day and the accompanying one-day National TAFE Council Executive meeting be held in Canberra in the second week of September. As occurred this year another online planning meeting for the executive is proposed to be held in the lead up to National TAFE Day. Proposed dates are:

- National TAFE Day planning meeting date and time to be advised
- National TAFE Day Tuesday 10 September 2024
- National TAFE Council Executive Meeting Wednesday 11 September 2024

Proposed dates for the final National TAFE Council Executive Meeting to be held are:

- Wednesday 13 November and Thursday 14 November 2024

2024 National TAFE Photography Competition

in accordance with the decisions of the September meeting of NTCE, initial planning for the 2024 National TAFE Photography Competition has commenced.

The proposed theme for next year is 'The heart of TAFE' which provides broad scope for TAFE students, both those on and off campus, to interpret the theme in the way that has meaning for them. The theme also picks up on the Government's acknowledgement that TAFE is at the heart of vocational education.

The anticipated timelines for the 2024 competition are set out below:

Key Dates	Competition Event/TAFE Division Event
3 April	BABs to advise AEU Federal Office of their key contact person for the competition – email to tafe@aeufederal.org.au
12 April	Competition Opens – all photographs are to be submitted via the competition website and managed by the AEU Federal Office
12 April	National TAFE Council AGM
1 May	BABs to notify the AEU Federal Office of the names of their judging panel – email to tafe@aeufederal.org.au
10 July	Competition Closes – no further entries will be accepted after 5.00pm on this date
12 July	AEU Federal Office will curate photos and send all eligible entries to BABs for provision to your judging panels
14-30 July	BAB judging panels convene to select one winner in each state or territory – BABs are also requested to verify that the winner selected is a TAFE student
31 July	BABs to advise AEU Federal Office of the state/territory winner – email to diana@aeufederal.org.au
6 August	State/Territory winners announced jointly by AEU Federal Office and BABs – BABs to fund prize money of \$1000 for the winner in their jurisdiction, invoiced from the Federal Office
7-15 August	National winner judging conducted by National Judging Panel – organised by the AEU Federal Office
10 September	National TAFE Day Event in Canberra: National winner and runner-up announced

In a change from the 2023 photography competition process, it is proposed that the payments for students who are state and territory winners will be managed by the AEU Federal office. Federal Office will take responsibility for transferring the prize money to the winners directly and then invoice the branches and associated bodies for reimbursement. This change will ensure that all the winners will receive their prize money in a timely manner.

In previous years both the Electrical Trades Union (ETU) and the Australian Manufacturing Workers Union (AMWU) have been involved with National TAFE Day events in Canberra. Due to a number of factors neither union was involved with the launch of the inaugural 2023 National TAFE Photography Competition. It is the AEU's intention to re-engage with the ETU and AMWU and invite them to be joint partners for the competition reception in Canberra, assist promoting the competition to students and apprentices in their industries, have a speaking spot at the launch, badging on event materials and potentially join the judging panel for the competition.

AEU Federal TAFE Leadership Election timelines

The AEU Federal TAFE President and AEU Federal TAFE Secretary election timelines have been announced.

Nominations for both positions will open on 15 November 2023 and close on 30 November 2023.

AEU Federal TAFE Project Officer 2024

Applications for the role of AEU Federal TAFE Project Officer closed on 30 October 2023. Four applications were received by the closing date.

A selection process will now be conducted and the successful candidate announced as soon as possible.

WhatsApp

It is proposed that a WhatsApp group be set up for the National TAFE Council Executive to assist with communication. This will not be used as a primary means of communication but as a secondary source to advise the executive that an email has been sent that needs the NTCE's attention or response. WhatsApp has proven to be a useful tool for other AEU groups when there is a time sensitive matter.

Maxine Sharkey

AEU Federal TAFE Secretary