

AEU ACT Branch- 2022 Teacher Claims

The AEU ACT Branch Council adopts the log of claims for the 2022 School Teachers Enterprise Bargaining round and calls on the Branch Office to take all steps necessary to achieve these claims in the interests of members and of public education in the ACT.

Addressing the teacher shortage

1. **Salaries**

- A salary increase of either:
 - 7.5% per annum; or
 - The ACT consumer price index plus 1%.

whichever is the greatest.

2. **Superannuation**

- An increase in the employer contribution to superannuation to 15.4% immediately upon signing of the agreement for all staff receiving under 15.4%. By the end of the life of the agreement the employer contribution to superannuation should reach at least 17% for all staff

3. **Duration of the agreement**

- A five-year agreement.

4. **Ensuring members get their entitlements**

- Each year, the ACT Education Directorate will conduct an independent audit of its compliance with certain key terms of the enterprise agreement, including:
 - Maximum weekly hours.
 - Teacher work.
 - Class sizes.
 - New Educator Support.
 - Face to face teaching hours.
 - Occupational violence.
 - Any other matter agreed between the union and the employer.
- The Directorate will provide the audit report to the Union and consult on steps to remedy any identified breaches or areas of concern.

5. **Managing workloads**

- The Enterprise Agreement will impose clear limits on teacher and school leader workloads during term time.
- These limits will be in addition to existing limits on face-to-face teaching time, class sizes and the *Sustainable Management of Workload and Practice Guidelines*.
- The goal of workload limitations is to:
 - Allow school leaders to be instructional leaders for their school.
 - Allow classroom teachers to focus on teaching and learning; and

- Ensure that there are sufficient staff to carry out the core roles of teachers and school leaders within a safe and reasonable work week.
- Improve Classroom Teacher and School Leader wellbeing.

6. Implementing Teacher Shortage Taskforce recommendations

- The Directorate and the AEU will consult in relation to the implementation of the Teacher Shortage Taskforce recommendations.

7. Primary Face-to-face teaching hours

- Reduce primary school face-to-face teaching hours to 19 hours per week, in-line with high schools and colleges.

8. Salary Structure

- Reduce existing eight-step salary structure to six by eliminating steps one and three.
- Teachers who achieve “proficient” TQI status to receive an immediate increase in salary to Experienced Teacher 1.
- Rename “Experienced Teacher 1” classification band to “Proficient Teacher”.

9. Attracting new teachers to the profession

- Introduce temporary contract employment for permit to teach staff.
- Pay practicum students a nominal wage for conducting their internship.

10. Transfer round

- Within 12 months of the new agreement, the Directorate, in consultation with the AEU, will review recruitment and selection guidelines.

Resourcing our schools

11. Support for schools from expert practitioners

- For the life of this agreement, the role of Disability Education Coordinator should be established on a full-time basis in every school at School Leader C level and funded in addition to the base funding provided to schools. The purpose of establishing and funding this role is to support the inclusion of students with a disability and to support the transitional work required to implement and embed the Future of Education Strategy.
- The roles of at least 30 inclusion support officers (approximately 1 for every three schools) classified at classroom teacher and school leader C level should be re-established within the Student Engagement branch with a view to restoring an important service to schools.

Over the course of the agreement, a clear career pathway for expert practitioners, with appropriate remuneration and clear duties, should be developed in consultation with the AEU and its members.

12. Getting our students the resources they need

- Staff will be supported with an appropriate space in which to do their work, [including](#):
 - Staff accommodations (staffrooms) minimums.
 - Appropriate classroom accommodations.
 - Adequate ICT resourcing, including devices adequate to meet the needs of a modern teaching workforce.
 - i. This should be in line with the ICT Resources for Education discussion paper presented to Branch Council.
- Infrastructure:
 - The Education Directorate commits to keeping school facilities in a safe condition, presentable and in good, working order.

13. Agreed temperature settings: 18 – 28 degrees

- The Directorate will maintain a healthy and safe workplace, including temperature-controlled environments. The Directorate will monitor school environments to ensure a temperature range of between 18 and 28 degrees is maintained.
- Where temperatures fall outside these limits the Directorate will initiate a rapid response by investigating and reporting on the cause of the variation and the remedial steps required to restore temperatures to within the identified limits.

Supporting our staff

14. Looking after our staff

- Extend the paid entitlement to bonding leave to 4 weeks (extended by up to 2 weeks personal leave to a total of 6 weeks).
- Extend paid birth leave of 12 weeks to all employees (other than casual employees) consistent with the confinement period.
- Extend the provisions of personal leave to include flexible usage with agreement between the manager and the employee. This may include access for major life events such as graduations or awards ceremonies, with other categories to be determined.
- Include consideration of caring responsibilities as a factor in determining classroom teacher placements, including:

- a. Teaching couples to be given priority for placement in same network.
- b. Teaching parents to be given priority for placement in same network as their child's school.
- c. Travel time from home to work included in considerations for, for example, teachers who are unable to drive due to a long-term illness or disability.
- Make clear provision for reasonable breaks.
- Teaching staff required to attend excursions that run overnight will be provided with 3.5 hours' time-in-lieu for every night they were away on camp.

15. Reducing occupational violence and improving work safety

- Amend the agreement to clarify that the responsibility for funding measures identified in OVRAs sits with ESO, not schools.
 - This includes where an OVRA identifies that additional staffing or capital works are required.
- Make WHS data available to HSRs, including data on the number and type of incidents and injuries reported at their worksite.

16. Supporting School Leaders

- The Directorate, in consultation with the AEU, will develop and implement a career progression pathway for SLCs and SLBs within 12 months from the commencement of the agreement. Measures may include:
 - allowing those on longer-term HDA to apply for transfer at their HD level.
 - allowing Principals to recommend a limited number of staff for substantive promotion into vacant positions, with a decision on the promotion to be made by decision of a joint selection committee.
 - provision of career coaching and mentoring to SLC and SLB staff.
 - the development of the expert practitioner career pathway.
- Newly appointed or promoted School Leaders (including those commencing higher duties positions of 6 months or longer) will be supported with mentoring and training relevant to the capabilities of their role, with training to be scheduled during paid time.
- Introduce [SLA and SLB sabbatical entitlements](#).
- Introduce executive assistants for Principals.
- A reduction in teaching hours from 16 to 12 for all SLCs to bring primary school SLCs in line with others.
- Clearer SLC duty statements to limit workloads

17. Supporting New Educators

- New Educators limited to 80% face-to-face teaching load while they remain at the "New Educator" classification.
- New Educators to have an identified mentor. Each mentor will be provided with an allowance, time and training to mentor the New Educator.

18. Supporting our Relief Teachers

- The daily rate for relief teachers will achieve competitiveness with other systems within the ACT
- Establish a centralised funded pool of relief staff to cover unplanned absences.
- Relief staff to be allocated on request by a school.

- The central pool will be subject to the same security of employment requirements as the rest of the service, including conversion to permanency.
- Weekly unplanned leave relief pool utilisation report to be provided to all School Leaders and the AEU.
- Two professional learning system days at the start of the year for relief teachers to attend and receive TQI accredited PL on paid time.

19. Recognising teachers in specialist settings

- Permanently double the special education allowance from its current rate of \$2983 to \$5966.
- Specialist staff will receive priority access to enter the classroom teacher transfer round after 24 months in a specialist role.
 - a. Specialist teachers will not be required to transfer after 24 months but will be able to access transfer on a level footing with applicants who are otherwise required to transfer.
- Specialist teachers will be provided with assistance to transition out of specialist teacher roles where requested, including through additional training and modified duties where this is considered reasonable in the circumstances.

20. Supporting VET teachers

- That Vocational Education and Training (VET) Teachers be recognised and remunerated through the provision of a special allowance in the new enterprise agreement with the ACT Education Directorate for the additional VET qualifications (and completion of subsequent qualification upgrades and maintenance of industry currency) required by VET teachers currently delivering VET in ACT schools.

21. Supporting Teacher Librarians

- That the enterprise agreement includes an explicit duty statement for Teacher Librarians and that every school employs a qualified Teacher Librarian.

22. Supporting School Psychologists

- School Psychologist allocation and resourcing to be included in base funding for all new schools opened in the ACT. This measure is in addition to the established aim of improving School Psychologist ratio to 1:500 students.
- The Directorate will work collaboratively with the AEU in reviewing the School Psychology Services, including agreement to an independent review prior to implementation by the end of the school year 2023 with the scope of the review including but not limited to the efficacy and viability of the Early Intervention and Assessment Teams, placement and allocation process, and centralised telehealth service
- Attraction and retention measures, including the introduction of temporary contract employment for provisionally registered psychologists

Ensuring fairness

23. Inductions

- Add to the existing enterprise agreement provisions a MOU obligation to apply for the life of the agreement.

24. Technical matters

- Reform the misconduct processes to recognise the teacher regulatory framework, including by:
 - a. Embedding the Teachers Code of Conduct in the misconduct process by requiring that all findings of misconduct refer to the Code.
 - b. Providing broadened appeal rights for reportable conduct findings:
 - i. Make reportable conduct findings appealable to an independent person from a list agreed between union and employer.
 - ii. Include appeal rights for casual employees where findings of reportable conduct are proposed.
 - iii. A Reportable Conduct investigation will not, unless there are extenuating circumstances, take longer than 4 months before proposed findings are provided to the accused person.
 - iv. Failure to finalise within timeframe will require the employer to maintain payments to the worker at pre-investigation rate of pay (if they are not continuing to work) until the matter is finalised.
- Amend the Teachers Code of Conduct to establish that seeking to prevent the reporting of a work safety incident will be considered misconduct.