

AEU Teachers EA Log of Claims 2014 -

Claim 1 and Core Priority: Reduced face-to-face teaching time

That weekly contact hours for classroom teachers remain 21.5 in primary school and 19 in secondary school but that, of that time, 1.5 hours for primary school teachers and 1 hour p/w for secondary school teachers be set aside to support the development of professional learning communities in all schools. This equates to 60 hours per year and 40 hours per year respectively.

Claim 2: Salaries

That ACT teacher and school leader salaries be nationally competitive at all levels. This would sensibly mean that ACT salaries appear in the top three jurisdictions.

Claim 3: Maximising permanency

That the employer states in the Enterprise Agreement the circumstances under which a fixed term contract may be offered to a teacher.

Claim 4: Certainty for teachers nearing retirement

That any teacher who confirms in writing that they will resign from their permanent teaching position within two years of the end of the current calendar year not be required to transfer from their current position. This does not apply if the teacher has been placed at their current school for less than five years.

Irrespective of how long they have been at their current school, no teacher should be required to transfer if they confirm that they have only one year left before they resign.

Claim 5: Supporting teachers who are leaving a school against their will

That any teacher who is asked to leave a school following an Annual Professional Discussion be guaranteed:

- Notification of a suitable new placement before the end of Term 4
- A placement length of at least two years unless the classroom teacher requests an alternative time length

If such conditions are not met, the teacher is to remain in their current position for at least one more year at ETD's expense.

Claim 6: Payment of fees for applying for certification against national standards

That ETD pays, on a maximum of one occasion within a three year period, any fees associated with a teacher's application for certification against the Highly Accomplished National Standard or Lead Teacher National Standard.

Claim 7: The guarantee of paid time for WSRs

That Workplace Safety Representatives (WSRs) are provided with 40 hours per year (an average of one hour per school week) to meet their obligations.

Claim 8: Time for AEU Sub-Branches to meet

That, in the first four weeks of Term 1 each year, Principals negotiate with Sub-Branch Presidents one quarantined hour within each term at which no meeting can take place other than an AEU Sub-Branch meeting.

Claim 9: Paid maternity leave for employees who are on LWOP and working for an employee organisation

That maternity leave is paid for by ETD, as the substantive employer, if its employee is in the first twelve months of service for an employee organisation such as the AEU.

Claim 10: Appropriate synergy between all teacher appraisal instruments

That ETD and the AEU participate in an audit of EA clauses and agreed documents that relate to teacher appraisal to ensure that there is appropriate synergy between them, and that all redrafting be completed no later than June 2015.

Further, greater alignment should be sought between the assessment processes for Accelerated Incremental Progression, Executive Teacher (Professional Practice) and Certification against the Highly Accomplished and Lead Teacher Standards, and that officers from the Teacher Quality Institute are invited to contribute to that aligning exercise.

Claim 11: Domestic Violence Leave

That provision is made for Domestic Violence Leave.

Claim 12: School Principals

That terms, conditions, a career and remuneration structure be developed for principals which is in operation from the start date of the new Enterprise Agreement and which:

- Provides increases in remuneration which recognise the increased and increasing complexity of principal work and which ensure principal salaries in the ACT are nationally competitive;
- Provides a simple and transparent assessment and recognition of the workload comprising the relative complexities identified in, among other documents, the "Review of Principal Structure (2012)", the five leadership areas of professional practice described in the 'ACT School Leadership Strategy' and the loadings for disadvantage funded in the 'Heads of Agreement between the Commonwealth Government of Australia and the Australian Capital Territory on National Education Reform';
- Provides for a minimum of maintenance of remuneration over the duration of a placement;
- Provides incentive for principals to work in a school with particular challenges/opportunities and which may have a lower category;
- Provides principals with the opportunity to enhance their leadership capabilities by working in different schools and system roles;
- Provides that all principal vacancies be advertised at transfer in the first instance;
- Provides for the accrual by principals and deputy principals of two weeks of professional leadership development time for each year of service in a substantive principal or deputy principal role, to be acquitted in blocks of a duration negotiated with their supervisor; and
- Provides for the full financial support by the Directorate of principal certification against the Australian Principal Standard upon its introduction.

Claim 13: Meeting the Needs of All Students

See attached AEU policy.

Claim 14: ICT in schools

Given it is a priority of government that ICT be integrated across the curriculum and the very significant investment made by government in ICT:

That a set of ICT performance measures be developed that are required to be met by the service provider/s.

That additional resources be allocated to ICT in ACT public schools to ensure a stable working network is available at least 98% of the time. (Stable network to be defined as: Teachers and Students are able to use ICTs in classrooms and beyond when and as required.)

That a minimum of one Information Technology Officer (ITO) is guaranteed for each ACT public school to ensure that a teacher's engagement with ICT is only ever educational in focus and not technical. That in larger schools this number be increased and that the resources to fund this extra provision be funded from outside individual school budgets.

Claim 15: Teachers of VET

That teachers of VET have a reduced face-to-face teaching load equivalent to or pro-rata of one line for every four lines of VET classes. This time allowance may be accessed on a weekly basis or be accumulated and accessed as needed and through negotiation with the principal.

Claim 16: Teacher Librarians

That Teacher Librarian is added to the table currently in Section O ("Structural Matters" p.80) as a "preferred local designation" in the Classroom Teacher classification.

That resource management time is guaranteed for Teacher Librarians. Resource management time is additional to non-teaching/release time. It is fundamental to the Teacher Librarian's role and is essential for management, facilitation and development of the library's resources. A minimum 7 hours of administrative times (in usable blocks) should be allocated when classes/organised groups are not scheduled with the teacher librarian.

That teachers without appropriate recognised teacher librarian qualifications who work in the Teacher Librarian role are required to begin attainment of one of the following qualifications within two years of assuming the position: Graduate Diploma of Applied Science (Library and Information Management), Graduate Diploma of Education (Teacher Librarianship), Master of Applied Science (Library and Information Management), Master of Applied Science (Teacher Librarianship), Master of Education (Teacher Librarianship), Bachelor of Education (Teacher/Librarian) and Master of Information Services (Teacher Librarian).

Claim 17: School Psychologists

That the quantum of the SEA (to be renamed "Attraction & Retention" arrangement) be increased to 50% of the base rate of relevant remuneration, to encourage new staff to enter the service and retain existing staff.

That a maximum psychologist:student ratio of 1:500 be recognised in ACT public schools in line with the NSW Coroner's recommendation, and the number of FTE positions increased accordingly.

Claim 18: Teachers at Birrigai@Tidbinbilla and Instrumental Music Program

Delete the current sub-clauses S2.10 and S2.11 so that teachers in these sites operate under the same transfer provisions as all other teachers.

Claim 19: Birrigai@Tidbinbilla

That the previously agreed exemption from provisions of Section O of the ACT DET Collective Agreement 2007-2009 be updated for inclusion into this Enterprise Agreement through the agreed documents section (currently Clause M2).

Claim 20: Analysis of Potential Workload Impacts

That all new employer initiatives that many have an effect on the workload of staff not proceed until consultation with the AEU Branch (for system initiatives) or Sub-Branch (for school initiatives) has been accompanied by the submission of ETD's Analysis of Potential Workload Impacts tool. The design of the tool should be revisited by ETD and the AEU during this EA negotiation.

Claim 21: Salary back-dating

The operative start date of the EA must be 1 October 2014 and any back pay necessary should be made to that date.

Claim 22: Professional Learning requirements

That the current requirement for teaching staff to attend five (5) days of approved professional learning each year be reconsidered in light of TQI professional learning requirements, and the new Enterprise Agreement synthesise ETD's professional learning requirements and those of the TQI.

Claim 23: Payment to Casual Relief Teachers meeting TQI Professional Learning requirements

That ETD centrally funds Casual Relief Teachers being paid at their usual rate for each hour they spend meeting TQI professional learning requirements, to a maximum of 20 hours per year.

Claim 24: School Leader placements

That unattached School Leaders are provided with a suitable long-term placement within one school term of becoming unattached. Mechanisms must be established for transferees to be prioritised over those aspiring to promotion. If the unattached School Leader requires further development before transferring to a new role, that development must be provided by ETD as a matter of urgency and funded centrally.

Claim 25: Different kinds of School Leader positions

That agreement is reached on an updated list of "preferred local designations" under the "Classification and Local Designations" section of the Enterprise Agreement (currently Clause O1.1).

Claim 26: New Educator Support Plans

That New Educators (teachers in their first three years of service) negotiate with their supervisor during Term 1 a "New Educator Support Plan". This document should be less than one page in length and should outline the intended use of the New Educator Support Days for that year.

Claim 27: Acceptable temperature for workplaces

That ETD guarantees an indoor temperature between 17° and 30° in all workplaces at all times.

That ETD agrees to discuss minimum and maximum temperatures for outdoor work.

Claim 28: Professional Learning on Student Behaviour Management

That ETD develops a course on Student Behaviour Management which aligns with Network Student Engagement Team (NSET) arrangements and that this course is made available to all teachers each year.

Claim 29: Central funding of industrial leave

That ETD centrally fund the attendance of employees at industrial relations courses and seminars.