



**1. 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.

**2. Duration of the agreement**

- A four-year agreement.

**3. Salaries**

- A salary increase of 5% per annum over the life of the agreement.

**4. Superannuation**

An increase in superannuation to 15.4% immediately upon signing of the agreement for all staff receiving under 15.4%.

**5. 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”.

**6. Support for schools from expert practitioners**

- 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.
- This career pathway may make use of existing structures or teams, such as the NSET and PBL teams, but with a focus on building a network of expert professionals in identified areas of need to assist teachers and schools.
- Expert practitioners should support and complement the role of Principals as instructional leaders in their schools.



### **7. 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.

### **8. 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.

### **9. Supporting our Relief Teachers**

- 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.



## 10. 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.
- Options to manage workload that may be considered include:
  - **The Queensland model:**
    - Classroom teachers will have a rostered duty time of 25 hours per week, modelled on the Queensland Teachers Award provision.
    - Within those 25 hours, teachers may be rostered for any of their core duties, including face to face teaching, meeting attendance and PLCs.
    - Teachers' rosters must be continuous from start to finish each day and may not be split except by their rostered lunch break.
    - Time worked outside of the rostered duty time is worked at the teacher's discretion, providing that they fulfil the requirements of their role.
  - **The Victorian model:**
    - Weekly hours of work will be limited to 36.75 total.
    - Time worked outside of 36.75 hours will be considered overtime and reimbursed hour-for-hour as time-in-lieu.
    - Time in lieu will be available for any structured activity organised by the school such as:
      - a parent teacher meeting,
      - a camp,
      - an excursion,
      - a concert,
      - a parent information session or
      - after-hours sport.
    - Teachers and school leaders may refuse to work unreasonable additional hours and may not be required to work outside of the span of hours.
  - **The TOIL model:**
    - Any hours required to be worked in excess of 36.75 hours a week (averaged over a fortnight) will attract time in lieu, including at any applicable overtime rate where the TOIL falls outside the span of hours or exceeds 80 hours total over the fortnight.



**11. 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.

**12. 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.

**13. Excursion allowance**

- 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.

**14. 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.

**15. 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.

**16. 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.

**17. 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.

**18. 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.

**19. Implementing Teacher Shortage Taskforce recommendations**

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

**20. Transfer round**

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

**21. Inductions**

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

**22. 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.



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- 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.



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#### Additional Claims for Consideration

Some groups proposed additional claims to be considered and these are put to sub-branches for their feedback and consideration.

#### Relief teachers sub-branch

- That the daily rate for relief teachers achieve competitiveness with other systems within the ACT

#### Explanatory note:

Relief staff in independent schools are currently paid between \$50-100 a day more than public schools. An approximate 5-10% pay rise over the life of the agreement would be required to gain parity across the sectors.

Consideration will also need to be given to how this interacts with school budgets and other claims regarding relief staff.

#### 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.

#### School Leaders C

- A reduction in teaching hours from 16 to 12 for all SLCs
- Clearer SLC duty statements to limit workloads
- Increased pay for experienced SLCs on a pay scale with at least 3 steps: beginning, intermediate and experienced.
- Leave Loading – this should be reinstated for all school leaders A, B and C. This was negotiated away 15-20 years ago, before many of the staff in the current positions were leaders in the system.

#### Explanatory note:

Currently, school leaders C in high schools and colleges may be required to work 12 hours face to face while primary SLCs may be required to work 16. This claim reflects the equity concerns identified in the F2F hours claim.

#### Teacher Librarians

- That the enterprise agreement includes an explicit duty statement for Teacher Librarians
- That Teacher Librarians (based on a 1.0 FTE) are given a reduction in face-to-face teaching hours of at least 10 hours\* per week and that this time instead be rostered for the purposes of collection management and development.
  - \*Where the full 10-hour reduction cannot be provided, that there be at least a 5-hour reduction, with the remaining 5 hours acquitted through the engagement of dedicated, appropriately trained Library Assistants/Technicians. These arrangements



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need to be agreed to in writing between the Principal, Teacher Librarian and Sub-Branch President

- That part of Teacher Librarians' non-face-to-face time (based on a 1.0 FTE) is quarantined for the purpose of TL specific lesson preparation tasks, such as collaborative planning with classroom teachers, assessment and marking, lesson planning, extracurricular responsibilities and school wide commitments.
- Teacher librarians are allocated a lunch break of 30 minutes per day.
- That Teacher Librarians are not called upon in their non-teaching or collection management time to provide internal relief cover during teacher absences.

#### Explanatory note:

Teacher librarians are currently required to teach the same face to face hours as a classroom teacher. This claim would reduce the required face to face teaching hours to between 9 and 11, depending on the sector to allow TMs to conduct collection management duties.

Teacher Librarians note that collection management duties are professional library duties including:

- Collection Analysis: identifying future physical and digital resource needs and existing gaps in the collection; generating, analysing and reporting on data from the library management system.
- Collection Development: researching & reviewing resources to check quality for required school needs; acquisition process, including liaising with suppliers; budgeting and compiling the library annual report.
- Building targeted, developmentally appropriate digital pathfinders, to complement and enhance specific units of work for particular classes or year levels.
- Weeding: evaluating the existing collection and removing outdated, biased and damaged material.
- Enhancing catalogue records by customising metadata to meet the school's needs, improving access to resources.
- Stocktaking, including accountability of budget spending and reporting on asset loss.
- Development and review of key library documentation, to ensure that library resource centre policies reflect school and system priorities and that procedures align with current best practice for school libraries, as recommended by professional bodies.
- Managing library circulation functions, including following up overdue and lost items.
- Promotion of library resources and services to the school community, including organisation of library events e.g., author visits, book fairs, Book Week, National Simultaneous Storytime.
- Overseeing library support staff and volunteers

#### 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



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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:
  - Introduction of temporary contract employment for provisionally registered psychologists