



CATHOLIC COLLECTIVE BARGAINING 2008

VALUING THE PROFESSION

Consultation for a Log of Claims

The Independent Voice *Extra* (October 2008 – Vol 4 No.1) DISCUSSION PAPER

A: CONTEMPORARY REMUNERATION

With the recent successful interstate wage outcomes, there is now the need for significant redetermination of rates of pay. Such a redetermination should attract graduates to the profession, as well as reward and retain employees.

ISSUE 1: Wages

Pay Rate Comparison*

	QLD	VIC	NSW	NT ¹	SA ²	TAS	ACT	WA ³
Graduate Teacher	\$48,829	\$51,184	\$50,522	\$47,844	\$50,709	\$48,790	\$52,128	\$52,881
Experienced Teacher (9 yrs)	\$68,839	\$75,500	\$75,352	\$71,798	\$68,422	\$70,551	\$74,279	\$75,494
Notes	QLD Catholics	AEU	CEO Sydney	NT Catholics	SA Catholics	Tasmanian Catholics	Canberra/Goulbourn Catholics	AEU

*All rates are current unless noted.

This wage position is predicated on three assumptions:

- that teachers' wages should, at least, achieve parity with interstate benchmarks;
- that a teacher with nine years experience should receive a salary of \$80,000 p.a. in the near term; and
- that all comparisons should reflect an appropriate span of wages between a graduate teacher and an experienced classroom teacher.

In the past, comparable percentage increases have been negotiated for all staff. In this round, wage outcomes must ensure that all staff receive equitable percentage increases with due regard to a minimum dollar increase to protect lower paid employees from the widening gap to earnings caused by percentage increases.

¹ Due for negotiation late 2008

² No pay rise negotiated for this year

³ Agreement subject to current ballot. Rates are as proposed for 1 July 2009

B: WORK INTENSIFICATION

As work pressures increase workload burdens are being shared among all staff members in schools. Workload can be better managed by organisational changes, different school structures and processes, and better resourcing.

ISSUE 2: Organisation to Manage Extra Curricular Activities

Extra-curricular activities are continuing to compromise employees' health, personal relationships, job satisfaction and productivity. A reassessment of how and by whom these ancillary functions are performed is necessary.

ISSUE 3: Organisation to Manage Working Hours

Better forward planning and timing of activities within the school calendar limits excessive workload. The hours of duty provision for teachers needs to provide adequate time for planning, implementing, delivery and evaluation of a changing curriculum while also providing access to uninterrupted breaks.

ISSUE 4: Organisation to Manage Administrative Tasks and Meetings

The range of administrative tasks and other duties threatens to compromise teachers' ability to focus on developing and delivering quality learning activities. Demands such as diverse and rapid curriculum change has, and will continue to place increased pressure on teachers as they respond to emerging national agendas, as well as QSA, systemic and school level requirements within imposed time lines.

An assessment of the nature of tasks that are performed by teachers is overdue.

ISSUE 5: Organisation to Manage Assessment and Reporting

Reporting timelines, format and frequency are a major cause of work intensification and require streamlining and additional time release and school officer support.

ISSUE 6: Organisation to Manage Flexible Teaching and Learning Approaches

There is an increasing expectation for teachers to differentiate programmes to meet the specific needs individual students. This is problematic in large classes or where there are students with ascertained disabilities or behavioural problems. It is especially difficult without adequate learning support aide time.

ISSUE 7: Resources to Support Time Release for PAR, Senior Administrators and Vocational Education

More appropriate time allowance and remuneration is required in order for Senior Administrators and those in Positions of Added Responsibility (PAR) to have control over their work load and working hours. Moreover, implementation of Vocational Education initiatives requires professional development and significant human resources.

ISSUE 8: Resources to Support the Inclusive Classroom and a Reduction in Class Sizes

Greater levels of support are needed in the form of adequate learning support aide time, specialist help, withdrawal classes and release time for interviews with other professionals and parents to ensure a truly supportive and inclusive classroom, without detrimental effects on staff and students.

Large classes contribute to increased workload, impact negatively on student learning outcomes and have a detrimental effect on teachers' health and welfare. Class sizes that maximise quality learning and teaching are essential.

ISSUE 9: Organisation to Manage Change

Effective Consultative Committees are necessary to provide staff and employing authorities with a mechanism for discussion and group problem solving structures. Such committees ensure that changes will be introduced efficiently, accepted by the community and implemented in a positive frame of mind.

ISSUE 10: Use of Technology

Increased use of technology without adequate computer work stations and access to broadband is a constant work pressure for employees. Provision of ongoing professional development in regard to efficient use of such technology in paid time is necessary.

Recognition of additional time demands through the use of this technology should also be negotiated.

C: CONTEMPORARY CLASSIFICATION STRUCTURES
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School Officers and Services Staff play a vital role within schools. Therefore review of their position descriptions to reflect and acknowledge their work should be undertaken by employees.

ISSUE 11: Review position descriptions for school officers and services staff

In a lot of cases this has not happened for some time. As roles change and evolve this needs to be acknowledged in the position description and the classification level needs to reflect the work actually being undertaken by the employee.

ISSUE 12: School officer and services staff career path

There are very limited career paths for school officers and services staff. A meaningful career path which provides access to incremental movement based on their formal qualifications and on skills and competencies gained on the job should be available. While there is currently some acknowledgement for staff with extra qualifications, this should be extended and increased so that staff are adequately rewarded for undertaking extra training and they should be actively encouraged to do so.

Similarly, staff who undertake “specialist” duties should be acknowledged for doing so.

ISSUE 13: Professional Development

In order to ensure the effective and efficient use of employees’ skills, provision of ongoing professional development for all ancillary staff, in paid time is necessary.

D: RECOGNISING ACCOMPLISHED TEACHERS

QIEU members have long supported recognising accomplished teachers.

Knowledge and skills/criteria based pay has been proven to work very effectively when it is underpinned with good research, planning and collaboration with teachers and industry bodies as well as a structured funding arrangement.

This is critical to retaining accomplished practitioners and recruiting quality graduates.

ISSUE 14: Our union has long supported the recognition of accomplished teachers.

For more than two decades we have argued for recognition arrangements which provide teachers with opportunities for more varied, fulfilling and better paid jobs which improve the educational opportunities and collegial support in schools.

ISSUE 15: Realistic Funding

A system which is objective and valid needs to be developed and implemented as well as realistically funded by employers.

E: ATTRACTING AND RETAINING QUALITY GRADUATE TEACHERS

Attracting quality graduate teachers is an integral part of ensuring quality education. A number of factors are needed in order to attract the best and brightest to Queensland Catholic Schools.

ISSUE 16: Graduate Wages

Graduate entry rates in line with Pay Rate Comparison above need to be in place to ensure the best and brightest consider working in the Catholic sector.

ISSUE 17: A resourced and intensive programme of support for graduate teachers

To retain and effectively develop the skills of graduate teachers, a resourced and intensive induction programme should be implemented along with reduced teaching loads and a reduced timetable. Provision for mentoring by experienced teachers should also be put in place along with opportunities to

observe exemplary teaching practices, meet with specialist support staff and to be involved in small group discussions as well as staff meetings.

ISSUE 18: Professional Development and transition to full QCT registration

In designated times during the school year graduates should have an opportunity to participate in in-service professional development or to attend outside activities to ensure that they are moving towards meeting the requirements for full Teacher Registration with the QCT.

F: FAMILY RESPONSIBILITIES AND LIFE/WORK BALANCE

Employees have multiple roles in life and on occasion these compete with each other. Employees who have the opportunity to balance their work and family life have a healthier and better quality life and are more productive in the workplace.

ISSUE 19: Remove restricting conditions attached to part-time work and job share

To have control over their lives, employees need to manage the time demands of various responsibilities at differing periods in their lives. Having easy access to secure part-time hours and/or job share arrangements can provide the flexibility necessary to retain valuable staff in the workforce.

ISSUE 20: Flexible working arrangements for men and women, parents and carers

Care responsibilities increasingly include the care of the elderly, and the role of the male partner in the care of their children has evolved significantly in recent years. To accommodate the various responsibilities faced by employees at different stages in their lives family friendly provisions should be available to all employees irrespective of age or gender.

ISSUE 21: Paid maternity leave to match industry standard

For entitlements to meet the basic industry standard in regard to paid maternity leave, it is necessary to ensure the provision of 14 weeks paid maternity leave exclusive of vacation time.

G: SUPPORT FOR PROFESSIONAL DEVELOPMENT

Employees in schools have a right to and need for relevant and effective professional development. As education changes and evolves so the need for professional development to accommodate such changes increases. A professionally developed workforce is an effective workforce.

ISSUE 22: 30 hours within current hours of duty

It is almost certain that teachers in Queensland will have to undertake 30 hours per annum of professional development to retain their registration. To ensure the retention of their quality staff, employers should provide access to

high quality professional development which will meet the requirements of the QCT for all staff members within current hours of duty.

ISSUE 23: Access for all

It is important that all members of staff, full-time, part-time and casual teachers have access to the PD provisions to ensure the smooth running of schools into the future.

ISSUE 24: Equality of provision for remote and rural areas

It will be particularly important to ensure teachers in remote and rural areas of the state have access to time, funding and high quality PD to ensure that they are able to retain their registration and do not incur additional costs or time imposts due to their service in these areas.

H: FAIR-MINDED WORK PRACTICES

Employees in education have a clear expectation that the industrial rights they have achieved will not be lost but protected and preserved.

ISSUE 25: Protect our working rights

As it now seems that members will be covered by federal industrial legislation, it remains imperative that working rights are protected under this new system. At present certain existing conditions remain 'prohibited' and therefore unable to be specifically included in a federal agreement.

Such provisions relate to:

- Freedom to join a union and be represented by that union;
- The right to have ready and generally unrestricted access to union officers in the workplace;
- The right to have access to an independent third party to resolve matters of dispute;
- The right of employees to collectively bargain; and
- The right to take reasonable and responsible industrial action in support of claims.

Only by the acknowledgement and inclusion of relevant provisions of such rights in a suitable industrial instrument can employers demonstrate that they are serious about their commitment to fair minded work practices.