



Valuing the Profession Consultation on a Log of Claims

Valuing the profession requires more than the occasional kind word and a pat on the back. International studies demonstrate that for high quality education to occur it is necessary to attract the brightest and best to teaching and to ensure that those experienced members of staff do not leave the profession. A key aspect of the mix in accomplishing "quality staff for quality education" is the provision of wages that indicate the value of the profession to the community. Teachers in Queensland expect wages equal to those elsewhere in Australia.

Money is not the only issue. Working conditions and an acceptable work/life balance are crucial as well. The demands placed on teachers, school officers and services staff have grown and changed substantially over the past years and considerable change lies before us all. If employees are to be valued in their schools they should be given appropriate time and resources to do the job they are employed to do in the best possible manner. Not only do employees deserve this acknowledgement of their skills and qualifications, but also the students in their care deserve to reap the benefits of skills efficiently targeted and resourced to ensure their potential is fully realised. Those things not relevant to the essential role of the teacher can be allocated to increasingly well qualified non-teaching staff. Preparation and correction time for teachers has not increased for years. And yet the role of the teacher has expanded in such a way that current prep and correction time is quite inadequate to the demands of the profession. If quality teaching is valued then adequate time must be provided for preparation and correction.

Workload and work intensification continues to impact negatively on many employees. Pressures from students with behaviour management problems; the inclusion in

the classroom of students with disabilities but without the teacher aid support necessary to ensure that all members of the class get adequate attention; the increasing demands by parents for one-on-one contact with teachers; and the increasing demands brought about by technology, all impact to make schools more stressful workplaces. For others there is the stress that arises from lack of job security. Some employees are unsure about what hours they will be working from year to year, while others worry about whether or not they will even have a job next year.

With the increases in workload, many employees are taking home more work in order to meet increasingly tight deadlines. This, along with all the other demands of working in the education sector, places undue pressure on family life. This relentless pressure leads to low morale and increased levels of sick leave. In the extreme, it leads to increased workers' compensation claims. Furthermore, in a workplace that stresses the importance of family values, it is reasonable to expect family friendly policies around paid maternity, paternity and carers' leave. Employees need to come to terms with 14 weeks paid maternity leave as industry standard and commit to reasonable provisions in other areas that impact on family responsibilities.

We need to work together to build an even stronger Catholic education system in Queensland. Employees already work hard for the children in their care. Now it is up to the employers to demonstrate in a tangible manner the value they place on the profession and the people in their employ.

**Our campaign must be about
 Valuing the Profession.**

**Terry Burke
 General Secretary**

Member Consultation Vital

In the last round of collective bargaining the establishment of a common law collective agreement in the Catholic sector avoided legal uncertainties around jurisdictions. However, it is apparent that non-government schools will claim to be constitutional corporations and Catholic employing authorities will determine that they are in the federal jurisdiction. (See 'Fair-Minded Work Practices' article page 4). The current Common Law Deeds of Settlement covering the various Catholic School Employing Authorities will expire on 2 June, 2009. The current agreement provides for the negotiations of the sixth collective bargaining agreement to commence six months prior to its expiry. Therefore, the negotiations must commence at the beginning of Term 1, 2009.

This paper is provided for the purpose of initiating discussion about issues that are important to you and to encourage you and your chapter to provide input into the development of a log of claims to put to your employer. Once feedback from members is received a draft log of claims will be written, distributed for consultation, revised in light of feedback and then put to members for their endorsement. The views of members are a fundamental part of the process prior to the commencement of negotiations. This discussion paper provides commentary on issues already identified by members across all Catholic schools as an aid to your consideration of matters to include in the log of claims.

Chapters are being requested to meet from early Term 4 to discuss the contents of the attached paper and to provide feedback and advice on matters to include in a draft log of claims. You may, if you wish, also make an individual response using the freepost section on page 4 of this document. Your individual response should reach QIEU no later than 17 October, 2008.

Timeline for developing a position for the negotiations

- Step 1: Consultation with Members commences: **29 September**
- Step 2: Chapter Meetings: **6 - 17 October**
- Step 3: Collation of Member/Chapter Issues: **22 - 31 October**
- Step 4: Consideration of Draft Log by Chapters: **5 - 19 November**
- Step 5: Endorsement of a Position for Negotiation

Valuing the Profession: Contemporary Remuneration

Appropriate rates of pay remain at the forefront of importance to our union's members.

With the recent successful interstate wage outcomes, there is now the need for significant redetermination of teacher rates of pay in Queensland schools.

This is especially the case for graduate entry rates to attract high quality graduates to teaching and professional rates of pay generally to keep accomplished teachers in

the classroom.

Catholic sector employees need to consider the QIEU Council endorsed wages position as part of the development of the log of claims for negotiation.

This wages position is predicated on three assumptions:

- that teachers' wages in the Queensland non-government sector should, at least, achieve parity with

interstate benchmarks;

- that a teacher in a non-government school 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.

The pay rate comparison chart below identifies the graduate teacher rates and experienced teacher rates for

employees in states and territories across Australia.

Negotiated wage and salary outcomes must take into account the need to attract and retain staff of a high quality.

In addition to this, any negotiated wage outcome must foster a sense of community within staff.

In the past collective agreements, comparable percentage increases have been negotiated for all staff.

A wage outcome 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 in earnings caused by percentage increases.

How do these issues impact upon you and your colleagues?

What provisions would you like to see negotiated in the next round of collective bargaining to address these issues?

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

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

* All rates are current unless noted.

Lyn McDade, Teacher, Our Lady of the Angels School, Wavell Heights

“*I would like to see our wages come into line with New South Wales, Victoria and Western Australia. I believe this would go a long way to enhancing the teaching profession.*”



The pattern of teacher wages for the near future is becoming increasingly clear with a wage position in Western Australia consistent with outcomes in New South Wales and Victoria.

Employees in the state sector in Western Australia have balloted a wage position which would see rates for experienced teachers in the public sector in that state reach \$75,494 in July 2009. A proposed rate for graduates at \$52,881 is consistent with developments elsewhere.

In the Northern Territory the public sector union is still in dispute with their government and have effectively revised their wage position to reflect the \$75,000 plus benchmark for the experienced teacher. The position also seeks a significant increase for graduate teachers in line with interstate outcomes.

The New South Wales rates were, of course, achieved as part of the current agreement (effective 1 January 2008) and with negotiation of a new agreement to commence shortly, the New South Wales public sector union has sought increases of 15% over three years and the IEUA-NSW is seeking 16% over three years for the Catholic sector.

The Queensland Teachers' Union formalised its wage position with negotiations of salary increases to ensure rates are equivalent to the highest teacher salaries in Australia. The 3.25% increase on offer from the Queensland government is clearly inadequate.

Disputes have already arisen in the Queensland public sector regarding the state government's wage position and with the need in education for 20% plus increases over a three year agreement to reach the current benchmarks, it is not difficult to anticipate a significant dispute in the Queensland public sector schools in the new year.

A characteristic of the wage settlements reached in other states is differential outcomes in the first increase for graduate and experienced teachers in relation to the overall standard increase.

This has its own challenge within the teacher classification but also for our union in determining an appropriate rate for school officers and services staff.

The median rate of a 4% per year increase for teachers in current increment settlements is obviously the signpost to the rate which should apply for the staff who are not teachers.

Louise Little, School Officer, St Rita's, Victoria Point

“*We are professionals with vast industry knowledge and experience. Better wages are needed to recognise our contributions.*”



Valuing the Profession: Attracting and Retaining Quality Graduate Teachers

Attracting quality graduate teachers is an integral part of ensuring quality education. However, a number of factors are needed in order to attract the best and the brightest to Queensland's Catholic schools.

Teachers need to achieve parity in wages with teachers in other states and other professions in recognition of the status of the teaching profession.

Secondly, employers need to take steps to retain and effectively develop the skills of graduate teachers through a resourced and intensive induction programme. Such a programme should include a pre-appointment visit, a handbook about the school and its policies, the allocation of student free days to be used as an introduction to

the school and working environment, and the provision of the current curriculum programme, term planner or lesson register as a model for future preparation.

Reduced teaching loads and a reduced timetable for graduates along with time provision for experienced teacher mentors should also be established.

In addition to this, arrangements should be made for graduate teachers to observe exemplary teaching practices, meet with specialist support staff and be actively involved in small group discussions and staff meetings.

In terms of professional development specific to graduates, the employer should designate times during the school year where graduates can participate in in-service professional

development or attend outside activities.

The employer should also make allowances for travel and expenses where this is required, especially in the case of graduates working in regional and remote areas.

A number of schools already have many of the above processes in place; however, a provision should be negotiated to ensure that Catholic employers develop a specific programme for graduate and beginning teachers within the various employing authorities.

How do these issues impact upon you and your colleagues?

What provisions would you like to see negotiated in the next round of collective bargaining to address these issues?

Hannah Sweeney, Graduate Teacher, Marist College, Emerald

“*It would be great to see Catholic employers develop specific graduate programmes so that beginning teachers at all Catholic schools can participate in mentoring and observe exemplary teaching practice.*”



Valuing the Profession: Work Intensification Issues

QIEU members have long recognised the ongoing issue of work intensification and the negative impact of this on quality education. A recent QIEU member survey investigated the working day of Catholic education professionals to determine just how significant and widespread the issue is among our members.

The results clearly demonstrated that work intensification is greatly affecting our members, with some working up to sixteen hours as part of a typical working day.

Among teachers, the survey indicated that a majority of respondents are starting work as early as 7:30am, with one in five teachers arriving at school even earlier. In addition, duties after finishing time, leaving work at 5:00pm or later and working at home for typically one to four hours a night, are common experiences among teachers.

School officers, services staff and administrative staff were also surveyed, and the results in this group demonstrated that in addition to taking work home, these members

are also increasingly engaging in tasks long after their finishing time, such as cleaning, student supervision and attending meetings.

These employees are also indicating that they are increasingly engaged in tasks which would generally be undertaken by teachers.

When considered in conjunction with the severity of work intensification being experienced by teachers, it is no surprise that school officers, services and administrative staff are taking up these duties.

It is well understood that Catholic education professionals are conscious of, and dedicated to, providing a high quality educational environment for students.

As work pressures increase, workload burdens are being shared among all staff members in schools.

A considered approach to the individual, yet complementary, roles undertaken by education professionals in our schools is needed. This will

ensure the highest possible standards of education are being delivered to students.

Clear position descriptions and the reallocation of non-core tasks to additional non-teaching staff would enable teachers to focus on duties relevant to teaching, including curriculum review, implementation and evaluation. Position descriptions assist in addressing the increasing trend of teacher workloads being shifted to school officers, services and administrative staff.

QIEU members have reported that they are working long hours, particularly during exam time, report time and during special school events. There is little chance for a break during the day and the expectation to attend to school activities and administrative duties is increasing.

This is particularly evident for teachers in senior administration positions and positions of added responsibility. Employees in these positions are at the coalface of curriculum change and are often called upon to implement

and monitor curriculum and pastoral initiatives without adequate support, professional development, time release or remuneration. There is not enough co-ordination time and people are not remunerated appropriately for the co-ordination work they do. Employees need to have more control over their

working hours.

How do these issues impact upon you and your colleagues?

What provisions would you like to see negotiated in the next round of collective bargaining to address these issues?

John Brown, Teacher, Sacred Heart Primary School, Sandgate

“ I’m very aware of workload. There currently seems to be a huge expectation to do so much extra work. The employer needs to look at ways to help reduce this workload such as scheduling fewer meetings. ”



Valuing the Profession: Recognising Accomplished Teachers

Recognising accomplished teachers is critical to recruiting quality graduates and retaining accomplished practitioners. Many of these schemes rely on the misguided notion of “rewarding” teachers based on popularity or ranking measures. Both formal research and anecdotal reports point to the ineffectiveness of such measures given the myriad of factors, including the particular character of student cohorts and available resource levels, which contribute to students’ learning.

International research has also revealed that “rewarding” a quota of teachers undermines the collaborative approach which characterises their work. This results in competitiveness between teachers, which in turn leads to an unproductive work environment and adversarial relationships among staff.

Our union has long supported the recognition of accomplished teachers and for more than two decades has 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.

Knowledge and skills-criteria-based pay has been

proven to work very successfully when it is underpinned with good research, planning and collaboration with teachers and industry bodies, as well as a structured funding agreement. Where criteria-based schemes are well resourced and supported, and where practitioners take a key role in the development, implementation and operation of the scheme, then strong collegial structures are built and there is a strong acknowledgement of the essential nature and dimension of teaching.

Criteria-based schemes such as the Advanced Skills Teacher structure that has been used in Queensland schools previously and is currently used by Brisbane Catholic Education, potentially provides a base that could be adapted so that characteristics of accomplished classroom teachers can be accurately and objectively identified and rewarded.

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

How do these issues impact upon you and your colleagues?
What provisions would you like to see negotiated in the next round of collective bargaining to address these issues?

Valuing the Profession: Contemporary Classification Structures

Contemporary Classification Structures

School officers and services staff play a vital role within Catholic schools. It is important that school officer position descriptions are updated on a regular basis. In a lot of cases this has not happened for some time. As roles change and evolve over time this needs to be acknowledged in the position description and the classification level needs to reflect the work actually being undertaken by the employee.

Furthermore, there are very limited career paths for school officers and services staff. These employees are entitled to a meaningful career path which provides access to incremental movement based on their formal qualifications and on skills and competencies gained on the job. While some acknowledgement is provided 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.

As the quality of all aspects of educational settings is increasingly under the spotlight, it is appropriate at this time to seek guarantees around the provision of professional development for school officers and services staff.

The number of contract positions still in existence in the sector is a matter of concern. It is timely to review the undertakings already given and ensure that they are being implemented rigorously.

How do these issues impact upon you and your colleagues?
What provisions would you like to see negotiated in the next round of collective bargaining to address these issues?

Valuing the Profession:

Family Responsibilities and Life/Work Balance

Employees who have the opportunity to balance their work and family responsibilities lead a healthy, balanced and better quality life. Removing restrictive conditions attached to part-time work and job share and then developing strategies which allow employees, both male and female, to reduce their paid working hours at various life stages would assist employees to have control over their working lives.

Care responsibilities increasingly include the care of the elderly and the nature of these responsibilities differs in many ways from the care of children. Existing provisions need to be enhanced to take account of these responsibilities.

Job share will increasingly be seen as an option for employees in the mid and later periods of their working lives as their needs and responsibilities change and provisions should make access to such family friendly provisions easier.

Current provisions in regard to paid maternity leave do not reflect contemporary thought or provisions

in the wider education community. Similarly, current provisions in regard to paid paternity leave do not adequately reflect the reality of partner involvement and responsibility at the time of birth and immediately thereafter.

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. The public sector has had a provision for 14 weeks maternity leave since 1 July, 2008.

Furthermore, as the role of the male partner becomes more involved in the post-partum period, the leave available for a male employee should be increased in quantum and disconnected from available sick leave/carers leave provisions.

How do these issues impact upon you and your colleagues?
What provisions would you like to see negotiated in the next round of collective bargaining to address these issues?

John Roberts, Teacher-Librarian, St Francis College – Primary Campus, Crestmead

“ There is a higher community expectation of teachers these days; the role demands much more than just teaching students how to access knowledge. Allowances should be made to reduce the work intensification many teachers experience as a result of these expectations. ”



Valuing the Profession: Professional Development

Employees in schools are involved in technological and curriculum change and have specific training requirements. If schools are to attract and retain quality staff, then provisions for professional development must be enhanced for teachers, school officers and other staff.

QIEU members have frequently reported that school professional development programmes do not focus on the specific needs of certain groups of staff and that the professional development budgets of schools frequently do not include specific reference to school officers and other staff. Many members report that they are denied access to professional development because the school's PD budget has been

"used up already". As well, the Queensland College of Teachers (QCT) has mandated minimum requirements for teachers in regard to the maintenance of their registration to teach in Queensland schools. Teachers will have to undertake a minimum of 30 hours per year of acceptable Continuing Professional Development (CPD). Clearly it is in the best interests of employers to ensure that their staff are all provided with sufficient funding and time to undertake the required amount and range of CPD.

There are concerns, too, for teachers in remote and rural areas that there will be insufficient opportunity for them to access appropriate CPD in a cost effective manner.

Furthermore, employees without a full-time continuing connection to a school or system do not always have access to the CPD provided in pupil free days. Such employees may be in the position of missing out on vital CPD or having to fund it themselves.

As supply teachers are vital to the effective running of any school, employers should make provisions that will ensure the ongoing participation of these professionals.

Employees have previously negotiated for members to be able to access union industrial training in work hours. Similar provisions should be developed in regard to professional training for QIEU members in schools.

Brendan Gillespie, Teacher,
St Edward the Confessor
School, Daisy Hill

“Future professional development issues revolve around the new QCT requirements. Employers need to provide funding and time allowances for staff participating in this PD.”



How do these issues impact upon you and your colleagues? What provisions would you like to see negotiated in the next round of collective bargaining to address these issues?

Valuing the Profession: The Impact of Contemporary Organisational Structures

Schools need to be organised differently and the allocation of teachers' time needs to be reconsidered if the issue of work intensification is to be addressed.

If teaching and preparation for teaching are, in fact, the priority for the school authority, then serious decisions need to be made about the requirements on teachers to undertake other tasks. Administrative tasks, covering of classes, extracurricular activities and the like need to be questioned as appropriate tasks for teachers. If the school authority believes these are tasks for teachers, then this needs to be recognised with appropriate re-determination of the maximum teaching hours.

The quantum of preparation and correction time has not increased for years for

teachers in secondary schools, and for those in primary schools it is currently a token acknowledgement of the work actually required. In the face of the significant changes to the demands and expectations placed on teachers and the nature of teachers' work, is it time for a more realistic look at this aspect of hours of duty for teachers in schools?

School authorities need to make clear decisions about how they want to make best use of teachers' time and organise the school accordingly.

How do these issues impact upon you and your colleagues? What provisions would you like to see negotiated in the next round of collective bargaining to address these issues?

Valuing the Profession: Fair-Minded Work Practices

QIEU members have a clear expectation that their industrial rights should, and will, be protected by a formal system of industrial regulation. Events in the last 18 months have impacted on our union's position concerning the industrial jurisdiction for non-governmental schools. Firstly, the Australian people elected a federal government which took a policy of a single industrial system into the election. Secondly, both the Queensland Industrial Court and the Queensland Industrial Relations Commission have handed down decisions which indicate that non-governmental schools are constitutional corporations.

Consequently, it now seems that our members will be covered by federal agreements. However, there remains an imperative that the working rights and conditions of employees must be protected in 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:

- A commitment to employees' fundamental

freedom to have membership in a union and representation by that union;

- The right of employees 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.

It is now appropriate for you to seek a commitment to protect such rights in a industrial instrument such as a deed. Only by the acknowledgement of and inclusion of relevant provisions for such rights can employers demonstrate that they are serious about their commitment to fair minded work practices.

How do these issues impact upon you and your colleagues? What provisions would you like to see negotiated in the next round of collective bargaining to address these issues?

Valuing the Profession: Change through Consultation

Schools are places of constant change. From the obvious demands of getting to know new students each year to the management of new technologies and significant changes to curriculum, assessment and reporting, or even changes to the routine of the school day, teachers are constantly required to deal with the new and the different. This means that the "automatic pilot" that has taken care of much of what has to be done must be switched off and the focussed application of the attention must

be redirected from other significant tasks to ensure the new is dealt with appropriately. Change cannot be imposed on staff without creating negative impacts on the operation of the school and overall staff morale. When employers fail to consult staff properly about change, workloads increase along with stress levels and a consequent decline in staff morale which ultimately affects the core work of the school. Failure to consult diminishes the sense that one is valued as a professional who is capable of embracing and bringing about change

willingly and productively. Moreover, it ignores the fact that those doing the work in schools understand what the difficulties will be and are quite astute when it comes to finding solutions to the challenging aspects of change.

Staff's professional judgment should be trusted and engaged in the process of implementing any change and especially when the change is significant. Consultation is about providing staff with mechanisms to ensure that change occurs within a

managed process and that timeframes and work demands associated with the proposed changes are identified and appropriately resourced.

Effective consultative committees provide staff and employing authorities with a mechanism for discussion and group problem solving structures which ensure that changes will be accepted by the community and implemented in a positive frame of mind. Involving staff in the process of managed change must lead to greater success in terms of effective implementation of the new.

It is, as well, far more likely to reduce the level of stress and other negative impacts on individuals and the school community as a whole. The effective use of school consultative committees should be seen as a priority where any change is occurring.

How do these issues impact upon you and your colleagues? What provisions would you like to see negotiated in the next round of collective bargaining to address these issues?

Please cut along the dotted line

Your input is vital to the success of the collective agreement negotiations

Not all issues raised in this document will be relevant to you; however, many issues will concern you and we would like to hear your comments and suggestions about provisions which should be negotiated in the next collective agreement. Please forward additional comments on a separate sheet of paper.

Issue:
How does this issue impact upon you and your colleagues?

Issue:
How does this issue impact upon you and your colleagues?

What provisions would you like to see negotiated in the next round of collective bargaining to address this issue?

What provisions would you like to see negotiated in the next round of collective bargaining to address this issue?

What have we missed in this commentary? Please tell us about other issues you would like to see addressed in the collective bargaining negotiations.

Return date 17 October, 2008.

Thank you for your participation in this process of consultation.

Please forward comments to:
QIEU
Reply Paid 418
FORTITUDE VALLEY
QLD 4006

NAME:
SCHOOL: