



QUEENSLAND
TEACHERS' UNION
OF EMPLOYEES

QTU Policy
2023 - 2025

Working conditions

Booklet

E

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Queensland Teachers' Union Policy

QTU policy is adopted by the Union's Biennial Conference. Amendments to Union policy may be made at the intervening meetings of State Council.

Guidelines for changes to existing policy

Motions designed to change or create policy should be sent to Council. Under Rule 7.5 (Decisions of Conference), policy adopted by Conference remains in effect unless amended by Council, where a two-thirds majority decision is necessary. Thus, a proposal to contradict the sense of, or change the wording of existing policy, needs a two-thirds majority, ie 66.6 per cent, for such a proposal to be successful. A proposal to change existing policy should:

- be presented as an amendment to existing policy, and
- state its location in the existing policy.

If no policy exists on a matter, a simple majority decision, ie >50 per cent, is needed for such a proposal to be added to policy.

Implementation of existing policy

Motions to implement existing policy are usually directed to Executive for consideration. However, where the implementation would involve a significant allocation of QTU resources (eg a major campaign), or where a branch wishes a major emphasis to be put on an aspect of policy, it would then be appropriate to direct such a motion to Council. These guidelines are designed to facilitate debate on policy issues. If branch officials require explanation of these guidelines or assistance with the formulation of policy motions, they should contact the QTU office in Brisbane.

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POLICY E – WORKING CONDITIONS 2023 – 2025

Summary of Amendments made to Policy

Policy E amendments include updating policy in accordance with the Department of Education State School Teachers' Certified Agreement 2022. Amendments to Policy E include an additional section in relation to intentional collaboration.

This addition is in line with departmental policy and is an appropriate inclusion in Policy E, taking into consideration potential member views for EB11.

Amendments to Policy E were included in relation to hybrid delivery of lessons to students. Attraction and retention issues were also addressed by supporting a policy amendment in relation to HELP changes. Other amendments addressed working conditions as a whole and within cohorts.

QTU Working Conditions Policy

2023 -2025

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1. General industrial relations policy

The QTU recognises that the industrial relations system provided by state and federal legislation is a key factor in the just and equitable settlement of industrial disputes between employers and employees. Without a just and equitable industrial relations system, no just or equitable settlement of disputes is possible. The industrial relations system must recognise:

- the rights of the employee to protection from the superior power of employers
- the rights of employees to withdraw their labour
- the role played by trade unions in representing the rights and aspirations of workers.

The QTU:

- supports the continuation of a system of conciliation and arbitration for the settlement of industrial disputes
- believes that the mechanisms associated with the system are the most appropriate method of preventing and resolving industrial disputes, given the history of Australian industrial relations
- believes that unless the tribunal has full and sole jurisdiction, it will lack the confidence of the parties to the industrial relations system and its procedures may well be circumvented or ignored– the power of the industrial tribunal to deal with industrial matters and industrial disputes can only be limited at the risk of destroying the effectiveness of the system
- supports statutory protection against common law liability for industrial action
- condemns any government which enacts industrial relations legislation which seeks to restrict/remove the role of the Queensland Industrial Relations Commission in the industrial relations system
- condemns any government which attempts to legislate to circumvent industrial instruments
- condemns any government which attempts to destroy the system of collective bargaining of wages and working conditions by forcing individual workers to negotiate directly with their employer.

2. Workload

The QTU recognises the increasing workload of all teachers in all sectors. To that end, the QTU will continue to advocate for a genuine balance for members to achieve a healthy workload/life balance.

The QTU strongly calls on the department to streamline workload imposts for teachers, including, but not limited to: localised planning, data collection, data recording, additional reporting and other work arrangements that are above and beyond the work roles and responsibilities of a teacher as described in the P-12 CARF. In addition, the QTU advocates that DoE provide the relevant time or resources that build in opportunities for teachers to collect and compile evidence to inform teaching practice in addition to the current planning and preparation allocations that exist in schools, namely non-contact time (in primary and special schools) and preparation and correction time (in secondary schools). In addition, the department's added structural impediments create significant delays in the areas such as developing rural and remote incentives, OneSchool, C2C and differentiation documentation.

The QTU demands that the department enforces the working conditions of all teachers at all sites.

2.1 Intentional Collaboration Time

The QTU strongly calls on the department to implement intentional collaboration time as part of the school year.

This may include:

- Additional time for intentional collaboration time should be resourced from the centre.
- Additional SFDs
- Additional Specialist Teacher NCT

Intentional collaboration time must apply to all temporary teachers.

3. Basic principles of wages policy

The QTU:

- supports a system of centralised wage fixing which achieves wage justice for all wage and salary earners
- strongly opposes any wages system based on cost neutrality and trade-offs of working conditions
- recognises that living standards are affected by a number of interrelated factors, such as wages, taxation, inflation, interest rates and social wage expenditure
- supports the establishment and maintenance of the real level of wage rates through indexation and the social wage
- opposes taxation cuts which would cause reduced social wage expenditure and, in particular, reduced education expenditure
- supports the principle of equal pay for work of equal value, regardless of race, colour, sex, marital status, sexual orientation, gender identity, age, religion, political opinion, national extraction or social origin
- believes that wages must be fixed at levels which fully reflect the true value to the community of work performed by all categories of wage and salary earners
- rejects the principle of pay rises or allowances solely based on post-graduate qualifications
- regards as fundamental the right for all employees to share in increases in national productivity
- supports the maintenance of awards as the primary vehicle for wages and working conditions, and the capacity for unions to “roll up” certified agreement wage increases and conditions improvements into relevant awards
- demands that the government legislate bargaining fees for non-union members
- supports the bargaining process, provided that:
 - it is not productivity based

- cost cutting is not part of the bargaining outcome
- it delivers a wage outcome which is significantly greater than CPI and/or relevant safety net increases
- bargaining outcomes do not result in an increased workload for QTU members
- bargaining outcomes recognise the unique and changing nature of teaching.

4. Salaries and allowances

4.1 Salary and career structures

The structure and detail of specific QTU claims shall be as determined from time to time by the Conference, State Council or by another body or group to which this responsibility is delegated.

In general terms, the QTU believes that the salary and career structure for teachers should have the following characteristics.

- Pay that is comparable with that of comparably qualified employees with similar skills, responsibility and experience in other sections of the workforce
- Starting rates that are sufficiently high to attract high quality entrants to teaching and enhanced starting salaries for additional pre-service qualifications
- Incentives to achieve additional in-service qualifications, including an additional qualification allowance and reimbursement of any course fees and incidental expenses
- A single salary scale which, over time, gives all teachers access to the same maximum salary level
- Recognition of the broad range of tasks which a teacher may be required to, or does, perform
- Payment of allowances as a percentage of salary, in order to maintain their value
- Remuneration of all school-based promotional positions according to an agreed methodology, based on comparability of levels of responsibility or workloads across schools and school sectors
- Any contractual arrangements for promotional positions will be strongly opposed.

4.2 Senior Teacher and Experienced Senior Teacher

The QTU supports the senior teacher increment and both experienced senior teacher 1 and 2 as progressions on the salary scale. The QTU supports a new position, experienced senior teacher 3, which should be commensurate with the coach stream. This allows for a clear pathway for teachers who wish to remain in the classroom and pursue the highly accomplished and lead teacher streams.

4.3 Highly accomplished teacher and lead teacher (HAT and LT)

The QTU supports the continuation of a highly accomplished teacher and lead teacher pay category that is certified by the QCT according to the Australian Professional Standards for teachers. In order to maintain the certification of HAT and LT, after five years a significantly simplified process is required.

The QTU maintains the position that national certification of HAT and LT sits with the teacher and not with the school.

4.5 Allowances

4.5.1 Extra-curricular

The QTU supports the payment of an allowance in recognition of teachers' out-of-hours work on extra-curricular activities.

4.5.2 Award allowances

The QTU supports the retention and improvement of current award allowances for teachers. This includes classified officer performing duties such as, but not limited to:

- allowances to compensate Streams 1 (where appropriate), 2 (where appropriate) and 3 employees for the requirement of being on call twenty-four hours per day, seven days per week through salary adjustments
- EST panel member
- HAT and LT assessor.

4.5.3 Co-curricular for Instrumental Music

The QTU supports the payment of an allowance in recognition of teachers' out-of-hours work on co-curricular activities. Instrumental Music hours of duty are currently 30 hours and they are only getting remunerated at 25 hours. Currently this is an additional of 5 hours per week of duty that Instrumental Music Teachers/Instructors are not getting an allowance for, equating to 200 hours of additional teaching time per year.

The QTU support that instead of Instrumental Music Teachers/Instructors being expected to attend 20 performances, 8 parent meetings and 5 days of camp per year, that these additional out of rostered hour duties be capped at 25 hours per year. Any time in addition to this is subject to consultation and agreement (with the school) and be remunerated with TOIL.

The QTU recognises that IM teachers and instructors are not compensated for their instructional time for before and after school rehearsals. The QTU aims to continue to work towards a solution to this inconsistency.

5. Non-contact time

Non-contact time (NCT) is supported by the QTU as a necessary and essential condition to which all teachers are entitled.

Non-contact time is to be used for the preparation, planning and correction needed to effectively carry out the role of teacher. During non-contact time, teachers make decisions regarding what tasks they will complete during this period. In order for specialist teachers to have useable periods of preparation and co-ordination time, non-contact time should be provided to specialist teachers in no less than 30 min blocks.

Only the individual teacher has the right to determine how non-contact time should be used. The QTU demands a review of all non-contact time.

Intentional collaboration time is additional to the current NCT allocation across all sectors.

The QTU:

- supports the reduction of contact time for beginning/graduate teachers to two-thirds of a normal teaching load
- supports the allocation of additional timetabled non-contact time for teachers who undertake the role of QTU Representative, health safety and wellbeing officers (HSWOs) and workplace rehabilitation coordinator in a school
- supports the reduction of contact time for beginning teacher mentors
- supports the increase of non-contact time to achieve parity across all sectors, primary, special and secondary special school teachers to align with secondary school non-contact time
- supports the provision of all non-contact time to be delivered in the form of an entire KLA by the non-contact provider
- supports the overall increase of non-contact time across of all sectors.

6. Time off in lieu (TOIL)

The QTU supports current consultative arrangements, which allow for additional hours worked on any one day of the week to be compensated by early finishes on subsequent days of the week. The QTU supports the accumulation of TOIL in order to have access to a full day in lieu.

7. Salary packaging

Salary packaging is the legal restructuring of a teachers' salary to maximise their net pay and to integrate and improve their personal financial situation.

The QTU:

- acknowledges the tax reduction effects of salary packaging
- supports salary packaging being accessible to all QTU members
- opposes salary packaging of private school fees for its members, and acknowledges the Department of Education's support for this position
- calls on the Department of Education and the Office of Industrial Relations to provide QTU members with appropriate information and advice on salary packaging
- supports salary packaging processes based on the following considerations:
 - the QTU will negotiate a list of standard salary packaging items with the department for members to consider
 - salary packaging is to be voluntary and teachers have the right to cancel or change the package should they wish
 - Union dues are to be based on the relevant percentage of the normal award salary, as set by enterprise agreement or other processes, before packaging options are implemented

- entitlements such as sick leave, long-service leave, superannuation, recreation leave and leave loading must not be included in salary calculations for packaging purposes
 - the parties will seek the most favourable Australian Taxation Office categorisation for teachers
 - the parties will exclude items which would be detrimental to the provision of public education.
- The QTU seeks a change in status from the Australian Taxation Office deeming teaching as falling under the umbrella of a charitable benevolent institution, therefore attracting broader salary sacrificing options.

8. Special duties

8.1 Practice teaching (supervision)

The QTU supports a practicum program which:

- is voluntary on the part of supervising teachers
- provides supervising teachers with professional release for at least one day's in-service training per year (provided by the training institution), and additional weekly non-contact time
- is coordinated by a teacher, whose role is to liaise with the tertiary institution, to co-ordinate the practicum program in the school and to support teachers and trainee teachers
- provides the school coordinator with a systemically agreed, additional weekly allocation of non-contact time specifically to undertake these duties
- includes an agreed hourly rate for payment of supervising teachers, with payment made for the total period for which the student is supervised
- includes an agreed co-ordination allowance, based on the number of teachers and trainees for whom the coordinator is responsible
- provides supervising teachers with release time to allow them to meet with their practicum students for one day before and after the practicum period.

The QTU:

- opposes any move by tertiary institutions or the Department to substitute the practice teaching allowance with other payment options, e.g. assistance with tertiary study expenses, or release from classes (other than where agreed with the QTU on an institution by institution basis in formally registered internship agreements)
- supports the indexation of the practice teaching allowance in line with general salary increases for teachers.

8.2 Queensland Curriculum and Assessment Authority (QCAA)

The QTU:

- strongly supports QTU representation on the QCAA board

- acknowledges the important role played by QCAA committees and panels in the Queensland education system
- supports the critical role of QTU members in the functioning of these bodies
- believes that additional workload created by the implementation of QCAA curricula and assessment initiatives should be addressed through appropriate enhancement in the staffing scale for schools, increased teacher-aide time and increased school funding for resources
- believes that the entitlements of members employed by the QCAA as Confirmers and Endorsers and external examination markers should be included in appropriate award or industrial agreement provisions.
- The QCAA must reimburse schools for teachers who undertake work on public holidays.

8.3 External exams

The QTU recommends:

- that teacher aides are suitable exam supervisors providing schools receive targeted funding to release relevant staff to upskill around the QCAA's directions for administration
- a TOIL arrangement is put in place for EA Coordinators where this role is performed by relevant staff
- DoE pays allowances for relevant staff who supervise exams and/or who perform the role of EA Coordinator outside of their normal rostered duty time
- DoE provides replacement FTE for the vacated position of the EA Coordinator.

8.4 Hybrid delivery

The QTU recognises change in technology has delivered increased opportunities for online learning. The QTU believes that face-to-face teaching and learning, in which teachers and students co-occupy time and space, is the preferred mode of pedagogical delivery. Less preferred mode with typically a diminution in quality, is hybrid teaching in which the teacher simultaneously blends face-to-face teaching and online delivery.

Hybrid delivery should only occur after consultation and agreement, and the endorsement of the LCC. Consultation must include evidence that support will be provided to the teacher in all phases including planning and preparation, delivery, and assessment and reporting.

Conditions for hybrid delivery will include:

- The maximum time per day for which a teacher will deliver in a hybrid mode will be 60 minutes in primary and special settings, and 70 minutes in secondary settings
- For every hour of hybrid delivery, a teacher will be allocated an additional 60 minutes of non-contact time in primary and special settings, and 70 minutes of non-contact time in secondary settings
- Class size targets will be reduced by one third (e.g. a senior class with a ratio of 1:28 will be reduced to 1:16, or 2:32, or 3:48).
- To ensure safety, support and participation in hybrid models, an additional educator or educational assistant must be present during hybrid delivery.

- Diagnostic, formative, and summative assessment will be undertaken during rostered duty time. Where such assessment cannot occur within rostered duty time, TOIL provisions will apply.

9. Supervision of playground, bus and taxi duties

The QTU supports an enhanced allocative model for the deployment of teacher-aides in schools, relieving teachers of routine non-professional tasks such as playground duty which detract from their teaching role. In line with this rationale, the QTU believes that all playground duty supervision should be undertaken by teacher-aides.

The QTU believes that teachers should not be required/rostered to supervise students outside of rostered duty hours in the playground or in association with travel to or from school or other such similar duties.

The QTU supports the payment of teachers who perform such duties at the hourly rate for casual teachers on an hour-for-hour basis.

9.1 Extreme Weather Policy

All teachers must access daily and weekly minimum meal break and rest pause entitlements regardless of the weather.

10. Meetings

The QTU believes its members should not spend more than one hour per week in meetings scheduled outside rostered duty time related to their employment with the Department of Education.

11. Staff professional development days

The QTU supports:

- the provision of staff professional development days to allow teachers to undertake individual professional development, prepare for the teaching task or undertake development in school or system initiatives
- where complex specialized health and medical training is required, schools should prioritise this training.

12. Professional development/in-service programs

The QTU supports the provision of high quality systemic and school-based professional development programs for teachers that are fully funded by the department. Staff professional development days should be used to maximise in-school provision.

13. Teacher relief

Relief for teachers absent due to short term illness should be fully funded through the teacher relief scheme at no cost to schools, or should come from standing pools of local relieving teachers and/or district relieving teachers.

Funding for the provision of TRS should be in accordance with teachers' sick leave entitlement of ten days per year.

Short term relief for teachers absent due to attendance at professional development activities, industrial relations education excursions, camps, sporting carnivals, etc. should also be fully funded through the Teacher Relief Scheme or come from local or regional relieving pools.

Teachers should not vary their normal programs and duties to provide relief for absent teachers. Splitting up and/or doubling up of classes is not permitted, neither is the use of specialist teachers or school administrators.

To respond to the above situation, pools of DRTs and LRTs need to be established and maintained to ensure breaches of the certified agreement do not occur. Teachers should be deployed according to geographic areas.

13.1 Teacher relief scheme for special settings/programs

The regional office should maintain a pool of appropriately trained relief teachers to provide cover for teachers in special education settings.

13.2 Local Relief Teachers

Due to the complex nature of, and difficulty in, sourcing suitable relief staff, special schools should have access to suitably qualified district and local relief teachers, and these positions should not be funded through the TRS or school staffing budget.

13.3 Instrumental music teachers

The regional office should maintain a pool of appropriately trained instrumental music teachers to provide cover for teachers in special education settings.

14. Work patterns

14.1 Permanent part-time work

The QTU strongly supports permanent part-time work as an important career option for all teachers. Given that members work in a statewide system, it is unacceptable that there are situations where part-time positions are not accessible. The onus should be on the department to approve permanent part-time arrangements. Access to this is the rule not the exception. The QTU strongly opposes a pattern of part-time employment that requires attendance every week day, unless so desired by the employee.

The QTU recognises the desire and necessity for many members, particularly women, to work parttime at some stage in their teaching career.

Permanent part-time positions should:

- protect all employment conditions on a pro-rata basis
- be encouraged as a viable employment option by departmental officers and administrators
- be truly accessible to all members, including those in classified positions.

The QTU calls on the department to:

- ensure a guaranteed right of return to full-time work for permanent part-time employees who moved from full-time employment to permanent part-time employment

- regular training for principals on the equal employment opportunities policy, particularly on the accessibility of permanent part-time work and other flexible work options
- recognise clause 8.2.1(f) *Teaching in State Education Award – State 2016*, which requires that an involuntary return to full-time work is negotiated with the member, who must agree to this return
- ensure all school supervisors and HR staff, and school leaders are aware of their legal and industrial obligations to support part-time work.

A part-time teacher should not be expected or required to replace their absent teaching partner on their non-rostered working days. Such decisions should be voluntary.

A part-time teacher should not be required to work or participate in work related activities on days or times other than their regular rostered duty time.

The QTU recognises the systemic disadvantage part-time workers experience in regard to their rate of accrual of entitlements and pay progression.

14.2 Temporary employment

The QTU supports permanent appointment for all teachers employed in the Queensland education system.

The QTU acknowledges that temporary forms of employment are necessary to provide cover for the leave arrangements of permanent employees.

14.2.1 Temporary contract teachers

The QTU supports the conversion of all temporary contract positions to permanent positions by a fair and transparent process. The QTU supports the maintenance of senior teacher classification for any employee that has been recognised at that level.

The system is reliant on the department ensuring fairness and transparency in relation to all associated processes and are of paramount importance. The QTU strongly condemns any instance where the department make ad hoc changes to processes under the guise of workforce planning.

14.2.2 Casual/supply teachers

Casual/supply teachers should be engaged in line with the provisions of the award, the certified agreement and relevant legislative provisions.

For each engagement, the following conditions/arrangements should apply.

- Timely notification of the engagement, with no salary penalty for late arrival due to late notification.
- Appropriate induction/familiarisation with the program/school routines on arrival for the engagement.

14.2.3 Itinerant teachers

Itinerant teachers include instrumental music teachers, specialist teachers, Heads of Program and Guidance Officers.

Teachers whose duties involve travel from school to school should be entitled to:

- a vehicle provided by the department
- payment of allowances, as prescribed by the relevant determinations
- travel undertaken considered as rostered duty time
- provision for overnight accommodation for distances in excess of 80 km
- provision for co-curricular involvement to be proportionate to the employment fraction at each school and deployment across schools/sectors
- removal of playground duty obligations
- provision for a designated desk and workspace at each workplace
- provision for a designated formal teaching space at each workplace serviced
- provision of induction programs regarding entitlements, detailing working conditions, in conjunction with the school leader.

15. Specialist teachers

15.1 Primary specialist teachers

Primary specialist teachers include music teachers, physical education teachers, support teachers literacy and numeracy (STLaN), and languages teachers. Primary specialist teachers be deployed according to award and certified agreement provisions and in line with relevant legislation, notwithstanding the following considerations:

- specialist preparation and coordination time (minimum of two hours 10 min) must be provided in usable blocks of time of no less than 30mins
- where deployed to service more than one school:
 - the maximum contact time should be reduced by at least one hour for each additional school
 - all travel between schools and travel to school(s) other than the base school, above the distance from home to the base school, should be in school hours and be considered as contact time
 - all travel should be conducted by a government vehicle, and when this cannot occur, rental vehicles should be sourced – travel by private vehicle as a final option should attract full kilometric allowance
 - the teacher should not be rostered for playground duty or bus duty.
- teachers' programs shall provide for a network meeting of at least one-half day per term
- co-curricular involvement is to be proportional to the employment fraction at each school and deployment across schools.

15.2 Education officers (*special duties*) (EOSD)

Employees selected for EOSD positions should have teaching qualifications, current teacher registration and specialised knowledge of strategic curriculum or policy initiatives, as dictated by systemic requirements.

15.3 Educational advisers (teachers seconded for special duties)

Employees selected for educational adviser positions should have teaching qualifications, current teacher registration and specialised teaching or curriculum knowledge.

The period of secondment to an advisory position should be specified before it begins.

The teacher should receive a copy of the conditions applying to the advisory position at the start of the period of secondment.

At the end of the secondment, the teacher should be entitled to relocation and supported transition in a preferred location in the region from which they came.

All other conditions of advisory teachers should be as per the provisions of the award and certified agreement and in line with relevant legislation.

15.4 Instrumental music

Instrumental music teachers/instructors are deployed in accordance with award and agreement provisions and in line with relevant legislation.

The QTU supports:

- the development of an allocative model for the deployment of instrumental music teachers/instructors, to provide for consistency of instrumental music provision across the

state

- the provision of 210 minutes non-contact time for instrumental music teachers/instructors
- the provision of appropriate instrumental music teaching space in schools, including school network and internet access, and in accordance with Workplace Health and Safety Guidelines to include soundproofing, ventilation, lighting, air conditioning, temperature control, a sink. A preference to having a ground floor teaching space and instrument storage space.
- The QTU supports IMT/Is having access to PD that aligns to the APR process.
- The QTU supports IMT/Is having access to Professional Development funding through the school PD budget/process.
- The QTU recognises that IM teachers and instructors are not compensated for their instructional time for before and after school rehearsals. The QTU aims to continue to work towards a solution to this inconsistency.
- time off in lieu arrangements for instrumental music teachers/instructors involved in co-curricular duties over and above those mandated by industrial agreements
- the allocation of one week per semester of non-attendance time for instrumental music teachers/ instructors
- time off in lieu arrangements for instrumental music teachers/instructors involved in extracurricular duties over and above those mandated by industrial agreements
- the allocation of one week per semester of non-attendance time for instrumental music teachers/ instructors
- appropriate Teacher Relief Scheme arrangements to relieve instrumental music teachers/instructors during short and long term absences

- the provision of an annual allowance to instrumental music teachers/instructors to provide for professional development, teaching and learning resources and other incidental costs of running the program
- the inclusion of the instrumental music program in school budgeting processes and it be included in the Asset Replacement Register to effectively manage school instruments and for the department to devise a policy that classifies the lifespan of instruments in primary and secondary schools.
- consideration of a state wide loan system following a disaster (regional or state-wide).
- fatigue management provision where schools must ensure that 10 consecutive hours off-duty occur between the conclusion of duties required at performances and the commencement of teaching duties on the following day
- instrumental music teachers/instructors to be supported professionally and administratively by instrumental music school coordinators and instrumental music regional music coordinators
- instrumental music teachers to have access to promotional positions such as experienced senior teacher, HAT and LEAD teacher classifications
- due to itinerancy should not be rostered for playground duty/bus duty, or be required to attend staff meetings or parent teacher interviews
- be given the choice through consultation and agreement to undertake moderation and collegial engagement at either the school or district level as appropriate by the instrumental music teacher/instructor. This should not take place at more than one workplace
- the rostered duty time of an Instrumental Music teachers/Instructors will be 25 hours per week.

16. Alternative school settings

The QTU acknowledges the emergence of alternative school settings, such as alternative behaviour management settings including positive learning centres, outdoor environmental education centres, schools of distance education, multipath colleges and virtual schooling.

The QTU believes that where teachers are employed in non-standard settings, their working conditions should be governed by a memorandum of understanding developed specifically for that setting and based on the safety nets included in the award and certified agreement and on relevant legislation governing travel and out-of-hours work.

Development and changes to alternative school settings should be determined through consultation between the QTU and the department prior to the establishment of the programs.

The QTU calls on the department to support members located at discrete sites to promote professional links and appropriate, targeted support.

The QTU is committed to the workplace reform process that is accessible for regional staff via a Regional Consultative Committee (RCC) mechanism. The QTU strongly condemns any attempt to undermine working conditions set out in all relevant industrial documents (MOA's, certified agreement and the award) under the guise of regional committee that doesn't have staff representative and authentic consultative mechanisms.

17. Centres for continuing secondary education

Teachers in centres for continuing secondary education should be employed in accordance with award and certified agreement provisions and in line with relevant legislation, providing that:

- all teachers involved in teaching outside the standard hours of instruction do so voluntarily
- hours worked outside standard hours of instruction are considered as “time and a half” when calculating rostered duty time
- adequate additional rest pauses are provided for teachers working outside the standard hours of instruction.

18. Workplace reform

The QTU is committed to the workplace reform process as set out in the certified agreement. The QTU notes that many schools have availed themselves of these processes to achieve flexibility in staffing via the LCC mechanism. The QTU strongly condemns any attempt to undermine working conditions set out in the certified agreement and the award under the guise of workplace reform flexibility.

The QTU is committed to the workplace reform process that is accessible for regional staff via a Regional Consultative Committee (RCC) mechanism. The QTU strongly condemns any attempt to undermine working conditions set out in all relevant industrial documents (MOAs, certified agreement and the award) under the guise of regional committee that doesn't have staff representative and authentic consultative mechanisms.

19. Transfers

The QTU supports enhanced incentives for teachers to undertake service in rural, remote and difficult to staff schools, to ensure appropriate staffing.

The QTU supports a transfer system that includes:

- an equitable and transparent system for the selection of teachers to be transferred, which allows for consultation and negotiation of proposed placements with teachers before the transfer takes place
- mechanisms that ensures teachers undertaking non-preferred, rural and remote, and difficult to staff service are transferred to a preferred location including the use of required transfers to create a vacancy
- the maintenance of a rigorous mechanism for teachers appealing against their transfers
- the maintenance of a comprehensive transfer and removal expenses scheme to compensate teachers appropriately for their relocation to a new centre and their eventual return, as per relevant public service directives
- a review of the teacher transfer guidelines and the points allocated to locations and individual schools, to take place every three years in consultation with the QTU.

20. Transfer/placement procedures in the event of permanent school closures

In the event of a school closure, the following principles should apply.

- Displaced teachers should receive favourable consideration for relocation and will be placed in line with their stated preferences, where existing vacancies permit
- If a suitable vacancy cannot be identified, the teacher should be placed in a supernumerary position in a preferred school, pending permanent placement at that location or at another suitable location
- At no time should either of these two principles result in existing staff who have completed non-preferred service at these locations being forcibly relocated to create a vacancy
- Supernumerary duties should be negotiated to allow for a permanent timetable, to the extent that this is possible, and to ensure that teachers are not used unreasonably for teacher relief purposes
- Timetables should be negotiated to ensure that relocated teachers are not expected to teach outside their teaching areas
- These negotiations should also take into account teachers' service history Teachers should be permanently placed in alternative locations by the end of the school year in which they become displaced, and will be considered a priority for transfer in the annual transfer cycle, along with high points transfer applicants.

21. Annual performance review (APR)

Annual performance review is mandatory, and is undertaken for the purposes of professional development, in accordance with the following principles.

APR is to:

- have timelines and associated processes negotiated through the LCC
- be a developmental, career-long process for all employees, linked with professional development
- incorporate processes giving the individual teacher significant rights of negotiation over the nature and content of the performance review
- conform to consultatively produced departmental guidelines on procedures and implementation
- be separate from:
 - procedures for managing unsatisfactory performance;
 - procedures for promotion
 - processes for first year teacher probation.
- require minimum documentation, which should be negotiated with, and owned by, the individual teacher.

These broad principles are implicit in the Annual Performance Development Plan and the Australian Professional Standards for Teachers.

22. Leave

The QTU asserts that in all cases of teacher absence, the teacher must be replaced for the totality of the absence. This is to ensure minimal disruption to student learning and no additional workload for teaching colleagues.

22.1 Long service leave

Long service leave is a professional right obtained by a teacher's long-standing commitment to the Department of Education. The department must exercise sufficient workforce planning to ensure LSL applications are not denied on the grounds of insufficient staffing.

The QTU:

- believes that the minimum service for access to long service leave or cash equivalent of accrued leave should be five years, at a rate of two weeks per year of completed service and a proportional amount for an incomplete year
- supports the waiver of the notice requirement in emergent or compassionate circumstances
- believes that pro-rata long service leave should be paid to any teacher who resigns after five years' service
- believes that there should be no limit on any break in service
- supports the use of temporary and supply teaching as credit towards accrual of long service leave
- asserts that a teacher should have the option of taking half pay long service leave, and that the minimum period should be one week.

22.2 Family responsibility leave

The QTU will continue to campaign and advocate for flexible work and leave options, recognising the changing nature of work in schools and caring responsibilities.

22.2.1 Parental leave should:

- be available to pregnant teachers or primary carers of an infant, or a child (i.e the circumstances of adoption) with 12 months' service
- allow two years parental leave for each child
- include 20 weeks paid parental leave maternity leave on full pay (with a move to 26 weeks over time) for the primary care giver of the new born infant
- ensure that both parents can share paid parental leave
- enable access to both employer entitlement and the Commonwealth paid parental leave scheme, including superannuation
- have the timing determined by the teacher concerned and be exclusive of payment for any vacation period
- have no minimum period requirements

- be available at half-pay for double the time
- recognise foster and formalised care arrangements, including adoption, guardianship and kinship carers for children
- Commonwealth paid parental leave (CPPL) should be extended to six months and include superannuation on top of the 18 weeks' minimum wage rate
- be credited as service for classification increments and should attract appropriate transfer points
- be available to two primary carers upon the birth, fostering or formalised care arrangements, (including adoption, guardianship and kinship carers) of multiple children.

The department should:

- facilitate a transfer to safe duties for pregnant teachers who, under medical advice, are at risk of contracting a communicable disease (e.g. Parvo virus, Rubella, CMV, Hepatitis A) which may have a negative impact on her pregnancy
- consider a transfer to duties at a school of distance education or regional office, if professional medical advice recommends this
- grant teachers leave on full pay (for the period covered by a medical certificate) if such positions are unavailable.
- develop policies to protect teachers in insecure employment situations to maximise their access to paid parental leave
- actively promote and encourage keeping in touch days (K.I.T).

22.2.2 Secondary care-giver leave

The QTU believes that secondary care-giver leave should:

- be for a period of six weeks on full-pay or 12 weeks on half-pay
- be available to a support person helping with a sole parent birth
- have the timing determined by the teacher concerned
- be automatically approved by the employer
- be shareable between both parents
- have the ability to extend their leave should there be birth or formalised care arrangement complications.

22.2.3 Sick leave credit for meritorious service

Sick leave credit for meritorious service should:

- be based on a total of 26 years of service, without any reference to breaks in service of more than 12 month. Breaks in service for parental and caring responsibilities, be credited as service for calculation purposes.
- be aggregated for those women who were forced to resign and who did not receive any cash equivalent
- not require teachers to "apply" –the leave balance should be credited when the anniversary is reached

include the informing of an individual when they become eligible for meritorious sick leave.

22.2.4 Depletion of sick leave

When a teacher has depleted their sick leave due to care responsibilities and subsequently been diagnosed with a significant long-term health issue, the QTU believes the department should have the capacity to provide additional sick leave.

22.2.5 Pre-natal leave

Entitlements to pre-natal leave should:

- be increased to 10 days paid leave for the teacher and two days paid pre-natal leave for the secondary caregiver.

22.2.6 Pre-adoption leave

- Two weeks paid pre-adoption should be available to the primary care-giver and two days paid pre-adoption leave for the secondary caregiver
- Pre-adoption leave can be accessed (with supporting documentation) in a confidential manner through either the principal or regional HR and is entered into the system as a code of Special Leave Pay for confidentiality of prospective parents.

22.2.7 Fertility program leave

Teachers and their secondary care-givers should be given special consideration in relation to access to leave benefits and work arrangements. They should:

- have access to paid sick and emergent/compassionate leave
- have access to up to 10 days additional paid special leave for IVF treatment.

22.3 Study and assessment leave

A teacher studying an approved course of study should be entitled to one day of leave with pay for each item of assessment, and an additional one day of paid leave for study to be negotiated immediately prior to each examination.

22.4 Industry release time

Industry release related to curriculum areas should be considered an appropriate and acceptable form in order to maintain industry currency.

The QTU acknowledges the need for time for the professional learning requirements for teachers to maintain industry currency, additional program writing to meet ASQA requirements, and additional assessment and reporting of students. Secondary schools, P-12 schools, and P-10 schools should be provided with administration time for the purposes of facilitating Vocational Education and Training programs in schools

22.5 Sick leave

If a teacher is absent from school due to illness, the teacher should not be pressured to provide a program of instruction for that period of time.

When an employee is unable to attend work due to a health department directive, non-discretionary paid leave or FWA will be enacted where possible.

Upon retirement or resignation, the unused portion of a teacher's sick leave entitlement be paid into a central contingency fund, which could be accessed by teachers after their sick leave is exhausted and before their entitlements under Australian Retirement Trust begin.

22.6 Transferable sick leave

Teachers should have the option of transferring a portion of their accumulated sick leave to a member of their immediate family upon exhaustion of their family member's balance. This can occur in the event of family members are covered by the same award.

22.7 Cultural leave

There is a need for adaptability in leave and time off allocations for First Nation employees, based on the demands of First Nation cultures. The QTU supports provision of leave in relation to the following circumstances.

- Bereavement – a death in First Nation communities requires a significant family commitment
- Cultural/ceremonial – there is a need to return to the land, to acknowledge individual space and place for survival and to reinforce spirituality. Leave is required for recognised ceremonies, meetings and days of observance, such as smoking of houses, initiation ceremonies, National Aboriginal and Torres Strait Islander Observance Day and the Coming to the Light
- Cross-cultural – leave should be made available to allow First Nation peoples to participate in activities promoting cross-cultural understanding, such as involvement in NAIDOC week activities, state and national conferences, and QTU Gandu Jarjum committee activities
- Compensatory – many First Nation educators work excessively long hours, with home liaison, counselling and community activities. Measures are required to provide personal catch-up time

The QTU supports the provision of five days leave with pay per year, and an additional five days per year of unpaid leave, to allow First Nation employees to meet commitments in relation to bereavement, cultural/ceremonial and cross-cultural activities.

The QTU asserts the right of First Nation educators to access leave with pay and/or time off in lieu, in compensation for work done outside school time.

The QTU supports the provision of five days leave with pay per year and an additional five days per year of unpaid leave to allow non-Indigenous employees to meet commitments in relation to events of cultural significance not catered for by normal public holidays.

22.8 Domestic and family violence leave

The QTU recognises that families living with domestic and family violence are vulnerable to violence, especially sexual and family and domestic violence, and that fear of violence restricts their activities, life choices and self-esteem.

The QTU supports the use of specific leave to address domestic family violence. DFV currently allows for principals to approve 10 days of leave however in order to access additional leave this needs to be approved by the Chief Executive, this process does not recognise the time sensitivity of these requests. The QTU calls on the Department to expedite this process by allowing for approvals to occur at a Regional HR level.

All staff should have access to paid special leave which includes matters arising from or as a result of family, sexual and domestic violence. It is the responsibility of the employer to adhere to good workplace practices in this area. These may include time off to:

- seek safe housing
- attend medical and counselling appointments
- attend court hearings
- access legal advice
- organise alternative childcare or education arrangements
- rebuild support networks with children, family and others.

The period of leave accessible should be as needed and the approval process should be simple, easily accessed and approved expeditiously.

The QTU will participate in relevant government and community programs which seek to eliminate domestic and family violence.

The QTU will endeavour to support members gaining access to, and will provide information about, special leave.

23. Locality allowances

Every centre at which state government employees are stationed should have a base locality allowance, based on increased cost of living, climatic conditions, isolation, community facilities, compulsory transfer system and any other relevant factors.

Additional locality allowances should be paid for a dependant spouse and each dependent in the household.

The QTU strongly supports a biennial review of locality allowances as part of a whole of government initiative. Any adjustment to locality allowances must be done on quarterly basis in accordance with CPI.

24. Recognition of Rural and Remote Service (RoRRS)

The QTU notes the ongoing commitment of the department to reviewing RoRRs as a broader attraction and retention scheme for Queensland teachers.

The QTU:

- supports enhanced compensation and incentive cash benefits, as well as additional benefits for AMP centres
- submits that the RoRRS should also include:
 - extra TRS for professional development
 - a system of accelerated transfer point accrual, together with re-crediting of used transfer points for a second period of rural/remote service
 - ability to access long service leave earlier by accelerating the accrual of long service leave for remote area service

- retention of accumulated transfer points for members who successfully request a relocation/transfer from one remote area school to another of the same or higher transfer point rating, together with accrual of transfer points and all RoRRs entitlements appropriate to the new location.

The QTU notes the Australian government's program *Reduction of Higher Education Loan Program (HELP) debts for teachers in very remote areas*. To support attraction and retention of teachers to rural and remote locations, funding should be increased to support the expansion of the program.

As a matter of priority, the eligibility criteria should be expanded to include teachers who are teaching in a special school. (n.b. current criteria state the program is eligible for teachers in a school providing primary or secondary education, a centre-based day care service, or a preschool.)

The QTU submits that eligibility for the program should be expanded to include:

- All Queensland state schools with a transfer rating of 5-7 and special consideration schools, and
- A reduction in service requirements from 1460 days (4 calendar years) to 1095 (3 calendar years) for all schools with a transfer rating of 6-7.

25. Discrimination in employment

The QTU:

- a. supports the principles of the *Anti-Discrimination Act 1991 (Qld)*, *Disability Discrimination Act 1992 (Cth)*, *Human Rights Act 2019 (Qld)* and the *Industrial Relations Act 2016 (Qld)*, which allow workers to seek redress for discriminatory actions taken against them
- b. recognises that the department is bound to eliminate all forms of discrimination by developing and implementing strategies and policies in line with the relevant legislation
- c. will continue to keep its members informed of any changes to anti-discrimination legislation that impact on their working conditions.

26. Teacher assessment and recruitment processes

The QTU vehemently supports the position that all graduates should be willing to work in areas that are difficult to staff (rural and remote, low SES). Teaching is a statewide service and needs to be unequivocally treated as such by all QTU members. The QTU calls on the department to strongly affirm with graduates that, first and foremost, teaching is a statewide service.

The QTU supports a process by which teacher applicants can be afforded:

- a. due process
- b. professional feedback
- c. access to a position according to order of application
- d. ongoing communication from the department regarding prospects for employment.

All departmental recruitment efforts should place first priority on Queensland-based applicants.

27. QTU membership

The Queensland Teachers' Union supports compulsory membership of the Union for all teachers, within the Union's membership rules.

In the absence of a requirement for compulsory membership, preference should be given to financial members of the QTU in recruitment and selection for all permanent, temporary, casual and classified positions and for vacant positions in the transfer cycle.

The QTU encourages Universities to promote the complementary membership available to students of education and the benefits they receive.

28. Conditions for QTU representation

QTU Representatives should have funded by the department:

- a. a weekly allocation of industrial release time to carry out their duties
- b. an additional block of industrial release time if appointed as a QTU representative on the local consultative committee
- c. freedom to carry out their responsibilities without obstruction
- d. ready access to administration personnel responsible for decisions affecting QTU members
- e. ready access to reprographic and communication equipment for duties associated with the role of QTU delegate in schools.
- f. QTU asserts that Lead Union Reps be recognised as a position by the DoE in order to carry out QTU business within their region where required.

The honorary role of members of Executive, QTU standing committees, QTU/departmental working parties or QTU representatives on outside bodies or school-based committees should be recognised by the department. If absence from their teaching role is necessary to fulfil these responsibilities, teachers should be released from their normal duties on full pay. Such absence should not be deducted from any entitlements to leave. Additional TRS days should be made available at either a regional level or central office level to cover such absences.

29. Disciplinary action against teachers

In any situation involving possible disciplinary action against teachers, the principles of natural justice, as follows apply:

"The chief rules are to act fairly, in good faith, without bias, and in a judicial temper; to give each party the opportunity of adequately stating his case, and of correcting or contradicting any relevant statement prejudicial to his case, and not to hear one side behind the back of the other. A man must not be judge in his own cause, so that a judge must declare any interest he has in the subject-matter of the dispute before him. A man must have notice of what he is accused. Relevant documents which are looked at by the Tribunal should be disclosed to the parties interested.

In short, not only should justice be done, but it should be seen to be done."

(R v Sussex Justices, Ex parte McCarthy [1924] 1 KB 256, [1923] All ER Rep 233)

The QTU believes as a fundamental principle that a person is presumed innocent until proven guilty and all investigations must be conducted and concluded as per the department's own standards as expeditiously as possible.

As such:

- a. a teacher should receive full pay and other entitlements for any period of suspension of duty resulting from disciplinary investigation, and the period of suspension should be counted as service for the accrual of benefits
- b. in the case of a teacher convicted of an offence or an indictable offence, no penalty additional to that imposed by the court should be imposed by the Director-General.

29.1 Managing unsatisfactory performance

The QTU recognises that some teachers may, from time to time, perform their duties at a less than satisfactory standard. Where this is the case, a co-operative, constructive and supportive program should be negotiated and put in place to resolve the performance issues. This program should seek to identify the cause or reasons for the problem and seek to deal with and take into account these issues.

If the performance issues are a result of either temporary or permanent incapacity (medical condition, personal hardship etc.), appropriate action such as counselling, leave, redeployment, transfer or other suitable measures should be implemented to help resolve them.

If, following appropriate programs of support, unambiguous unsatisfactory reports resulting from formal performance assessments clearly indicate that performance at a satisfactory standard is unlikely, then administrative action for dismissal or demotion of the teacher may be taken.

30. Dispute handling

The QTU is committed to resolving disputes or potential disputes, wherever possible, by direct negotiations as outlined in the dispute resolution processes and in line with its obligations under the *Industrial Relations Act 2016* (Qld).

The principal, in collaboration with regional office, should always work to ensure a mutually beneficial outcome to any dispute at the school level. This should include matters affecting or between teaching staff and the principal or a member of the school-based leadership team. An essential element of the prevention of disputes is consultation between the employer and the QTU in advance of any proposed change in working patterns or practices that could affect teachers' working conditions or professional interests.

Individual grievances and disputes should be addressed in line with the procedures and timelines outlined in the relevant sections of the award.

30.1 Dispute handling - parents

The QTU calls upon the department to develop timely and supportive processes for the investigation of complaints against teachers and principals.

The QTU calls on the department to develop complaints procedures that prevent parents making frivolous and vexatious complaints.

31. Workplace health and safety

The QTU strongly reaffirms that the primary responsibility for ensuring health and safety at work must rest with the department. The department must protect teachers' safety at work and actively involve the QTU in the formulation and implementation of health and safety policies in the workplace.

The QTU is committed to ensuring that all workplaces comply with the highest health and safety standards, and that legislative WHS requirements are regarded as the minimum needed.

All parties should be committed to a preventative WHS strategy which gives every teacher the right to work in a safe and healthy work environment and to know the hazards to which they may be exposed. There should be a greater emphasis on prevention/support and rehabilitation for teachers, as early detection, counselling and treatment greatly increase the chance of return to normal duties.

All school policies need to reflect the unique nature of schools and acknowledge the potential impact on the health and safety of the workplace, e.g. grounds, buildings and facilities, equipment, and interpersonal interactions between staff, students and the community. Given the alarming levels of occupational violence against education leaders the QTU calls on the government to institute specific criminal offence provisions and raise public awareness.

31.1 Workplace health and safety advisor or equivalent (WHSA)

All workplaces should be monitored by workplace health and safety committees. Participation should be voluntary, and all positions should receive appropriate training, with the cost of training and support being centrally funded by the employer. All WHSA positions will be allocated appropriate levels of release time, reflecting the requirements of the specific site. Position holders should be drawn from all sectors of the school workforce, be elected by all QTU members on staff and reflect the size and complexity of the workplace.

All schools and TAFE campuses should have at least one, preferably two, staff members who hold a current primary first aid certificate.

31.2 Workplace rehabilitation

The department should ensure support for teachers through the employment of professional rehabilitation counsellors and the operation of an employee assistance program.

A teacher who has suffered an illness or injury which makes it impossible to return to teaching is entitled to be redeployed within the public service. They must suffer no loss of salary.

Rehabilitation support programs should be available to suit the teacher's needs. At all times during the rehabilitation process, the person should have access to the medical practitioner they nominate and be able to access the support of QTU officers.

After a rehabilitation program, return-to-work conditions will be developed through consultation between the member, the QTU and the department. This should be at no cost to the school.

31.3 Occupational violence

The QTU calls on the department to enforce its zero tolerance stance of occupational violence towards staff by parents, students and other staff. Consequences of displays of occupational violence must be evidence-based, preventative and aligned with Student Code of Conduct and Parent & Community Code of Conduct.

All acts of occupational violence are to be reported immediately into myHR. Staff to be released to access myHR and support.

All changes to the department's policy that potentially increases teacher vulnerability to occupational violence are reviewed and amended.

Occupational violence is included in mandatory training in OV prevention response procedures.

Schools need greater powers to protect their staff against exposure to risk.

32. Superannuation

The QTU believes that superannuation is an essential component of the remuneration package of QTU members.

The state government's employer contribution rate should be no less than 12.75 per cent of salary and should be reviewed upwards as the employer's obligations to contributions increase under the *Superannuation Guarantee Charge Act 1992* (Cth). The percentage relativity of teachers' employer contribution must be maintained in the event of legislated minimum contribution increase.

32.1 Australian Retirement Trust

The QTU recognises the role played by existing Australian Retirement Trust superannuation accounts, such as the Australian Retirement Trust defined benefit account and the Australian Retirement Trust accumulation account, in providing members with financial security in retirement.

The QTU supports Australian Retirement Trust becoming an open fund from 1 July 2017 and the introduction of choice of fund for members from the same date. The QTU supports Australian Retirement Trust being the default fund for QTU members and other state government employees.

Australian Retirement Trust should be governed by a board consisting of equal representation from union and employer trustees, with the board having control of both the administration and investments of the fund. The QTU should be one of the unions that provides a trustee nominee to the board.

32.2 Australian Retirement Trust Defined Benefit Account

The QTU believes that the Australian Retirement Trust Defined Benefit Account provides the best option of securing financial security for members in retirement as it has very low investment risk for members, but also believes that some members they will need to supplement their defined benefit account balance with an accumulation account to ensure they have financial security in retirement.

32.3 Australian Retirement Trust Accumulation Account

The QTU notes that since November 2008, the only state government superannuation fund available for new state government employees is the Australian Retirement Trust Accumulation Account.

The QTU recognises that in the accumulation account, members bear the investment risk but acknowledges that the Australian Retirement Trust Lifetime Investment Default Strategy aims to reduce this risk and return volatility by moving members into different default investment options during their fund membership, based on age and fund balance parameters.

The QTU believes members in the accumulation account should also monitor their balance on a regular basis, to ensure they are on track to achieve financial security in retirement and to determine

if additional contributions or other strategies may be necessary to achieve the necessary superannuation balance.

The QTU calls on Australian Retirement Trust to ensure the fund adopts best practice in relation to its environmental, social and governance (ESG) approach to investment.

Australian Retirement Trust should offer investment choice for members, including ethical, environmentally and socially responsible investment option/s.

32.4 Choice of fund

The QTU supports the introduction of choice of fund for members from 1 July 2017, but also believes that any fund members choose to join should:

- provide income protection, total and permanent disablement and death insurance at a cost that either matches or is lower than Australian Retirement Trust, and with options that are at least the equivalent of those offered by Australian Retirement Trust since 1 July 2016
- provide products and services that are not inferior to those offered by Australian Retirement Trust
- exhibit best practice in relation to its environmental, social and governance (ESG) approach to investment
- comply with the relevant legislative provisions of the Commonwealth and the State of Queensland.

32.5 Enterprise bargaining and superannuation

The QTU supports in principle the notion that superannuation is a benefit separate to salary adjustments obtained through enterprise bargaining and rejects wage tradeoffs as a mechanism to enhance superannuation benefits for employees.

The current state government employer contribution of 12.75 per cent to Australian Retirement Trust for state government employees who contribute 5 per cent should be increased to 15.75 per cent in line with the planned increases to the Superannuation Guarantee Contribution (SGC).

33. Promotions and evaluations

33.1 Selection for promotion and appointment

33.1.1 Principles of selection

The QTU maintains as a basic principle that the assessment and selection of applicants for promotion should be centralised functions, based on a two-tiered selection process using common statewide selection criteria. The QTU believes that classified positions are generic in terms of the range of skills that they require, and that those requisite skills should be demonstrated through the first level of selection. However, the QTU acknowledges the relevance of local requirements in the selection of appointees to particular positions, and this should be addressed during the second phase of the selection process. There should be a balance between the number and levels of positions open for merit selection and relocations. The QTU supports the following techniques as appropriate for use in the selection process:

- the use of curriculum vitae statement as a record of demonstrated competencies and responsibilities

- a written application that addresses specific selection criteria
- a “face-to-face” panel interview
- a supervisor’s report based on criteria and competencies
- referee checks focused on validation.

33.1.2 Selection criteria

The QTU believes that a proven commitment to public education should be included as a separate selection criterion for all promotional positions in government schools.

33.1.3 Eligibility

The QTU maintains that to be eligible to apply for promotional selection, a person must be a teacher registered (or able to be registered) by the Queensland College of Teachers, have satisfied the appropriate probationary requirements for a teacher in Queensland, and be, or undertake to become, a financial member of the QTU.

33.1.4 The application process

The application process should include:

- that the department creates a clear standard for the application process
- applications for promotional positions being publicised through departmental communications media available to all teachers
- an appropriate central office location to which applicants should submit their applications prior to a closing date.

33.1.5 The selection process

The selection process should include:

- assessment of written applications
- short-listing techniques
- referee checks
- interviews, except in exceptional circumstances
- rating of applicants as suitable or unsuitable, and candidates for specific vacancies ranked in order
- notification of applicants about the outcome of their application.

33.1.6 Recruitment and selection for temporary school-based promotional positions

The QTU supports the use of a consistent statewide process for all temporary school-based promotional position vacancies of more than one term in duration.

33.2 Selection panels

The QTU:

- believes the role of QTU members is central to effective operation of the panels and the functioning of the present promotion system
- believes only trained panellists should sit on panels

- supports the payment of an allowance to QTU members for panel-related duties undertaken outside of school hours, at a rate that is at least comparable to the QCAA allowance for review panel members
- believes that panellists should be given the choice of whether they are taken off class to perform their selection panel duties or if they will perform these duties at home (replacement costs should be provided to the school through TRS)
- believes that QTU selection panel members should be reimbursed for travel expenses, accommodation, meals, fares, use of own vehicle and other items when attending panel meetings, and that training of panelists should be at departmental expense and in departmental time.

33.2.1 Composition of selection panels

Each panel shall include a QTU member appointed by the QTU General Secretary (or her appropriate nominee, e.g. relevant Officer) from a list that has been endorsed by QTU State Council.

The QTU believes that panels must be cognisant of gender balance, and all panel members must have undergone panel training.

All panel members should be taken offline and replaced for the duration of the selection process.

33.3 Panel training and re-training

Regular training for selection panel service should be provided at the department's expense. It should address current legislative and regulatory requirements, an understanding of social justice principles, and information on specific selection techniques.

Training of QTU selection panel nominees should include a module prepared and presented by the QTU on the particular role of the QTU nominee.

33.3.1 Selection panellist accreditation

Accreditation of selection panellists would establish recognition of their skills and competencies.

A process of accreditation should be negotiated and agreed to by the department and the QTU.

33.4 Relocations

33.4.1 Principles

The QTU strongly supports a process of relocation for all officers. Relocations shall be a function of a central joint QTU/department panel. The QTU calls on the department to relocate eligible employees who have met the criteria in their current location to an appropriate school.

33.4.2 Process

A range of factors may be considered in determining whether an applicant qualifies for relocation.

The relocation panel shall consist of a senior officer of the Department of Education and the General Secretary of the QTU, or nominee.

Applicants aggrieved by a relocation decision have the right to lodge a grievance, in accordance with established official procedures.

33.5 Appeals

33.5.1 Appeals process

An unsuccessful applicant may appeal against the appointment decision resulting from the selection process.

The appellant is only entitled to QTU assistance if QTU membership was held for the duration of the selection exercise (from advertisement of the vacancy).

33.6 Teaching administrators

The role of a principal has become increasingly multi-faceted, and teaching principals have the added factor of a regular teaching role. The QTU acknowledges the complexity of the position.

Given this complexity, the QTU believes the teaching principal should be entitled to an appropriate range of conditions that allows them the capacity to meet both administrative and teaching roles. This might include, but not be limited to the following.

- An adequately furnished and equipped office, which gives privacy to the principal when required
- An appropriate level of permanent administration officer/small schools business services manager support to assist with tasks relating to the school budget, finance, human relations, facilities and facilities maintenance, which should be provided on-site in the first instance, with cluster-based hubs acting only as a back-up if no other viable option is available and has been specifically agreed to by the principal in collaboration with regional office and the QTU. The administration officer should have suitable facilities for collaborative work with the principal, including access to desks, computers and school files/storage facilities
- Additional non-contact time provided by either part or full-time permanent teachers for the purposes of completing the duties expected to be carried out by the principal
- Amended class size maximums that take full account of the demands upon a teaching principal.

34. Teacher housing

The provision of teacher housing should be covered by a registered industrial agreement between the Queensland Government and the Queensland Teachers' Union. Any such agreement should include reference to:

- standards for housing
- rentals, rental rebates and adjustments
- tenancy management
- aspects of the administration of teacher accommodation.

34.1 Teacher Housing provision

Teacher housing should be provided on the basis of principles of access, equity, quality and suitability of workforce demographics and needs, specifically:

- all eligible teachers to be provided accommodation at government rental rates in centres where no, limited or variable appropriate private market exists (such as excessive cost of

private accommodation), particularly noting the significance of attracting and retaining teachers in rural and remote locations

- equity of standard of accommodation available in particular centres
- quality of accommodation and standard of maintenance.

The provision of teacher housing is considered a basic condition of service in centres that meet the above criteria.

34.2 Ownership and management

Government owned and provided accommodation should be a priority however teacher accommodation may be a mix of government-owned accommodation (particularly in remote centres where no private market exists) and private rental accommodation provided at standard teacher accommodation rental rates. All government accommodation provided for teachers should be owned or managed by a single government agency.

The QTU considers options for provision of teacher accommodation through private/public partnership models of leased accommodation, if:

- it improves the overall standard of accommodation
- any savings made as a result of this process are re-directed into raising the availability and standard of government-provided accommodation (particularly in those centres with no private rental market).

The QTU affirms its commitment to properly constituted and representative consultative and decision-making bodies at regional and state levels. The QTU should be formally represented on these bodies. These bodies should consider reports, conduct reviews and make recommendations and decisions on funding requirements, housing priorities, capital works and maintenance programs, housing design and standards and policy changes.

The QTU affirms its commitment to the administration of teacher housing at a centre or regional level through properly constituted local accommodation committees. These committees should include a designated and trained QTU representative.

34.3 Standards

The housing provided for teachers should be of at least the standard and fit out that exists across other Queensland government agencies.

34.4 Rentals

The rent paid by tenants should take into account the standard of the unit of accommodation and the geographic location. For the purpose of attraction and retention the QTU are willing to consider alternative rental and purchase options which do not disadvantage members ie tax implications.

34.5 Position statements

Executive, on the advice of the State Accommodation Committee, shall have overall responsibility for determining, from time to time, the details of the QTU's position on such issues as, but not limited to, accommodation standards and inclusions, rentals and rebates, tenancy management, allocation methodology, consultative and decision-making bodies.

35. Behaviour management

35.1 Principles

The QTU calls on the department to recognise the importance of a safe, tolerant and disciplined environment in schools in allowing all students the opportunity to learn and all teachers to teach in a safe, productive and healthy working environment.

The relationship between behaviour management issues and the capacity of schools to deal effectively with the requirements of an inclusive approach to education must be acknowledged. In particular, the process of increasing the presence, participation and achievement of all students puts significant demands on schools and teachers. It is therefore the responsibility of the department to provide a range of resourcing, pedagogical, curriculum and organisational solutions to behaviour management issues.

All schools must have a detailed Student Code of Conduct. The Student Code of Conduct should be developed (and reviewed) by agreement between the principal and staff of the school and should specify the responsibilities of school administrators, staff, students and parents. It should include steps to promote positive student behaviour, steps to prevent inappropriate behaviour, a professional development plan and guidelines relating to the suspension and exclusion of students. The actions of teachers and school administrators must be consistent with this strategy. Such a collaboratively developed strategy, once endorsed by the school community, should be consistently supported by the Department of Education.

The QTU supports schools to initiate industrial action regarding withdrawal of instruction relating to abhorrent behaviour. Teachers have the right to expect good behaviour from students and their families. In addition, teachers have the right to expect support from school administrators and the department in dealing with behaviour management issues.

35.2 Processes

A serious disciplinary breach or persistent pattern of inappropriate behaviour should be reported to the principal. Students exhibiting violent or abusive behaviour should be removed from classroom settings immediately. Violent behaviour should be reported to the police. No educational setting should be exempt from this process.

If a student is suspended for aggressive/violent behaviour, it is essential that a meeting is held with the student's parent/guardian, principal and the classroom teacher, where applicable, before the student returns to class (provided that an exclusion was not the consequence applied to the behaviour). The meeting should establish a process aimed at eliminating aggressive/violent student behaviour.

Regional and central offices of the department must support the decisions of a school in relation to behaviour management, where such decisions are consistent with the school's responsible behaviour plan.

The department must ensure that schools and teachers are provided with timely information regarding students with a history of serious misconduct, upon enrolment.

The QTU calls on the department to provide leadership regarding an ongoing review of legislation, government and departmental policies, and procedures, to effectively respond to student behaviour management problems in the workplace. Specifically, action is needed to address deficiencies in legislation and departmental behaviour management processes and procedures, including those

relating to the principal's power to suspend/exclude students and those covering appeal avenues open to such students.

35.3 Resourcing

Increased funding should be made available for:

- the delivery through the staffing model of additional classroom teachers to schools to enable reduced class sizes, the staffing of on-campus withdrawal facilities, catering for students at risk of disengaging from education, and developing programs that address the links between poor academic achievement and inappropriate student behaviour
- the provision of additional teaching support staff, non-teaching professional staff and paraprofessionals in schools to address behaviour management issues
- the provision of additional teaching and non-teaching personnel to staff alternative education settings
- the provision of meaningful alternate programs for all students who require an alternative to mainstream schooling
- the provision in all schools of an on-campus withdrawal facility for disruptive students, as part of the facilities and staffing allocation
- the establishment of a statewide professional development program for teachers on inclusive practices and student behaviour management, which should have a practical focus and be provided in school time, and the department should promote and support best practice in schools of inclusive education and behaviour management
- professional development and extra support for teachers if a student in their class is identified as a behaviour management risk.

36. Student protection policy

The QTU shares the genuine concerns of the wider community at the incidence of child abuse and neglect in all its forms: physical abuse, emotional abuse, physical neglect and/or inadequate supervision, emotional deprivation, and sexual abuse and exploitation.

The QTU recognises that teachers, in addition to their classroom duties, already contribute significantly to many aspects of the general welfare of their students.

The QTU asserts that teachers who are expected to teach wellbeing courses must receive sufficient professional development.