



QUEENSLAND
TEACHERS' UNION
OF EMPLOYEES

QTU Policy
2023 - 2025

TAFE

Booklet

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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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NOTE

Where the term “TAFE” is used in this policy, it includes both TAFE Queensland (TQ) and the dual sector entity Central Queensland University (CQU). The term “TAFE Queensland” (TQ) refers only to those entities incorporated in the establishment of the independent TAFE Queensland statutory authority under the TAFE Queensland Act 2013.

1. TAFE and VET

The Queensland Teachers’ Union (QTU) advocates a system of vocational education and training (VET) centred on institutes of technical and further education (TAFE), which, regardless of socio-cultural status or geographic location, provide:

- broad-based vocational training
- opportunities for further learning and pathways to higher education
- personal enrichment learning opportunities.

The QTU believes that the state system should lead in the provision of VET, as well as in the enhancement of industry developments. The QTU calls for the acknowledgement that vocational education and training is a necessary and important part of the education landscape.

The QTU declares that TAFE institutes should be maintained as the primary providers of vocational education and training and lifelong learning in Australia.

2. The role of TAFE

2.1 *Community and the obligations of public providers*

The QTU maintains that legislative instruments describing the role of the public provider of VET must reflect a positive and specific definition of community service obligations and should include the expectation that these form an important dimension of the work undertaken by a public VET provider. Additionally, the role of any public provider - but TAFE Queensland specifically, as defined in the TAFE Queensland Act 2013 - should state that its aims and operation: prioritise a commitment to the provision of quality VET, be framed with a quality education model as opposed to a business model and include a commitment to the provision of quality VET, and not merely to commercial competitiveness.

The QTU believes that government should provide funding to TAFE Queensland and public providers to deliver non-accredited training for people with disability which supports quality of life in local communities.

2.2 *Models of governance for TAFE*

2.2.1 Introduction

The TAFE Queensland Act 2013 (The Act) established new governance models for TAFE in Queensland. The QTU acknowledges that TAFE, as the public provider, is no longer a public service entity within a government department but is run under statutory authority models.

The QTU believes The Act needs to be repealed and operational control of TAFE Queensland should be returned to the Department of Training.

2.2.2 TAFE Queensland

Until such time as The Act is repealed, the QTU recognises that The Act establishes “TAFE Queensland” as a statutory authority incorporating all previously existing Queensland TAFE institutes, with the exception of Central Queensland Institute of TAFE.

It is the position of the QTU that the TAFE Queensland Board must include practitioner representatives. The QTU believes the composition of the board must include:

- a majority of members who are vocational educators employed by TAFE Queensland and nominated by the Queensland Teachers’ Union
- one member as a person with direct industry experience nominated by the Queensland Council of Unions.

These provisions will ensure a diversity of views (including a public provider view) on the board.

2.2.3 Dual sector entities

The Act established Central Queensland University as the state’s first dual sector entity, merging the Central Queensland Institute of TAFE with CQU. The QTU recognises the dual sector model as a potential governance model for public VET provision. The establishment of additional dual sector entities will be supported or otherwise on a case by case basis and where the entity establishes a commitment to providing quality VET services, as opposed to prioritising the accumulation of wealth.

3. TAFE and secondary schools

The QTU supports a broad based curriculum in secondary schools that enables students whose interests lie in the vocational education area to have appropriate learning experiences and does not restrict the number of courses that a student can enrol in. Vocational Education and Training in Schools (VETiS) provides courses for students to seek qualifications, education, and training in employment specific areas. Certificate courses are delivered by a Registered Training Organisation (RTO).

3.1 Vocational Education and Training in Schools (VETiS)

3.1.1 Limitations on schools as RTOs

The QTU endorses and encourages the use by schools of the human and physical resources provided by TAFE or local public provider. The QTU believes that schools should only opt to be a registered training organisation if they can guarantee funds can be allocated to meet the industry qualifications and experience requirements of vocational education teachers, without eroding the teachers’ industrial conditions. Schools should only become an RTO after consultation and agreement through the LCC that ensures teachers’ industrial conditions.

3.1.2 VETiS funding

It is crucial that considerable thought and resources are devoted to developing a viable curriculum progression which will allow students to move smoothly through secondary school and into vocational education, guided by teachers with appropriate skills and experience. There is an urgent need for all levels of government to ensure human resourcing requirements are met, namely allocating additional time to schools to support VETiS teachers to maintain both industry currency and teacher registration.

Government policy must encourage growth in access to VETiS courses, including the allocation of appropriate levels of targeted funding to support delivery of VET programs in the school context. This includes support for:

- plant and equipment, including consumables

- professional development
- curriculum development and implementation
- industry release for teachers
- the contracting out of services (where necessary)
- organisational and supervisory changes in schools
- the meeting of legislative requirements (e.g. workplace health and safety).

3.2 VETiS and TAFE

The capacity of schools to deliver particular VETiS programs should be carefully considered, and the QTU believes that the preferred option is for schools to enter into partnerships with their local TAFE. In such cases, TAFE's role in supporting delivery of vocational programs to secondary school students must be funded by Government so that:

- the training is affordable and accessible to students/families
- the programs delivered cover a broad range of industry areas, such that students who are "at risk" of disengaging from school are able to find a program of interest that schools might not usually deliver
- the programs are at a range of certificate levels, including Certificate II level, recognising that students completing entry-level training at school, have an increased likelihood of pursuing further higher-level training post-school.

3.2.1 VETiS funding

Given the unfunded human resourcing cost of meeting industry currency, the QTU believes that Queensland state schools should partner with TAFE Queensland, rather than become a RTO under the delegation of QCAA. Any school that is an RTO under the delegation of the QCAA should have additional resource allocation, separate to the regular school budget, in recognition of costs associated with maintaining RTO status.

VETiS funding for Certificate I & II level qualifications identified on the Priority Skills List should only be paid to Queensland TAFE. This does not include VETiS funding associated with school-based traineeships and apprenticeships (SATs).

3.2.2 Teachers delivering VET

The QTU believes that compulsory education teachers should have the option to not deliver VET qualifications because attaining and maintaining such qualifications is not a requirement for employment with Education Queensland. Any school teacher agreeing to teach VET should be allocated additional non-contact time for management of RTO requirements plus TOIL in recognition of any qualification currency activities they must complete.

4. TAFE and VET funding

The QTU maintains that vocational education is one of the three key pillars of the Australian educational sector. In the face of declining government funding commitment to VET, the QTU demands that public funding of TAFE be increased to at least 80 per cent of both state and federal government's training budgets and be sustained at this level. Urgent increases in funding are required to accommodate enrolment growth, provide essential student support services and to maintain appropriate standards of delivery and assessment. This funding must be provided without the requirement of growth through efficiencies.

4.1 Responsibility

The TAFE system must be maintained as the quality public provider of vocational education and training across Queensland. The QTU maintains that it is the responsibility of the state and federal governments to collaboratively fund the sector, as TAFE is owned by the public and provides a social and economic benefit to both the Queensland and broader Australian communities. The QTU calls for 80 per cent or more of all public vocational education and training funding and resources to be allocated to TAFE to undertake this service on behalf of government and the public. An education focused model would ensure that expending this money would be prioritised for teaching and learning. Furthermore, TAFE should be publicly funded to ensure the equitable provision of “quality assured” educational opportunities, to assist individuals and communities to enhance their futures and to guarantee that learning leads to national portable qualifications.

4.2 Funding and marketisation of VET and TAFE

The QTU rejects the arguments for marketisation of VET, which spruik the alleged benefits of open competition as supposedly delivering increased flexibility, responsiveness and efficiency of training provision. The QTU maintains that these assertions of free market ideology are articles of faith, impervious to empirical testing, and the documented history of abject failures of marketisation in the sector. Further the QTU expresses alarm that proposed solutions to every failure of a market-based intervention appear to be greater policy commitment to marketisation, and that this is despite broad provider failure and fraudulent behaviour by some.

The QTU holds that negative impacts of competition and market reform on the TAFE system are well documented and it is established without doubt that the introduction of market reforms:

- does not produce efficiency
- does not result in a decline in training delivery costs
- results in high transaction costs, greater complexity and uncertainty in quasi-markets, which cancel out savings gained in streamlining internal administrative and planning systems
- increases the reliance of a large proportion of private providers on government funding and results in unnecessary duplication between private and public, and between public providers
- increases the instances of low quality training and unethical practice
- increases the instances of provider failure and the subsequent costs to government when it has to intervene, for example, in the form of refunds for students
- increases the use by public and private VET providers of taxpayers’ dollars to fund an increase in their advertising and marketing budgets and the proportion of non-teaching staff, in order to attract students
- increases the incidence of wholly online delivery of training, regardless of the efficacy of the delivery and assessment methodology, so disenfranchising students
- decreases the standing of the VET sector and the reputation of VET qualifications.

The QTU insists that the VET funding model must alleviate the cost of education to students and increase the range of courses available. The model for Certificate III and below qualifications must ensure access, particularly for VET students who need to undertake training in a new area due to limited labour market opportunities or those returning to the workforce after some time out of the industry area they initially trained in.

The QTU insists that the VET funding and student entitlement models must ensure that all students have access to high quality VET across a wide range of areas of study and employment. In particular, there must be no unfair impediment restricting access to training for students with previous

qualifications. It is essential that qualifications at the Certificate IV level be funded to ensure pathways to higher qualifications through the provision of essential underpinning skills and knowledge.

The QTU insists that the component of funding allocated through a competitive model for VET should not exceed 20 per cent of public funding, with the remainder provided directly to the public provider network.

The QTU insists that the user choice funding model should eliminate RTO poaching by ensuring allocations of funds to training providers in a fair and transparent manner, with 85 per cent of funding allocated upon the entry of a “K” result for a student.

The QTU maintains that feedback from employers has always been strongly in favour of vocational placement, and that it is the most efficient way of finding students employment for a very small outlay. Vocational placement competences should be attached to Certificate II career start, trade-based courses in both schools and post school delivery modes and be fully funded.

4.3 Student loan schemes

The QTU acknowledges that steps have been taken at the federal level to minimise the gouging of the public purse by RTOs through the VET FEE Help scheme. However, in order to protect the interests of students and to ensure the quality of provision by RTOs utilising federal loan schemes of offset student fees, further action must be taken.

The QTU insists that a public enquiry into the full impact of the defunct VET FEE HELP scheme should be held, to:

- ascertain its true impact on students, their financial capacity and whether the incurred debt manifests an appropriate individual return
- ascertain its true impact on the national budget and whether the investment in private provision through VET FEE Help has manifested an appropriate level of return for the national interest and to ensure public accountability for individuals charged with its introduction and management.

The newly instituted VET student loan scheme was introduced with no consultation and with little notice, and the student loan amounts appear arbitrary. The QTU calls for equity in the allocation of funding for qualifications eligible for VSL support and maintains that funds should be allocated on the basis of duration of study and nominal hours of delivery.

4.4 Stability of planning and provision

The QTU is opposed to competition for vocational education and supports TAFE alliances and partnerships with other sectors of education. Non-public education bodies should only access public funds when public providers are unable to deliver particular courses.

The QTU endorses a quality VET and higher education system comprising appropriately qualified and securely employed teaching staff. These aspects of the system need to be recognised and funded in any model. TAFE institutes must be appropriately resourced and exempt from marketisation and competitive pressures.

4.5 Accountability and consultative mechanisms

The QTU endorses consultative and advisory bodies established at system and national levels, allowing for the participation and representation of all stakeholders in shaping the direction of TAFE. Included in this system should be relevant education unions, students, the wider union movement, industry, community groups, and state training authorities and governments. Any formal body advising the government on skills and training needs should include union representation.

The QTU insists that quality assurance and student consumer protection should be enhanced through the implementation of a risk-based insurance policy (similar to that which exists in relation to international students), to be levied against private RTOs accepting government funding to provide vocational education and training.

The QTU maintains that conditions for accessing Queensland Government VET funding should be established, ensuring that all RTOs that are in receipt of such funding meet appropriate standards relating to ethical practice and high quality VET delivery. Such conditions should also include standards for: truth in advertising, eliminating incentives for enrolment and the provision of minimum program contact hours.

5. National training system

5.1 Control of the curriculum

The QTU believes that all vocational education and learning programs need to be underpinned by a comprehensive curriculum approach. VET should teach broad-based skills and knowledge, not just a set of narrow skills. Curriculum should also reflect the diverse needs of the students who study VET courses, including those with disabilities and special needs.

Industry sector standing committees, comprised of VET teachers and TAFE students, employers and employees who participate directly in TAFE, should have carriage of responsibility for TAFE curriculum. Industry sector standing committees would recognise in TAFE curriculum:

- the need for a balance of national and statewide guidelines and local initiatives
- the need for local control of courses which meet specific local needs
- the need for negotiation of strategies and processes in the implementation of the curriculum
- the expertise and experience of teachers
- the role of students, community groups, employers and unions in evaluating the effectiveness of TAFE provision
- that inclusive curriculum meets the needs of all learners.

5.2 Qualification development processes

5.2.1 Consultation and design

Where there is a requirement for industry specific curriculum development (e.g. EE_OZ Industry Training Advisory Body), this should be undertaken by TAFE teachers, or officers with teacher qualifications or other relevant experience. This should be done in close consultation with students, representatives from industry, commerce, special groups and the wider community, especially representatives of professional and employee associations, the industry training body of the target group and state training authorities. The learning/vocational needs to be met and the methods to be used in determining the required knowledge and skills should be identified, defined and selected in consultation with these representatives. Curriculum design should attempt to address the needs of the student group, prepare them for their vocational or other pursuits, and provide a structure to suit prospective students.

5.2.2 Documentation

Curriculum documents should be written in plain English, making them accessible to students and to the wider community and assisting teachers to develop strategies and approaches relevant to their own preferred teaching style and the needs of their students. The process of knowledge and skills acquisition is just as important as the ability to demonstrate a particular skilled performance.

The QTU is concerned that the current regulator's auditing process focuses solely on paperwork and documentation, rather than on capturing and reporting authentically on evidence of student work.

5.3 Relevance of competency based training

The QTU acknowledges that competency is appropriate as an assessment methodology for certain specific skills, particularly where a predictable response is required to a given standard. This is especially so in the development of repetitious physical skills requiring accuracy and efficiency such as boning for butchers or welding for metal workers.

However, the QTU maintains that the limitations of competency-based training (CBT) make it inappropriate in other contexts. CBT, with its focus on current job tasks and industry practice, does not meet the needs of a workforce and industry under constant structural change. The QTU maintains that VET programs must focus on underlying theory and skills in order that workers can adapt to inevitable change as it arises. To enhance productivity, workers in industry require employability skills, which in broad terms, should include:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning.

The QTU agrees that the above skills should be integrated into practical skills learning, delivery and assessment within the contextual environment relevant to the specific occupation or group. The QTU agrees that, outside the trades area, there's generally a mismatch between the target occupation of VET programs and the occupation's graduates who are subsequently employed. A strong case exists for broader based programs in other industries. The QTU agrees that programs for those in employment should be more specific, with programs for the long-term unemployed using a case-managed "job first strategy" involving work readiness experiences followed by placement into employment, with training for specific tasks.

The QTU agrees that, in some cases, specific training requires upgrading, but the notion of competency for apprentices and trainees needs broadening. The German and Dutch notions of competence are tied to preparation for a vocation rather than narrow performance outcomes, which involves more holistic skills involving three areas:

- broad knowledge and problem-solving occupational focused skills
- personal qualities and values
- social relations and communications.

Additionally, the QTU maintains that job placement performance requirements should be included in contracts to deliver VET programs, in order to encourage providers to work more closely with employers. This doesn't negate the argument for broader programs.

5.4 Audit and quality compliance

5.4.1 Introduction

The QTU maintains that the accountability procedures established to ensure quality of education and training and the appropriate expenditure of public money, have contributed to an increased workload in TAFE institutes.

5.4.2 Current practices

There is concern that, as well as posing a general threat to staff wellbeing in TAFE, the requirements of the accountability processes impact on TAFE educational staff in a number of other ways, including the need to maintain currency of both professional and vocational skills and qualifications; the enormous amount of paperwork needed to record work practices to satisfy auditors; and the extent of documentation of learning plans and assessment processes.

5.4.3 Regulation of for-profit VET providers

The federal and state governments must regulate for-profit RTOs to ensure the protection of the student, the industry and the reputation of the sector. This should include:

- mandating a minimum number of hours of delivery for any VET course that receives public funding
- auditing of inputs to learning, including curriculum, teaching and assessment
- capping of funding to private RTOs to ensure TAFEs remain able to provide quality education
- a ban on subcontracting the delivery of courses to unregistered providers
- stringent regulation of RTOs' marketing and student recruitment practices and business models
- abandonment of government manipulation of subsidy levels for particular course or units of competency.

5.4.4 Continued validity of qualifications and currency

The employer should provide adequate opportunities for participation in the professional development necessary to maintain both professional and vocational currency and competence.

5.5 Modes of delivery

The QTU recognises innovation and change can increase the quality of program delivery and that new technologies and future work can increase the types of modes of programs delivery. Alternate modes of delivery may bring larger class sizes, additional duties not previously encountered and overall increases to workload expectations. Current workload measures and industrial instruments do not properly consider the impact of modes of delivery that are not compatible with the traditional. The QTU maintains that in order to begin the conversation regarding appropriate workload and expectation the following indicia of traditional modes of delivery are adopted.

5.5.1 Indicia of traditional mode of delivery

In a traditional mode of program delivery, a teacher:

- co-occupies the same physical space as students
- delivers face-to-face teaching
- controls progression of content according to students' needs
- checks for students' understanding
- makes pedagogical choices to best meet the needs of students

- incorporates students' prior knowledge and experience, where relevant, into the learning content
- determines the timing of assessment within the schedule of delivery
- provides direct tuition support
- conducts some or all assessment in class – formative or summative

In a traditional mode of program delivery, a student:

- co-occupies the same physical space as their classmates and teacher
- attendance is mandatory
- can ask direct questions in real time
- interacts with other students in real time

5.5.2 Comparison of modes of program delivery

The table below compares modes of program delivery based on the cohort, scheduling, progression, content and assessment. It is not expected that for any of the four categories of mode that the overall categorisation of any one set of descriptors would be uniform or indeed exclusive. Even in a contemporary traditional mode classroom it is fully anticipated and even expected that to a degree, aspects of each of the other modes may be adopted from time to time or even as a consistent feature.

	Mode			
	1. Traditional mode of delivery (teacher directed)	2. Compatible with the traditional mode of delivery	3. Flexible	4. Online/remote (student directed)
Cohort				
Generally uniform in terms of age and/or ability	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
Scheduling				
Set program of instruction with mandatory attendance	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
Students				
a. come to the teacher:	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
i. at specific prearranged times set by the institution and	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
ii. for set durations	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
b.attend at a location set by the institution:	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
i. inside of the institution and/or	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No

ii. at a location outside of the institution	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
Progression				
Via topic to topic progression under direction of the teacher	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
within the uniform cohort	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
Content				
a. generally provided by teacher in person	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
b. Supported by teacher or tutor in person in class	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No
Assessment				
At specific prearranged times having completed a range of learning activities	YES	Likely to Unlikely	Unlikely to Highly Unlikely	Highly Unlikely to No

6. Educational staffing

Teaching and learning in TAFE is complex and should be interactive and interesting and cater for groups as well as individuals. It must be inclusive and not discriminate against any individual or group of individuals. A TAFE education provides a pathway for students to be involved in education and extends their capacity to be involved in the economy and society. It provides for a better quality of life. It challenges assumptions, answers questions, and provides the knowledge and skills to seek answers and to question further. TAFE, through its teaching staff, should provide an environment that develops understanding and assists students on a life-long educational journey. The interaction of students and teaching staff must be taken into account. Individual learning needs and assessment must be flexible, allowing for reasonable adjustment. Educational practice in TAFE must provide an interactive and positive experience in an inclusive space.

6.1 Professional VET educator standards

Professional standards for TAFE and VET teaching should be developed and implemented and recognise the complexity of teaching in TAFE and VET, as well as ensuring that the integration of theory and practice is acknowledged. The QTU does not condone a checklist approach to professional standards. Simplistic inventories of skills must not be used to classify, control, or confine TAFE teachers, or be used as a means of surveillance/performance management, as they cannot adequately describe the depth and complexity of TAFE teaching practice.

6.2 Teachers

6.2.1 On appointment

It is the position of the QTU that to satisfy the requirements for a position as a teacher of vocational education and training, an applicant must possess the following:

- relevant industry experience, and

- relevant industry qualifications, and
- a recognised tertiary teaching qualification, or
- a minimum of a Certificate IV in Training and Assessment with an enforceable undertaking to obtain, within a specified period of probation, higher qualifications.

6.2.2 Remuneration

The QTU supports the inclusion of salary bars in the teacher pay scales to encourage teachers to undertake further and higher study and reward them for doing so.

Teachers gaining a Diploma of Training and Assessment or its equivalent or higher should be allowed to progress past the first salary bar.

To gain LVT status or to be engaged as an educational leader, employees must have an appropriate tertiary qualification in education and/or training, at least at the Bachelor level.

Qualification level held	Pay level	Notes
Degree or post-grad	LVT levels	With agreement and HE quals
	Teacher 7	Progress to these pay levels with a degree or post- graduate in adult education
	Teacher 6	
Diploma	Teacher 5	Progress to these pay levels with a diploma or above in adult education
	Teacher 4	
	Teacher 3	
Certificate IV	Teacher 2	Pay levels for those who hold a Cert IV in adult education or are delivering under supervision
	Teacher 1	

6.2.3 VET teacher registration

To set and maintain standards for vocational education and training teachers, a system of registration or accreditation should be established. While the aims of teacher registration in VET would be similar to those for teachers in schools, the criteria must satisfy the needs of a vocational education and training system. For those teaching young people, such as in the secondary schools, a strict policy of some form of either teacher registration/police check/blue card must apply.

Individuals commencing employment with a Certificate IV in Training and Assessment should be granted provisional VET professional registration or accreditation.

To be granted full registration or accreditation as a teacher of vocational education and training, an applicant must possess the teaching qualifications specified above.

6.3 Tutors and workplace trainers

6.3.1 Tutor and workplace trainers

The role of the tutor and the workplace trainer is to complement and support teaching professionals in their teaching role, under supervision, and not to undertake a surrogate teaching role or to design and conduct assessment.

6.3.2 On appointment

It is the position of the QTU that to satisfy the requirements for a position as a tutor or workplace trainer in vocational education and training, an applicant will possess the following:

- relevant industry experience
- relevant industry qualifications
- at least Certificate IV in education support or equivalent.

Industry experience accumulated should be sufficient, in the view of an interview panel, to display the expertise of a competent practitioner in the relevant industry.

Remuneration must recognise and reflect the levels of qualification in adult education held by the employee.

6.3.4 VET tutor and workplace trainer registration

Individuals commencing employment with a Certificate IV in Education Support should be granted provisional VET professional registration or accreditation.

To be granted full registration or accreditation as a teacher of vocational education and training, an applicant must possess the teaching qualifications specified above.

6.4 Educational leaders

All employees engaged in leading educational teams or having responsibility for the management of educational programmes and/or educational employees must have:

- a recognised tertiary qualification in teaching and/or training; and
- qualifications in management and/or business and/or educational management.

Remuneration must recognise and reflect the levels of qualification in adult education held by the employee.

Educational Team Leaders (ETL) will be programmed and have the same conditions as teachers and LVTs (i.e. 32hrs of programmed time plus 4.25hrs discretionary time, 5 weeks NAT, access to both TOIL or an overtime payment for extra hours).

ETLs must hold both an appropriate tertiary qualification as well as the vocational qualification/s of the team/teaching area they are the ETL for (i.e. carpenters leading carpenters, nurses leading nurses, chefs leading chefs).

7. Professional development

7.1 General

The QTU demands that governments fund staff development and retraining, particularly for upgrading to professional teaching qualifications and industry expertise, in line with industry, community and educational standards.

Teachers/tutors in TAFE institutes must have regular access to both professional and vocational development opportunities, including in-service education courses and industry release to develop and expand their delivery experience and skills to the level required to achieve the aims and objectives of TAFE, in line with training package/curriculum requirements and the state and/or national vocational education quality standards.

In-service and industry release is essential to enable teachers/tutors to keep pace with modern developments in education, technology and industry, and to be able to respond to the developments

in TAFE. Participation in professional development programs should be voluntary, but teachers should be actively encouraged to participate and be given the opportunity to do so.

Casual and temporary teachers/tutors should be paid for hours of attendance at professional development activities at appropriate casual and temporary teacher/tutor rates, and appropriate relief should be provided.

The QTU believes that all TAFE teachers/tutors should have:

- access to at least 15 days per year of voluntary professional development courses, of their choosing, pertinent to their field of teaching
- up to five days paid leave per year to attend industrial relations education courses, in addition to the above
- additional voluntary professional development aimed at developing understanding and proficiency in existing and new management procedures and corporate responsibilities/human resource management issues, particularly in the concepts of self-managing teams and integrated audits
- their professional development needs identified by workforce planning teams or self-managed teams, to be implemented as soon as possible.

Casual teachers and tutors should be eligible to take TAFE courses which are relevant to the discipline in which they are employed, at no cost to themselves.

Casual teachers and tutors should be entitled to internal professional development related to new processes and organisational change, again at no cost to themselves.

Where workplace training and assessment qualifications are necessary to teach or tutor in particular areas, casual staff should be granted free entry to courses, to the same level as that required for permanent teachers.

7.2 Release time for professional development

The QTU believes there is a need to allow for a program of release, to allow TAFE staff to pursue professional development opportunities that allow them to gain wider educational and industry experience through the following avenues:

- recognised courses of study at tertiary institutions
- work for a period in an industry relevant to the staff member's area of teaching or work, provided that:
 - there is no financial disadvantage in undertaking such an industrial release program (options could include top-up payment by TAFE if a teacher secures a paid position with a lower salary than that paid by TAFE)
 - incremental advancement continues
 - leave entitlement is not affected
 - there is no loss of status/seniority
 - normal salary deductions continue
 - care is taken to ensure equality of opportunity for all staff to participate
- leave to participate in and experience an interstate or overseas educational environment through an exchange program
- work in a curriculum development area or participation in projects to expand the employee's experience in a particular field

- access to six months sabbatical leave after four years of service.

7.3 Study and research assistance scheme

There must be a scheme to provide study and research assistance to employees. The scheme must be available to encourage staff to engage in tertiary study that contributes to their professional and vocational development. This scheme should prioritise the development of skills and knowledge essential to execution of the role of the public provider.

7.4 Induction programs

All staff, including casual staff, starting at a TAFE facility should have access to an induction program to assist with the practical realities of working in TAFE. The induction program should be designed at an institute level to familiarise new staff with the structure, facilities and operation of the institute, TAFE and the Department of Education. Relevant unions must be involved in design of the induction courses and it should be mandated that unions be included in delivering them.

7.5 Beginning teacher program

A beginning teacher program must be implemented to support suitable aspiring industry professionals to transition to a career as a TAFE educator. Such a program must conform to the national standards for vocational education and lead to higher education qualification outcomes in adult education. Individuals should be identified through an appropriate recruitment and selection process, supported in their training, and they should be remunerated appropriately.

8. Performance planning and review

Performance planning and review will:

- be a collaborative process involving the teacher/tutor and a peer facilitator of their choice
- be based upon policy and procedures developed within the institute and approved by the local consultative committee or the QTU
- be linked with professional development access
- be separate from:
 - processes associated with salary increments
 - procedures for managing unsatisfactory performance
 - procedures for promotion
 - probationary processes
- require minimum documentation which will be negotiated with, and owned by, the teacher/tutor
- incorporate processes in which the teacher/tutor has significant rights of negotiation concerning the nature and content of the performance review
- make appropriate training available prior to participation in performance planning and review, for teachers/tutors and peer facilitators.

9. Conditions of employment

9.1 Deferred salary scheme

Teachers should have access to a scheme through which they can receive salary at a reduced fraction of full entitlement for a period of time, allowing them to be paid at the same fractional rate during a

period of leave. At a minimum, this should be consistent with options available to Education Queensland and Queensland Public Service employees. Increments, leave and superannuation entitlements should not be affected.

9.2 Permanent part-time work

The QTU strongly supports permanent part-time work as an important career option for all TAFE teachers and tutors.

Any system of permanent part-time work should have the following characteristics:

- appointment as a permanent part-time teacher/tutor must be voluntary
- permanent part-time teachers/tutors must be guaranteed return to full-time teaching should they request it
- return to full-time teaching by a permanent part-time teacher/tutor must be voluntary
- teachers/tutors who chose to begin or re-commence employment with TAFE Queensland in a permanent part-time position must be guaranteed full-time employment upon request, no later than the commencement of the next academic year
- permanent part-time teachers/tutors must be paid according to their normal salary classification (including allowances), but on a pro-rata basis
- permanent part-time teachers/tutors should be eligible to apply for promotional positions
- permanent part-time teachers/tutors should be entitled to full transfer benefits and allowances
- permanent part-time teachers/tutors should be entitled to membership of a state service superannuation scheme, with contributions based on the actual salary received, benefits based on equivalent full-time salary, and years of service as a permanent part-time teacher being counted on a pro-rata basis for the purposes of superannuation benefit calculation
- permanent part-time teachers/tutors should accrue entitlements to paid leave at the same rate as full-time teachers/tutors, but at a pro-rata rate of pay (exception to this is paid emergent or bereavement leave)
- permanent part-time teachers/tutors should be entitled to the same periods of unpaid leave as full-time teachers/tutors
- the minimum time fraction for a permanent part-time teacher should be .1 of a normal working week, and the maximum fraction should be .9 of a normal working week
- classification increments for teachers/tutors upon the completion of the equivalent of one academic year's full-time service
- participation in professional duties and responsibilities on a pro-rata basis, with the exception of professional development, which permanent part-time teachers/tutors should be entitled to attend and be paid for in full
- permanent part-time teachers/tutors' hours and days of work should be set and not varied for at least one semester at a time
- when a public holiday or required professional development day occurs, a permanent part-time teacher/tutor should not be disadvantaged in terms of payment for hours worked
- pro-rata entitlement to non-teaching duty time.

In general, the period of engagement of a part-time teacher/tutor on any one day should be a minimum of three and a maximum of nine hours. The period of engagement on any one day should be continuous.

Permanent part-time work should be available to members in promotional positions.

9.3 Temporary employment

Job security is one of the most important issues for QTU TAFE members. Since 2012, more than 1,400 TAFE workers, including 600 teachers, have lost their jobs across TAFE Queensland. Included in these numbers are teachers and support staff for First Nations students, migrant and refugee students, students with disabilities and students with literacy and numeracy needs.

The QTU supports permanent appointment for all teachers/tutors employed in the Queensland TAFE system. Permanency provides teachers/tutors with the security and professional freedom necessary to ensure a stable and productive education system. The QTU actively discourages the use of tutors in the split teacher/tutor mode. Tutors must not be engaged in teaching.

The QTU supports the conversion of all fixed-term or casual positions into permanent part-time or full-time positions.

Teachers/tutors offered fixed-term engagements at locations away from their normal place of residence should be paid relocation expenses at the same rate paid to teachers/tutors given permanent appointments.

9.4 Casual teachers/tutors

The nature of TAFE's relationship with a large number of industries and disciplines creates a need to employ people who have the expertise required by TAFE as teachers and tutors, but who cannot or do not wish to be permanently employed.

The casual nature of such employment should not preclude employees from accessing reasonable conditions and entitlements.

9.5 Salary scale

There should be a common salary scale for all teachers, workplace trainers and tutors in non-promotional positions, so that all progress, according to their qualifications, to the maximum of the scale in annual incremental steps.

9.6 Accelerated progression

A teacher or tutor who completes a recognised qualification while progressing along the salary scale will, on his/her next anniversary date, proceed to the step on which he/she would have been had he/she possessed that qualification at the time of recruitment.

9.7 Flexible delivery

In order to provide students with the best possible learning experience, it is necessary for teachers, with the support of a range of personnel within the learning environment, to determine how courses will be offered.

Decisions on appropriate methods of course presentation should be based on the needs of learners, with consideration given to the requirements of employers, if involved, and the resources and facilities available.

Before decisions are taken on course presentation, teachers, tutors and management must reach agreement on:

- the availability of resources and suitable facilities for particular learning modes
- the maximum and minimum number of students or student contact hours, taking into account factors such as likely student contact time required for teachers and/or tutors, amount of assessment required, time needed for preparation of materials, enrolment patterns, travel and workplace involvement.

9.8 Teaching hours

Teachers are employed for 36 ¼ hours per week and are to be programmed for a maximum of 32 hours. 4¼ hours will be discretionary time. Any programmed time beyond 32 hours should only be undertaken following consultation and agreement with the employee and approval from a manager. Time worked beyond 32 will attract overtime rates or accrue TOIL.

The maximum program time per teacher per week (i.e. the time when the teacher is required to be on duty at their workplace) should be no more than their programmed teaching hours for that week.

Public holidays will reduce the required teaching effort on a pro-rata basis, and the program should not be altered, or additional duties required. Compensation should be offered if the resultant effort is additional to the pro-rata adjustment.

The duties to be performed in the discretionary time of an educator are at the professional discretion of the educator. The QTU maintains that the timing, and location of the execution of the duties is also at the discretion of the educator.

9.8.1 Teaching hours – traditional modes of delivery

The programmed hours for teacher delivering programs using traditional modes of delivery whether in lectures, lessons or any other face-to-face learning/interactive situation, will be a maximum of 21 hours per week. For tutors, this should be 24 hours per week.

9.9 Travel and living away from home

A travelling and living away from home allowance should be paid to educators who are required as a component of their work to stay away overnight or to live away from home for extended periods. This should be paid at the maximum rate allowable under Australian taxation law.

Overtime should be accumulated for travel occurring outside of the spread of hours and should recognise the inconvenience of weekend travel through the application of a multiplier.

10. Rural incentives scheme

Incentives should be offered to encourage TAFE teachers to work in rural centres. Such incentives should involve both monetary compensation and enhanced working and living conditions.

Such incentives should be offered for the whole of a teacher's service in rural locations and should also be available to local teachers.

To encourage teachers to serve in rural centres, the following incentives should be offered:

- payment of a salary loading
- offer of permanency to go
- good quality, low cost accommodation
- placement of beginning teachers up to step 7 by negotiation
- offer of short tenure appointments to teachers from favourable locations, with guaranteed return to their base within three years
- guarantee of favourable relocation for teachers appointed to rural centres

- salary sacrifice
- cost of airfares or other travel for teacher and family, depending on location, to a nominated Queensland centre
- provision of ICT equipment appropriate to functioning in remote locations, including mobile phones and internet connections
- increased levels of permanency.

11. Support staff

11.1 Learning support staff

11.1.1 English and mathematics

At least one learning support staff teacher trained in literacy and numeracy (post grad in education learning support), and an English as a second language support teacher should be employed to provide support for those students whose primary language is not standard English.

11.1.2 Students with special needs and/or disabilities

Where students with identified special learning needs are enrolled, teachers with recognised training and/or experience in teaching such students must be employed to teach them.

When students with identified disabilities are enrolled in courses, a qualified support person must be organised, and arrangements made to provide support for them before they start the course.

When students with identified disabilities are enrolled, they should be placed in an appropriate class with a class size based on a risk analysis, in accordance with the Work Health and Safety Act. In addition to the teacher, there should be a paid mentor to assist in the revision and reinforcement of the work with this student.

Depending on the needs of students, class sizes should be revised to ensure appropriate teacher/student ratios are met.

The special needs and resources for this student will be co-ordinated through the disability officer of the relevant institute and no teaching should occur until such resources and special needs are provided.

11.1.3 International students/overseas students

Where institutes enrol fee paying international (non-resident) students and overseas immigrant (resident) students, a qualified or experienced learning support teacher must be employed at each campus or within each faculty to co-ordinate their special needs.

11.1.4 Facilities

Suitable facilities, accommodation and equipment must be provided prior to the admission of students with special needs.

11.1.5 Professional upskilling re special needs and disabilities

Teachers who are required to teach students with lower abilities or special needs should be allocated time and funding to attend professional development/in-service programs conducted by qualified and experienced personnel, to enable them to enhance their teaching.

11.2. Library staffing

TAFE colleges should fund and maintain libraries and learning resource centres that have resources abreast with current technology.

11.2.1 Full-time librarians

In each TAFE library:

- one permanent full-time librarian should be appointed, responsible for the administration of the library and associated resource facilities
- teacher-librarians should be appointed to assist in educational processes and functions (there should be one librarian for every 500 equivalent full-time students (or part thereof) enrolled at the institute)
- librarians should work closely with teachers to ascertain learning resources and information
- librarians are NOT to teach technical content but should assist with reference gathering
- librarians should work closely with teaching staff to resource and develop their technology skills.

11.2.2 Library technicians and assistants

Library technicians and assistants are not to teach technical content but should assist with reference gathering and tutorial work.

11.3. Student counsellors

A full-time student counsellor should be employed in every TAFE institute, on a ratio of one counsellor for every 750 equivalent full-time students (or part thereof) enrolled at the institute.

11.3.1 Qualifications

Student counsellors should have relevant qualifications in both career and personal counselling, with a particular emphasis on understanding of and clinical skills in dealing with mental health issues.

Counsellors must be provided with dedicated counselling rooms, access to computers and relevant resources to maintain a quality service.

12. Ownership and management of TAFE assets

The QTU maintains that the training assets of TAFE should and must be retained by the public provider for the provision of vocational and other educational experiences. The public provider is the appropriate owner of facilities and TAFE should have the capacity to manage, utilise or, if appropriate, dispose of such facilities.

The QTU rejects any program which results in the shrinking of the public provider footprint in Queensland through application of commercial values.

TAFE asset management policy must be driven by a community service obligation imperative. The QTU demands that regional access to TAFE facilities be ensured, including reopening regional campuses where appropriate to meet local needs.