



Workload Advisory Council - Submissions

Please describe your workload pressure/s. (Please note there is a 2500 character limit).

If you have any attachments to complement your response, please add. (NOTE: you can upload up to three (3) files. Total must be no more than 2MB)

Please describe the impact of the workload pressure/s on you. (Please note there is a 2500 character limit).

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Please outline potential solutions to the workload pressure/s. (Please note there is a 2500 character limit).

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One of the contributors to the workload of instrumental music teachers is the class size arrangements for both in instruction and ensemble rehearsals, as set out in the Queensland Instrumental Music Program Policy (QIMP), <https://education.qld.gov.au/curriculum/stages-of-schooling/instrumental-music-program/instrumental-music-program-policy>

The QIMP states all students are to access a group lesson or ensemble.

Clause 2.1.2 of the Certified Agreement commits the department to class sizes of 25 students (P-3, 11-12) and 28 students (4-7).

Clause 12.5 of the Instrumental Music Teacher MOA establishes class sizes between 3-10 students with the average being 4-6.

Assuming the average class size is 5 and one FTE IMI teaches 9 classes per day, an IMI will teach 45 students per day. The assumption of 9 classes per day is based on 30-minute lessons (clause 12.5 of the MOA). 45 instrumental students attending an ensemble, in accordance with policy, means that class sizes targets are exceeded.

In this WAC submission in instrumental music teachers are the effected employees and class size is the workload pressure.

Department of Education policy is identified as the cause of the workload pressure.

The cause of the workload pressure is explained.

This submission could attach the Certified Agreement and Memorandum of Agreement.

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Ensembles typically rehearse before or after school. Set up and pack up of an ensemble that has greater than 28 students can lead to schools creating rehearsal schedules that commence prior to 0800 or conclude after 1800. This is an increase in teacher workload that is rarely the subject of consultation and agreement with the relevant teacher.

Ensembles exceeding class size targets require additional planning and preparation of resources, as well as additional administrative burdens in the organisation of instrumental music camps and performances. The additional administrative hours required are not recognised by the Award or other instruments.

Set up and pack up of instruments is increasingly complex in circumstances of greater than 28 students, especially where students can disperse to different specialist music studios. Supervision to mitigate multiple hazards is increasingly complex, with examples of lifting heavy instruments like timpani and double bass, saliva from wind and brass instruments, as well as other schoolyard behaviours like bullying.

The timing of rehearsals also means oversized classes are occurring in Queensland state schools, often at times where there are reduced operational resources available to assist in the event of a medical emergency, lockdown, or other critical incident.

The impacts of the class size workload pressure include:

- Work extending outside of hours duty;
- Additional planning, preparation and administrative duties;
- Additional complexity created by health and safety and supervision of students; and
- Lack of support

An ensemble roll showing number of students and the teacher's weekly timetable could be useful attachments.



| <p>Workload Advisory Council - Submissions Page 6 of 7</p> <p>Please describe your workload pressure/s. (Please note there is a 2500 character limit).</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <p>If you have any attachments to complement your response, please add. (NOTE: you can upload up to three (3) files. Total must be no more than 2MB)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 85%;">File Name</th> <th style="width: 10%;">Actions</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td style="text-align: center;">[Upload]</td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table> <p>Please describe the impact of the workload pressure/s on you. (Please note there is a 2500 character limit).</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <p>If you have any attachments to complement your response, please add. (NOTE: you can upload up to three (3) files. Total must be no more than 2MB)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 85%;">File Name</th> <th style="width: 10%;">Actions</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td style="text-align: center;">[Upload]</td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table> <p>Please outline potential solutions to the workload pressure/s. (Please note there is a 2500 character limit).</p> <div style="border: 1px solid #ccc; height: 20px; width: 100%;"></div> <p>If you have any attachments to complement your response, please add. (NOTE: you can upload up to three (3) files. Total must be no more than 2MB)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 85%;">File Name</th> <th style="width: 10%;">Actions</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td style="text-align: center;">[Upload]</td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: left;">Previous Next</p> | | File Name | Actions | 1 | | [Upload] | 2 | | | 3 | | | | File Name | Actions | 1 | | [Upload] | 2 | | | 3 | | | | File Name | Actions | 1 | | [Upload] | 2 | | | 3 | | | <p>This workload issue can be mitigated by the Department of Education committing to creating an allocative model.</p> <p>This would provide certainty for schools about their staffing resources as well as transparency and equity for teachers and instructors.</p> <p>Where modelling demonstrates the likelihood of an ensemble exceeding class size targets, additional support would need to be allocated.</p> <p>An allocative model would also determine the staffing cost of JEMS'ed positions, like project officers and non-JEMS'ed positions like school coordinators.</p> | |
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