Sydney Catholic Schools

Independent Education Union of Australia NSW/ACT Branch

Framework for Workplace Practices in Secondary Schools conducted by Sydney Catholic Schools 2020-2021

Sydney Catholic Schools

Independent Education Union of Australia NSW/ACT Branch

CONTENTS

1. Introduction 4

2. Work Categories 4

2.1 Face-to-Face Teaching 5

2.1.1 Total Hours for Secondary Teachers 5

2.1.2 Professional Planning Time (PPT) for Teachers 5

2.1.3 Teaching courses outside of the school timetable 6

2.1.4 Promotion Positions 6

2.1.5 Vocational Education 6

2.1.6 Specialist Teachers 7

2.1.7 Support for Graduate Teachers 7

2.2 Supervision 7

2.3 Meetings and Briefings 7

2.3.1 Definition of Meetings 8

2.3.2 Meeting Times 8

2.3.3 Briefings 8

3. Extras, Supplementary Periods, Classes or Duties in lieu and Year 12 Teachers in Term 4 9

3.1 Extras 9

3.2 Supplementary Periods 9

3.3 Classes or Duties In Lieu 9

3.4 Year 12 Teachers in Term 4 9

4. School Hours 10

4.1 Starting Time 10

4.2 Recess and Lunch 10

5. Part-Time Teachers: 10

5.1 Part-time Teachers in Schools Operating a Five or Ten Day Cycle Timetable 11

5.2 Part-time Teachers in Schools Operating a Timetable which is not on a Five or Ten Day Cycle Timetable 11

5.3 Payment for attendance on non-rostered days 11

6. Casual Teachers 11

7. Instructional Group Sizes 12

7.1 Size of Instructional Groups 12

7.2.Support for students with challenging behaviours 12

8. PRACTICAL CLASSES 13

9.Support for students with challenging behaviours 13

10. School/professional development 14

11. Mobility of appointments in Secondary Schools 14

12. Email policy 14

13. Data collection 15

14. Implementation 15

15. Incidence and duration 15

APPENDIX A- REPLACEMENT OF TEACHERS ABSENT FROM FACE-TO-FACE TEACHING OR PROFESSIONAL SUPERVISORY DUTIES 16

A.1 REPLACEMENT BY TEACHERS ON STAFF 16

A.2 REPLACEMENT BY CASUAL TEACHERS 17

1. Introduction

The objective of this document is to provide a Framework, which allows certainty about work expectations that is enforceable and adhered to by Sydney Catholic Schools staff, whilst retaining flexibility to suit local needs. It operates at its broadest level to provide equity, predictability and consistency within and between schools of the Archdiocese.

In reaching this Agreement, the parties acknowledge that this document is underpinned by each of the entitlements and expectations of teachers in Catholic Schools contained in the relevant Sydney Catholic Schools enterprise agreement applicable to teachers, Sydney Catholic Schools policies and guidelines, and the AITSL and NSW Teaching Standards.

SCS and the IEU acknowledge the importance and changing nature of contemporary teaching. Expectations on teaching staff change with the primary purpose of improving educational outcomes for students. Teachers are expected to operate effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents/carers[1].

SCS and the IEU recognise that teachers are professionals and that as professionals not all of these professional duties can be completed in the hours outlined in this framework. Nevertheless, Principals should aim to achieve equity of duties across all schoolteachers to balance workloads and ensure an appropriate level of work/life balance for all staff.

2. Work Categories

Professional duties are grouped into three categories:

- *Face-to-face teaching*
- *Supervision*
- *Meetings and briefings*

[1] AITSL Teaching Standards https://www.aitsl.edu.au/teach/standards

2.1 Face-to-Face Teaching

Face-to-face teaching is the actual time a teacher spends with an instructional group that is timetabled activities, which require instruction of students, including supervision of students at assemblies and other timetabled school-related activities.

2.1.1 Total Hours for Secondary Teachers

For the purposes of timetable and roster compilation, Principals will ensure that the total hours for face-to-face teaching and supervisory professional duties do not exceed 22 hours per week (or its equivalent per cycle). Such amount is the sum of the following three items:

- the number of hours of face-to-face teaching of all classes
- the number of hours given for release time (where applicable)
- the number of hours involved in supervisory duties which include:
  - sport/activities and travel time to and from such activities, but excluding additional time spent at representative sport which concludes or takes place outside the normal school day.
  - playground and bus supervision
  - home room administration / pastoral care periods
  - year and whole school assemblies
  - study supervision/silent reading periods
  - time spent travelling between campuses on a multi-campus school.

Note: Not more than 20 hours of face-to-face classroom teaching (or 18 hours 40 minutes of teaching plus sport) may be timetabled within the 22 hours framework in this clause.

2.1.2 Professional Planning Time (PPT) for Teachers

The professional practice of a teacher requires that a teacher is released from face-to-face teaching in order to "plan for and implement effective teaching and learning" (Australian Teacher Standards, Standard 3). This requires that a teacher, among other things:

- establish challenging learning goals
- plan, structure and sequence learning programs
- evaluate and improve teaching programs

- engage parents in the educative process

In addition, the work of the teacher requires that they assess student learning and provide feedback to students on their learning (Australian Teacher Standards, Standard 5).

Professional Planning Time is programmed into the timetable of secondary teachers where a teacher is not conducting face to face teaching or supervisory duties.

2.1.3 Teaching courses outside of the school timetable

All class time programmed outside the normal timetable of the school for Year 11 and 12 classes is counted within the 20 hours of face-to-face teaching per week. The arrangement for a teacher required to teach outside the normal timetable may differ between teachers and would usually include compensatory late start and or early finishes or other arrangements as may be agreed between the teacher and the Principal.

2.1.4 Promotion Positions

A Coordinator/Middle Leader and/or Assistant shall be entitled to additional release time. Release time is calculated to the nearest period and obtained by a reduction of 50% for Assistant Principals, 30% for three-point co-ordinators, 20% for two-point co-ordinators and 10% for one-point co-ordinators from the standard teaching load.

A Principal may allocate extra release time to co-ordinators for pastoral care or to meet specific needs within the school, but the extra release time allocated will not be greater than the minimum time allocated to a co-ordinator with more points. An Assistant Principal may be allocated additional release time up to 80% of the full-time teaching load. Additional release time allocated by the Principal over and above the minimum in the paragraph above will be reviewed annually and may vary from year to year.

A Principal may allocate release time to teachers not in paid promotion positions for specific duties on an annual basis.

2.1.5 Vocational Education

The parties recognise that the requirements of Vocational Education programs in schools make unique demands on teachers and this has an impact on their workload. Some examples include:

- the ongoing need to meet external Australian Quality Training Framework standards, including maintaining current VET teaching qualifications,
- the requirement to consult with industry, primarily through student work placement planning and visits

The parties agree that total workload requirements should be discussed with the Principal and appropriate release provided within the resources currently available to the school.

2.1.6 Specialist Teachers

Teachers who have particular duties, including Special Education Teachers, Teachers of English as an Additional Language or Dialect, Literacy and Information Teachers, and other specialist teachers are expected to meet all the requirements of a teacher consistent with the expectations of a classroom teacher. This includes a contribution to planning, programming and assessment, collaboration with classroom teachers, management of student behaviour, involvement in school co-curricular activities and all other expectations of a teacher proportionate to their FTE.

2.1.7 Support for Graduate Teachers

Additional release from face to face teaching will be provided to support Graduate Teachers, by providing 12 days release per teacher from the commencement of employment; of which, one day is to participate in the SCS's new teacher orientation day, seven days for teacher support and four days for the Teacher's supervisor. This support for Graduate Teachers must be offered within the initial year of employment and be provided within the first two years. The Principal will consult with the Graduate Teacher on commencement and the supervisor as to how the seven days and four days are to be scheduled; provided that such days shall be directed to assist the Teacher in meeting Proficient Teacher accreditation requirements.

2.2 Supervision

Principals should aim for an equitable distribution of supervision duties (such as supervision of the playground before, after school, and at lunch and recess and transport supervision) across all teaching staff and should consult with staff regarding any proposed changes to current supervision arrangements.

2.3 Meetings and Briefings

Principals are encouraged to use efficient/creative ways of disseminating information to staff.

2.3.1 Definition of Meetings

For the purpose of this clause, staff meetings include all meetings convened or authorised by the Principal/School Executive including school/year/stage meetings, subject meetings, committee and curriculum meetings and planning sessions. Meetings do not include parent/teacher nights, morning briefings as referred to in Clause 2.3.3 and co-curricular activities.

2.3.2 Meeting Times

In consultation with staff, the Principal will determine the number and configuration of staff meetings and will publish the dates on an annual or term basis. Dates may be varied after publication, following consultation with staff, if circumstances necessitate a change. Principals may call an emergency meeting if required.

Where staff meeting time is structured to provide staff professional development, the Principal will, if possible, register such professional development for the purposes of ongoing Teacher Accreditation requirements.

Over a 10 week term, a teacher may expect to attend up to 10 hours at meetings convened or authorised by the Principal/School Executive which includes all staff, subject or year group meetings. It excludes parent/teacher nights and other items classed as co-curricular activities. Middle Leaders/Coordinators and members of the Leadership/Executive team would ordinarily spend additional time each term at meetings.

2.3.3 Briefings

If required, a staff briefing may be held prior to the commencement of the teaching day. Provided such briefings are generally no more than 20 minutes duration and held generally no more frequently than once per week or occasionally two a week where unforeseen circumstances require it, such briefings do not count as meetings for the purpose of Clause 2.3.2.

Principals should aim to restrict the number and length of any briefing to enable staff to use the time before school for professional duties and preparation prior to classes commencing and engagement with colleagues in conversations around pedagogy and teaching practice. A morning briefing should be used to inform teachers of administrative matters impacting the

school, only where such matters cannot be effectively communicated by way of staff email, electronic or physical staff notice board or via appropriate electronic platforms such as ONCE.

3. Extras, Supplementary Periods, Classes or Duties in lieu and Year 12 Teachers in Term 4

3.1 Extras

An extra is an allocated supervisory period of time above the teacher's regular full-time workload as defined in 2.1 (or pro rata workload for part-time teachers)

Over the course of a year, teachers may expect to take up to 15 hours of extras with not more than five hours of extras per term. Where possible, Graduate Teachers will be exempt from taking extras during their first twelve months of service.

See **Appendix A - Replacement of Teachers Absent from Face-to-face Teaching or Professional Supervisory Duties** for details about the replacement of absent teachers.

3.2 Supplementary Periods

To promote equity, supplementary periods will be allocated to teachers who are not timetabled for the number of periods which are deemed to be the usual full-time face-to-face teaching load per week or per cycle. Supplementary periods are not extras but are given to 'top up' a teaching load to the full load for that school. Supplementary periods are allocated to replace teachers who are absent. Teachers will be advised at the start of the year how many supplementary periods they can expect to receive.

3.3 Classes or Duties In Lieu

If assigned classes are absent, other classes or duties may be assigned "in lieu" of the assigned classes.

3.4 Year 12 Teachers in Term 4

During Term 4, a teacher who has been teaching Year 12 classes may be assigned other timetabled classes up to one-third "in lieu" of her/his Term 1, 2 and 3 Year 12 class load.

Alternatively, a teacher may be assigned duties up to one-half "in lieu" of her/his Term 1 – 3 Year 12 class load. Term 4 arrangements for Year 12 teachers can commence when Year 12 have finished regular classes or timetabled tutorials for the year.

In making these arrangements, Principals will be mindful of the need for Year 12 students to have access to their teachers.

4. School Hours

4.1 Starting Time

Unless a teacher has been rostered for pre-school supervision or classes, normal starting time for all teachers will be 10 minutes before the first scheduled activity (e.g. teaching, home room or class), other than on occasions when a morning briefing is held. (As with meetings, Principals are encouraged to use efficient/creative ways of disseminating information to staff). Schools will set the starting time having regard to the travel and family needs of teachers and students. If there is a proposal to change the starting time of the school, teachers will be consulted.

4.2 Recess and Lunch

Teachers are entitled to a lunch break of at least 30 minutes free of disruptions and meetings, and are free to leave the school premises during this time provided the school administration is notified according to processes established by the Principal.

Teachers who are required to undertake supervision during morning recess will be free from face-to-face teaching for at least 20 minutes before or after morning recess. Teachers who are required to undertake supervision during lunch will be free from face-to-face teaching for at least 30 minutes before or after lunch.

5. Part-Time Teachers:

A part-time instructional group teacher will be:

- assigned a number of hours of face-to-face teaching in proportion to the number of hours assigned to a full-time teacher at that school

- assigned supervisory duties in proportion to the number of hours of supervision assigned to a full-time teacher; and

- required to attend a proportionate number of after-school meetings, on rostered work days.

5.1 Part-time Teachers in Schools Operating a Five or Ten Day Cycle Timetable

In schools operating a five or ten day timetable, a part-time teacher employed as 0.8 FTE may be assigned classes on 4-5 days per week. A part-time teacher employed as 0.6 or 0.7 FTE may be assigned classes on 3-4 days per week. A part time teacher employed as 0.4 or 0.5 may be assigned classes on 2-3 days per week. A part-time teacher employed as 0.2 or 0.3 FTE may be assigned classes on 1-2 days per week.

5.2 Part-time Teachers in Schools Operating a Timetable which is not on a Five or Ten Day Cycle Timetable

Where schools operate a timetable pattern which is not on a five or ten day cycle, the Principal and the part-time teacher will negotiate the days and hours of attendance. This shall be done in accordance with the foregoing general principles for part-time teachers' attendance.

5.3 Payment for attendance on non-rostered days

Where a part-time teacher attends a whole-day or substantially whole-day staff development day, which is not a rostered work day, she/he will be paid at casual rates for the day.

6. Casual Teachers

The parties acknowledge the importance of attracting and retaining casual teachers. When assigning duties to a casual teacher the school should be mindful of ensuring reasonable

workloads. Before the commencement of duties, the casual teacher will be informed of the duties for that day. Relevant industrial entitlements for teachers are observed in the employment of casual teachers.

7. Instructional Group Sizes

7.1 Size of Instructional Groups

Years 7-10 instructional groups

An instructional group within Years 7-10 should be limited to 30 students.

Years 11-12 instructional groups

An instructional group within Years 11-12 should be limited to 25 students.

Instructional Groups Generally

SCS and the IEU recognise that in limited circumstances some classes may exceed the numbers above by agreement with the class teachers impacted, due to streaming in some subjects, changes in students' electives in Year 11 and the desire of staff in a KLA to run small course candidature senior classes.

Where a class exceeds the above numbers, the Principal will consult and discuss with the teacher appropriate measures of compensation.

7.2.Support for students with identified special needs

In consultation with teachers, Principals should take into account the number of students with identified specific needs, the nature of these needs and the specific needs of each teacher when instructional groups are being arranged for the coming year or prior to the Principal placing students throughout the year. Appropriate additional loading and/or instructional group support will be determined in consultation with the teacher and SCS and according to available resources.

8. Practical Classes

Practical classes are among those that may require a higher duty of care, may involve the use of materials and/or equipment which may be injurious to the health of students or they may have a significant practical (hands on) component.

Activities within a curriculum area which involve an element of risk to the student and staff will be organised in accordance with the recommendations of a risk assessment having regard to the learning outcomes being pursued. Practical classes in Years 7 to 12 shall be organised and resourced with respect to the outcomes of risk management pursuant to the WHS Act and Regulations.

Classes conducted within Technical and Applied Studies (TAS) and the Visual Arts component of Creative and Performing Arts should not exceed 24 students. In TAS practical classes, the number of students must not exceed the number of work stations.

It is acknowledged that Music, Drama, Physical Education and Science have significant practical components and may need to be reduced in size at times of certain activities, dependent on a risk assessment.

In the event of a dispute arising and not being settled locally, the individual teacher may raise their actual class circumstances with the Independent Education Union to enable discussions to take place. These discussions may involve the relevant SCS personnel to ensure that the matter is resolved to the satisfaction of all parties.

SCS and the IEU will meet from time to time to review the working of this clause and in respect of any requirements of the Board of Studies (or VETAB in respect of VET) in relation to the practical component of any curriculum area.

9.Support for students with challenging behaviours

(a) Employees may raise concerns about workplace health and safety in relation to students with challenging behaviours via the WHS committee at their school, through their IEU representative or directly with school leadership.

(b) Where a child represents a serious risk to the safety of employees, other students or the child, Sydney Catholic Schools will act within a reasonable and appropriate timeframe to

ensure the health and safety of staff and students in accordance with Work Health and Safety obligations and the "Supporting Students with Complex Social and Emotional Needs" policy and guidelines. SCS will conduct a risk assessment and work collaboratively to develop strategies to support the student and teacher. This may involve the support of the wellbeing team, education and research team and/or other relevant supports.

10. School/professional development

Teachers will be provided with a minimum of five school/professional development days per annum. Two of these days will be scheduled for the last two days of Term 4 and will have the same status as other pupil-free, professional development days. These days will not ordinarily be substituted for any other pupil-free time in the school year. School/professional development days are not included in the meeting times for a school term.

11. Mobility of appointments in Secondary Schools

The Employer is concerned, with the resources available to it, to support the professional life of Teachers as well as ensuring the equitable distribution of skilled and motivated teaching staff between and among schools. Further, the Employer is concerned to maintain and develop possible employment opportunities for staff, including enhancing access to Middle Leader positions in schools by staff from other schools. The parties encourage staff to move regularly throughout their careers to ensure they have experience in a variety of school, educational and pedagogical environments. For continual professional growth and development, staff are encouraged to consider a move between schools after ten years in one school. The SCS Teacher Exchange Policy will continue to apply for movements between SCS schools and beyond the network on a temporary basis. A teacher may also request a transfer after five years in one school.

12. Email policy

SCS supports work life balance for staff and advises that employees are not expected to reply to emails outside of ordinary work hours (other than in the case of a genuine emergency). SCS has developed a parent communication information sheet which is available on the intranet policy portal which will inform all parents of this expectation.

13. Data collection

SCS recognises that data is collected with the objective of improving teaching and learning. SCS is implementing the ONCE system with the intention that data will only be collected ONCE in one program and to avoid duplication of data wherever possible. Data collection will ordinarily only be required for improving teaching and learning or if required by the government.

14. Implementation

Any teacher who has concerns that a provision of this Agreement is not being implemented or is the cause of unnecessary hardship or difficulty should first raise the matter with her/his Principal. The IEU Chapter representative may need to become involved. The school's People and Culture Business Partner and/or IEU organiser may also become involved in the resolution of the issue if attempts to resolve the matter at a school level have been unsuccessful.

15. Incidence and duration

The parties agree this Agreement will come into effect from the 2020 school year, will have a nominal life of two years and will conclude 31 December 2021.

Tony Farley
Executive Director of Sydney Catholic Schools

Date: 22/10/2020

Mark Northam
Secretary
Independent Education Union of Australia (NSW/ACT Branch)

Date: 22/10/2020

Sydney Catholic Schools

Independent Education Union of Australia NSW/ACT Branch

APPENDIX A- REPLACEMENT OF TEACHERS ABSENT FROM FACE-TO-FACE TEACHING OR PROFESSIONAL SUPERVISORY DUTIES

This Appendix sets out when a teacher who is absent will be replaced by another teacher on staff and when an absent teacher will be replaced by a casual teacher.

A.1 REPLACEMENT BY TEACHERS ON STAFF

Teachers who are absent from their assigned duties for the one of the reasons listed below (a) to (e) will be replaced by a teacher on staff:

(a) Teachers Absent on Sick or Personal/Carer's Leave

All teachers on the first day of sick leave or personal/carer's leave, unless it is known in advance that the teacher will be away for a week or longer.

(b) Teachers Attending Inservices or Meetings

Teachers attending approved inservices or meetings within or outside the school which do not have funding for release.

(c) Teachers Involved in Activities

Teachers involved in activities of a school or school-related nature (e.g. sports, work experience supervision, excursion or camp).

(d) Inability to Appoint Casual Teachers

Teachers who are absent outside the categories listed above for whom a suitable replacement casual teacher cannot be appointed.

(e) Partial Absence of Teachers

Teachers who are granted leave by the Principal for part of a school day.

The replacement teacher will be selected in the following order:

* a teacher who is taking the class "in lieu of" regular classes; then

* a teacher who is assigned supplementary periods; then
* a teacher taking an "extra", up to 15 hours of extras a year with not more than five hours of extras per term.

A.2 REPLACEMENT BY CASUAL TEACHERS

Teachers who are absent from their assigned duties for the reasons listed below (a) to (c) will be replaced by casual teachers.

(a) Teachers Absent on Sick or Personal/Carer's Leave

All teachers on the second and subsequent day of sick leave or personal/carer's leave will be replaced by a casual teacher. If it is known in advance that a teacher will be away for a week or longer, a casual teacher will be employed for the duration of the leave from the first day. If two or more teachers are absent on the first day of sick or personal/carer's leave, one casual teacher may be employed for every two teachers absent.

(b) Teachers Absent on Leave Without Pay (or unpaid Maternity Leave)

Teachers on leave without pay (up to four weeks) will be replaced by a casual teacher. After four weeks, the provisions of the Enterprise Agreement regarding employment of a temporary teacher will apply.

(c) Teachers Absent on Paid Leave

Teachers absent on paid leave for up to four weeks will be replaced by a casual teacher. After four weeks, the provisions of the Enterprise Agreement regarding employment of a temporary teacher will apply.

Principal's Discretion

Principals may authorise the employment of a casual teacher if there are insufficient teachers available to meet the operational needs of the school.