

IN THE FAIR WORK COMMISSION

S. 158 - application to vary or revoke a modern award

Application by the Independent Education Union of Australia (130N)

AM2018/9

AEU FURTHER RESPONSE SUBMISSIONS

(Filed pursuant to the directions made on 7 June 2021)

A. Summary

1. These are the AEU's further response submissions filed in accordance with direction [3].
2. As previously, the AEU wishes to be heard only as to two issues:
 - (a) Issue 1 – Level 5 criteria - the issue is that Level 5 criteria ought to be sufficiently broad to permit teachers in non-HALT jurisdictions to attain classification at Level 5 - clause 14.9; and
 - (b) Issue 2 - support for PRT's – making reasonable release where operationally practicable available for mentors- clause 14.11.

Issue 1

3. As no other party put response submissions as to Issue 1, the AEU relies on its previous submissions.

Issue 2 - reasonable release where operationally practicable for mentors/supervisors

4. As to Issue 2 there is a dispute between the AEU (on the one hand) and ACA and ABI (on the other) as to whether the Award ought to prescribe reasonable release from ordinary duties for mentors/supervisors to support PRT's where operationally practicable.¹ That is, the reasonable release for PRTs that is part of the Consent Position of the IEU/ACA in cl. 14.11 would also be available to mentors/supervisors who support PRTs.
5. As to this issue, the AEU modifies its previous draft of its proposed clause 14.11 to add the words “without loss of pay” for a PRT and/or mentor or supervisor (emphasis below):

¹ No other party has argued a position as to this issue.

14.11 Support for new teachers

- (a) *It is the responsibility of the individual Level 1 teacher to achieve accreditation or registration at the level of proficient teacher within the required timeframes. The employer will support the Level 1 teacher to obtain accreditation or registration at the proficient teacher standard, which will include reasonable release **without loss of pay** from ordinary duties for the Level 1 teacher and for a mentor or supervisor assisting the Level 1 teacher to achieve accreditation or registration at the proficient teacher standard where operationally practicable.*

B. Submissions as to the evidence

Documents of regulatory authorities

6. The AEU and the IEU have previously referred to the publicly available teaching regulators' documents in Victoria and NSW that summarise the role, duties and workload of a mentor who supports a PRT. The AEU has appended as Schedule 1 to these submissions a table which summarises (in a neutral way) the mentor's role in each state and territory. Links are provided to the regulators' website-published documents in each jurisdiction. The regulators' documents are the best evidence of what is entailed in acting as a mentor. The AEU relies upon those public documents.

Evidence from individuals: Ms Nightingale (AEU), Ms Totinto and Ms Drake (senior ECTs)

7. The AEU (on 14 July 2021) filed a witness statement of Ms Cara Nightingale in support of its position. The gist of Ms Nightingale's evidence was that a PRT's mentor must undertake substantial work in addition to ordinary duties.
8. In response, ACA and ABI have filed two witness statements of Ms Rita Totinto and Ms Rhonda Drake in support of its competing position. The gist of that evidence is that Ms Nightingale overstates the work of a mentor and a PRT and that there is a real cost to employers of providing reasonable release for mentors.

AEU's propositions drawn from the evidence

9. The AEU does not consider the Commission would be assisted by cross-examination as to the understandably different perspectives of the individuals (the differences are not necessary to resolve the current application).²
10. The AEU submits that certain propositions can be drawn from the evidence as filed.
11. Across jurisdictions, PRTs must demonstrate that they have met the APSTs for a proficient teacher to attain full registration.
12. The NFTR (the national teacher registration framework), Appendix 1 states that PRTs will be provided with appropriate support to achieve the standards in the APSTs necessary for full registration.
13. Across jurisdictions, the means of support provided to a PRT to reach full registration in line with the NFTR is by way of mentoring/supervision. Allowing for some differences of emphasis, there is substantial commonality in the description of mentors' roles across jurisdictions: a mentor will observe, discuss and assist a PRT to reflect on their practice (Victoria);³ a mentor will observe the teacher's practice over time, provide timely and constructive feedback and prepare an observation report for the purposes of finalising accreditation (NSW);⁴ a mentor's duties involve regularly meeting with the PRT, assisting a PRT to set learning goals and participating in a professional guidance panel (ACT).⁵ Largely similar roles are outlined in other states and territories.
14. The new remuneration structure depends on mentors. If senior teachers do not act as mentors, PRTs will not be able to achieve the APSTs necessary for full registration. For the new remuneration structure to operate in a practical way [s. 142(1)(b)] , it depends on senior teachers acting as mentors, so PRTs can advance from Level 1 to Level 2
15. Mentors of PRTs take on the workload of mentoring in addition to their ordinary duties. It has not been submitted that an employer may give a lawful and reasonable direction

² Ms Nightingale will be available for cross-examination if required.

³ See: Victorian Institute of Teaching, *Supporting Provisionally Registered Teachers: A Guide to the (Full) Registration Process*, p15.

⁴ NSW Education Standards Authority (NESAs), *Supervisor Guide*, p3.

⁵ *Progressing from Provisional to Full Registration: A Guide for Provisionally Registered Teachers in the ACT*, pp3, 9 and 10.

under an employment contract that a senior teacher act as a mentor to a PRT in addition to their ordinary duties.

16. Sometimes a mentor and a PRT will have the same employer. This is most common in schools (as larger employers). Often in smaller early childhood centres, a PRT's mentor will be employed by a different employer, there being no available mentor within the same workplace.
17. Ms Drake's evidence will be that she acts as a mentor because she believes strongly in "giving back" to the teaching profession.⁶ Previously, and doubtless into the future, like Ms Drake, many mentors will take on the workload of mentoring out of professionalism, collegiality and/or to "give back" to the teaching profession.⁷ Ms Drake also acknowledges that ECT's in her employment who have acted as mentors have been provided with "time off" if only for the limited purpose of visiting teachers to observe practice or having scheduled discussions.⁸
18. There is an incontrovertible public interest in senior teachers acting as mentors and passing their skills and experience down the profession to new teachers. Students and the community are the ultimate beneficiaries. Reasonable release serves the public interest by supporting mentoring being done well and serving as a statement of the Commission's assessment that it is important as a feature of the new remuneration structure. There is no other Award statement of the value of the work.
19. A personal professional benefit accrues to any mentor: the mentor stays in touch with best practice, enhances knowledge of APSTs, is likely to reflect on their own practice (thereby improving it) and will often derive professional satisfaction from the role. Ms Totino's (a NSW centre director) evidence will be that if she were required to release a supervisor from duty to supervise a PRT of another employer "this would be a significant disruption to my business and an additional cost with no benefit to my business."⁹ The AEU cannot contest that she holds that view but disputes the "no benefit" contention.

⁶ Ms Drake, WS, [11].

⁷ I.e., See Ms Drake, [11].

⁸ Ms Drake, [19].

⁹ Ms Totino, WS [29].

Because mentoring is likely to involve a senior teacher in a reflection on the senior teacher's own practice, it is more likely than not to enhance the mentor's own teaching, with a consequential benefit to the employer.

20. The issue for decision requires consideration of whether the *personal* benefit to the mentor (benefits in the nature of a sense of "giving back", acting professionally and with collegiality and/or enhancing of own skills) is sufficient. The AEU's position is that the inter-linkage of the Award remuneration scale and teacher registration means that the value of the mentor's additional work should be *industrially* recognised in the Award. Mentors are integral to the remuneration structure. There ought to be a safety net award protection for those who do mentoring work so that the remuneration structure can operate in a practical way: s. 142(1)(b).
21. Ms Nightingale assesses work involved in being a mentor is approximately 7 days' work.¹⁰ The tenor of Ms Drake's evidence and Mr Totino's evidence is that Ms Nightingale's assessment overstates the extent of work involved over and above normal duties. Provided the Commission accepts that the work of a mentor entails substantial work over and above ordinary duties (and the AEU submits that must be the conclusion from the regulators' documents) the inbuilt flexibility of a clause that permits reasonable release where operationally practicable means that it is not necessary to resolve the controversy as to the extent of the additional work.
22. In Victoria, current government funding makes available up to \$2872 per PRT.¹¹ The funding model is flexible: money may be made available to backfill for the PRT, a mentor or a combination of both. No funding is available in other states or territories.

C. The evidence in light of s. 134 and conclusion

23. Section 134 (the modern awards objective) calls for an evaluative judgment: see April Reasons, [220]. A summary of the elements of the AEU's submission follows: (1) the

¹⁰ Ms Nightingale, WS, [34].

¹¹ See:

https://www.education.vic.gov.au/childhood/professionals/profdev/Pages/provisionally_registered_teachers_funding.aspx

new remuneration structure is tied to teacher registration: April Reasons, [653]; (2) the NFTR (Appendix 1) states that PRTs will be provided with support to attain full registration; (3) in each state and territory, the means of providing PRT's with that support in line with the NFTR is the adoption of a system of linking the PRT with a mentor/supervisor (see various regulatory guides); (4) mentors to PRTs assume an workload over and above their ordinary duties; (5) because the new remuneration structure envisages a PRT advancing to Level 2 on attaining full registration, and a PRT can only attain full registration with a mentor's support, the new system depends on mentors to operate in a practical way: s. 142(1)(a).

24. As a result, it is fair that the Award safety net provide support for mentors. Reasonable release balanced with operational practicability balances the interests of employers and employees. Further, a safety net provision is likely to support the quality of mentoring. Formalised support for mentors is in the broader public interest because it enhances teaching quality.

25. ACA/ABI submits that it would offend the requirements of s.138 to require an employer to pay an employee to go and do something in another employer's business: ACA/ABI, [22]. The AEU disagrees.

26. Ms Totino's evidence at [27] is as follows:

“As an owner it would not be prudent for me to have an employee who is a Supervisor to release a teacher/Supervisor to assist another teacher employed by someone else outside of my centres to achieve proficiency.”

27. If the position of a refusal to release were replicated across all employers, it would be a real impediment to PRT's achieving full registration (and to the practical operation of the remuneration structure) where a PRT could not find a mentor within their own employment. No mentors, means no support for PRT to achieve full registration. Employer cost is relevant but not the only, or even the pre-eminent, factor. The AEU's proposed clause has an inbuilt flexibility to ensure fairness for employer and employee alike because it balances reasonable release with what is operationally practicable.

Other issues – extent of PRT “reasonable release”

28. At 3(b) of their response submissions, ACA/ABI submit that the “AEU appears to be inviting the FWC to comment on what might be reasonable release for an Early Childhood Teacher (ECT)”. The AEU does not intend that the Commission “comment” on the bounds of reasonable release.
29. Subject to the clarification that reasonable release would be “without loss of pay” above, the AEU expressly supports the IEU/ACA consent position for reasonable release where operationally practicable for PRTs: cl. 14.11.¹²
30. Ms Nightingale assesses the average additional work for a PRT seeking to attain full registration over and above ordinary duties at a higher level (approximately 10 days)¹³ than does Ms Drake (4 days).¹⁴ Even allowing for that difference, the evidence of each of Ms Drake and Ms Nightingale supports the consent position in cl. 14.11 as to PRTs. It is not necessary to resolve (on this application) any difference between Ms Nightingale and Ms Drake on what form reasonable release may take in any particular case.
31. The clause has an inbuilt flexibility as a matter of fairness to both parties: what may constitute reasonable release and what may be operationally practicable may vary by reference to an individual PRT’s requirements and/or the requirements of the enterprise in which the PRT works (among other matters). The clause as crafted, in the event of concerns, directs employee/employer discussion and, in the event of dispute, provides access to clause 31 (the dispute resolution process): see cl. 14.11(b). The same submission applies to reasonable release for mentors.

The AEU proposed variation

32. The AEU has filed a further amended proposed variation which sets out:
 - (a) that reasonable release under cl. 14.11 ought to be “without loss of pay” (as above);and

¹² See AEU submissions, 14 July 2021, [13(a)].

¹³ Ms Nightingale, [23].

¹⁴ Ms Drake, WS, [43]

- (b) a new cl. 14.9(c) that Level 5 recognition in a non-HALT jurisdiction must be renewed after 5 years (see: AEU's acknowledgment of CER's submissions as set out in paragraph 15 of the AEU's Response Submissions filed on 30 July 2021).

Dated: 13 August 2021

Mark Champion
Australian Education Union

Schedule 1

Table of mentor role, duties and workload across state and territory jurisdictions

Jurisdiction	Terminology	Summary of mentor role, duties, workload	Link to source regarding mentor role, duties, workload
NSW	Terminology: provisional to proficient accreditation with applicant's practice observed by a supervisor.	<p>The NSW Education Standards Authority (NESA) <i>Supervisor Guide</i> summarises supervisor's role and workload at page 3-4:</p> <ul style="list-style-type: none"> - providing advice and feedback to teachers to support them in meeting the Standards for Proficient Teacher. - determining when a valid and reliable decision can be made about a teacher's practice against the Standards, in consultation with the teacher and the TAA. - advising the teacher and the principal or TAA in writing of any issue/s with a teacher's practice that may negatively impact on the Proficient Teacher accreditation decision. - observing the teacher's practice over time, providing timely and constructive feedback, and an observation report for the purposes of finalising accreditation. - collaborating with the teacher to help them select appropriate evidence to annotate and submit, and confirming that the teacher's annotated documentary evidence addresses the identified Standard Descriptors. - completing a Proficient Teacher Accreditation Report describing how the teacher's practice meets each of the seven Standards. 	The NESA <i>Supervisor Guide</i> is accessible here .
VIC	Terminology is provisional to full registration with applicant's practice	The Victorian Institute of Teaching (VIT) <i>Supporting Provisionally Registered Teachers: A guide to the (full) registration process</i> refers to at various points the role of mentors at Stages 1-5 of a provisionally registered teacher's Inquiry Process – see pages 10-19 for various references to mentor duties.	The VIT <i>Supporting Provisionally Registered Teachers: A guide to the (full)</i>

	observed by a mentor.	The Victorian Department of Education and Training and the VIT co-authored the <i>Mentoring Capability Framework</i> , which provides further descriptions of mentor duties – see pages 8, 10, 12, 14, 16, 18.	<i>registration</i> is accessible here . The Department and VIT <i>Mentoring Capability Framework</i> is accessible here .
QLD	Terminology is provisional to full registration overseen by mentor/reviewer.	The QCT <i>Evidence Guide</i> refers to the duties of mentors in assisting a provisionally registered teacher (PRT) to move to full registration. Duties include: observing practice (p 6, 8); meeting with the PRT (p 6, 8); record observations (p 27); discuss with PRT the evidence of practice they intend to present (p 32).	The QCT <i>Evidence Guide</i> is available here .
SA	Terminology is provisional to (full) registration overseen by evaluator.	In SA, the evaluator role performs a dual role as both a mentor and as the main assessor of whether the PRT’s practice meets the Proficient level of the APST. The application form to apply for full registration contains a section, at page 4 of 6, to be completed by the evaluator, which refers to the evaluator’s duties. The evaluator must have: reviewed evidence from the PRT that the PRT meets the Proficient level of the APST; have observed the PRT’s practice; and knows the PRT and their practice sufficiently to make a holistic judgement about the PRT’s ability to meet the APST at the Proficient level.	The Teachers Registration Board of South Australia’s application form is accessible here .
WA	Terminology is provisional to full Registration overseen by a mentor or supervisor.	The TRBWA <i>Guide to Evidencing the Professional Standards at the Proficient Level</i> refers to the duties of mentors in assisting a provisionally registered teacher (PRT) to move to full registration. Duties include: - Observing and providing feedback regarding PRT practice (p 9). - Advise PRT about how to construct effective teaching programs (p 11).	The TRBWA <i>Guide to Evidencing the Professional Standards at the Proficient Level</i> is accessible here .

		<p>-- Meet with PRT to provide feedback regarding PRT's teaching program, and new versions of the teaching program (p 11)</p> <p>- Observe the teacher's practice in, for example, meetings, during assemblies and community meetings, on excursions, in parent/teacher meetings (p 30).</p>	
TAS	Terminology is provisional to Full Registration and overseen by a mentor.	<p>The Teachers Registration Board of Tasmania <i>Progressing To Full Registration: Principal, Mentor & Panel Handbook</i> refers to mentor duties:</p> <p>- Provide the PRT/applicant with regular planned opportunities for professional discussion and reflection in relation to their everyday teaching practice (p 6).</p> <p>- Document a minimum of one (1) and up to three (3) classroom observations for the applicant (either themselves or ensure that other suitable teachers with Full Registration do so) (p 6).</p> <p>- The Mentor provides verbal feedback to the applicant in a post-observation meeting (p 7).</p> <p>- Assist the PRT with the curation of their artefacts of practice into fully annotated evidence samples/evidence sets, ensuring that each standard descriptor is only fully evidenced and annotated once and that none of them have been overlooked (p 7).</p> <p>- Be a member of the workplace/assessment panel to review the evidence submitted and make a recommendation for either full registration or continued provisional registration (p 7).</p>	The Teachers Registration Board of Tasmania <i>Progressing To Full Registration: Principal, Mentor & Panel Handbook</i> is accessible here .
NT	Terminology is provisional to Full Registration and overseen by a mentor.	<p>The Teacher Registration Board of the Northern Territory <i>Guide to Applying for Full Registration</i> refers to mentors' duties:</p> <p>- Two observations of the PRT's practice, including providing feedback drawing on the APST (p4).</p> <p>- Review and endorse commentaries by the PRT on three professional development ideas (p 6).</p> <p>- Listen, ask questions, and challenge teacher practice and share critical professional knowledge via formal</p>	The Teacher Registration Board of the Northern Territory <i>Guide to Applying for Full Registration</i> is accessible here .

		<p>and informal methods such as providing written feedback and reflection (p 10).</p> <ul style="list-style-type: none"> - Participate in the school-based panel to assess the provisionally registered teacher's evidence against the Standards and to sign-off on the panel recommendation for Full Registration (p 10). 	
ACT	<p>Terminology is provisional to Full Registration and overseen by a mentor.</p>	<p>The Australian Capital Territory's Teacher Quality Institute <i>Progressing from Provisional to Full Registration A guide for Provisionally Registered Teachers in the ACT</i> refers to mentors duties:</p> <ul style="list-style-type: none"> - Regularly meet with the PRT (p 3). - Assist PRT to set learning goals, (p 3). - Assist PRT to select evidence of teaching practice, and assist PRT to reflect on teaching and learning (p 9). - Based on observation of practice, prepare statement on reflective cycle (plan, conduct, review) (p 10). - Participate on Professional Guidance Panel (the Panel assesses and recommends a PRT for full registration) (p 41). 	<p>The Australian Capital Territory's Teacher Quality Institute <i>Progressing from Provisional to Full Registration A guide for Provisionally Registered Teachers in the ACT</i> is not publicly accessible, and was provided to the AEU on request; it is attached to this Schedule as 'Schedule 1, Attachment 1'.</p>



Progressing from Provisional to Full Registration

A guide for Provisionally Registered Teachers in the ACT





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About TQI

The ACT Teacher Quality Institute (TQI) is an independent statutory authority with responsibility for the professional registration of teachers working in ACT Catholic, Independent and Public schools. Teacher registration with TQI is legislated under the *ACT Teacher Quality Institute Act 2010*, and links closely to the *Australian Professional Standards for Teachers* – both integral elements of the career-long continuum of teacher learning and professional growth.

Welcome to the Teaching Profession

Your registration as a teacher through the ACT Teacher Quality Institute is an important marker in your teaching career. This guide details the provisional to full registration process for ACT provisionally registered teachers who teach in schools in the ACT.

Teacher registration ensures the integrity and accountability of the profession by maintaining standards for professional practice and conduct. It recognises the importance of teaching as a profession, the expertise of teachers and the position of trust and responsibility they hold in the community.

The *Australian Professional Standards for Teachers* make explicit what you need to know and be able to do as a quality teacher at four career stages in a continuum of increasing proficiency to build expertise and confidence. As newly qualified teachers or as experienced teachers returning to the profession, this guide will explain to you how you can demonstrate your achievement of the Proficient level Professional Standards in order to progress from provisional to full teacher registration.

The required evidence and support aligns with school and system teacher appraisal/reporting processes and school improvement frameworks currently in use in ACT schools, and with national teacher quality frameworks.

What now?

As a qualified teacher you have already met the Graduate Standards, and now need to demonstrate your achievement of the Proficient level Professional Standards using evidence of your day-to-day classroom practice and teacher identity and professionalism. To do this you need to have:

1. taught in an Australian or New Zealand school for a full school year or more
2. participated in a work-embedded assessment process in the school where you teach
3. received support from your school-based Professional Guidance Panel (refer to the 'Quick reference checklist' on the next page)
4. selected and presented to your guidance panel, evidence of your professional practice, knowledge and engagement at the Proficient level of the *Australian Professional Standards for Teachers*
5. completed the required 20 hours of reflected Professional Learning over the previous year
6. maintained professional conduct in accordance with the *Code of Professional Practice and Conduct for ACT teachers*, and
7. been recommended by the principal for Full registration following the presentation of your professional evidence. The Principal recommendation for full registration must be completed by an ACT principal or their delegate.

A Professional Guidance Panel is formed early in your employment. The panel must include the principal or their delegate, your mentor and supervisor and may include others e.g. team teachers. The principal is responsible for the final recommendation for Full registration and the completion of the Recommendation for Full Registration Report.

Progressing from Provisional to Full Registration

Quick reference checklist for ACT teachers in schools in the ACT



1

- clarify process with the Professional Guidance Panel and schedule regular meetings with mentor.
- negotiate the format of the final presentation with the Professional Guidance Panel.



2

- access TQI resources in the portal > resources > Early Career Teachers and on the Events page.
- set learning goals with mentor using the *Australian Professional Standards for Teachers (APST)*.



3

- develop a portfolio of evidence of day-to-day practice at the Proficient level of the APST, identifying areas of strength and for development, with the support of your mentor.*



4

- continue to collect and reflect on evidence of day-to-day practice, including lesson observation, reflection and feedback, and achievement of professional learning goals.*
- review portfolio and check for alignment of evidence, descriptors and annotations.



5

- finalise portfolio of 6 -10 pieces of annotated evidence or evidence sets that demonstrate your achievement at the Proficient level of the Professional Standards.
- complete evidence map.



6

- consult with principal (or delegate) to confirm panel presentation date.
- provide portfolio to Professional Guidance Panel at least two days prior to meeting.
- present portfolio of annotated evidence at school-based panel meeting for assessment and panel recommendation.
- retain a copy of Recommendation Report.
- retain evidence portfolio for TQI quality assurance purposes.
- complete the TQI online application once you have received the TQI Full registration approval email.

*For the comprehensive **Preparing evidence for Professional Guidance Panel presentation and assessment checklist**, please refer to page 34 of this guide.

Provisional to Full Registration

Elements of Professional Growth

Engage in the following ongoing professional practices:



Present evidence to the panel for assessment



Preparing Professional Evidence

Assessment against the Proficient Standards

All teachers benefit from collecting and analysing evidence about their teaching choices.

Teachers identify and collect evidence that provides insight into their teaching and professional practice for their ongoing reflection, feedback, growth and development. Teachers demonstrate applying and integrating the knowledge and skills that underpin the Proficient Standards.

Evidence assists teachers to:

- evaluate their impact on student learning, engagement and progress
- identify their strengths
- seek feedback about their practice
- collaborate with colleagues to improve practice, and
- plan for and engage in effective professional learning that is relevant to their needs.

Teachers also collect evidence of their teaching practice and professionalism to demonstrate their achievement and professional growth for a variety of purposes associated with performance review, career progression and professional recognition, such as Certification as a Highly Accomplished or Lead teacher.

To achieve Full registration, you must demonstrate achievement of all seven Standards, accounting for the 37 descriptors, at the Proficient level of the *Australian Professional Standards for Teachers*. As a Provisionally Registered Teacher (PRT) you collect evidence of your teaching practice throughout the year, which is a direct representation of your work.

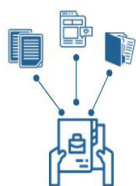
What do we mean by evidence?

Evidence is authentic, reliable and valid information that can be used to support a particular claim or decision. Artefacts of practice, observable actions and the products of learning are all sources of evidence which are annotated to support a decision about registration.

‘Evidence must be directly observable. Human beings can only provide four types of directly observable evidence of abstract learning. We can do things, say things, make or write things. It is from the things people do, say, make or write that we infer learning, emotions, knowledge, understanding and learning in general. The evidence must be adequate, authentic, appropriate and accurate.’

Patrick Griffin

'Evidence comes from a teacher's day to day practice.'



Evidence for Standards-based assessment:

- reflects the holistic nature of teachers' practice
- derives from a range of sources to avoid duplication and includes evidence of student learning and observation of teacher practice e.g. records of lesson observations, professional conversations or collaborations with colleagues; lesson and program plans, student work, reflections on practice; video of moderation etc.
- is current and authentic, drawing directly from the teacher's working context e.g. a teaching and learning cycle, assessment data, samples of feedback to and from students, reports, school and community involvement, records of meetings and professional learning
- provides the detail of what the teacher has done (what, how, who, how many, how often, when, where?)
- reflects the teacher's individual contribution and impact, even within a collaborative partnership or teaching team
- demonstrates the impact of the teacher's choices on student achievement of intended learning outcomes
- can vary according to the teaching context i.e. the level of schooling, school setting and sector
- can address multiple descriptors within and across Standards with one artefact
- as a collection demonstrates achievement of each of the three Domains of Teaching, seven Standards and accounts for the 37 descriptors at the appropriate career stage
- is annotated with reference to the Professional Standards and descriptors
- is de-identified to protect the privacy of students, parents and colleagues
- is documented in an electronic and/or paper based portfolio, and updated regularly.

How much evidence do I need?

Evidence may be stand-alone artefacts or pieces collected into 'evidence sets'. You need to collect 6 to 10 pieces of evidence which may be a combination of both. Provide quality not quantity. One quality piece of evidence of sufficient depth and complexity may demonstrate achievement of multiple descriptors and Standards. For example a single artefact such as an Individual Learning Plan for a student with special needs, could provide evidence of descriptors 1.1, 1.6, 2.3, 3.1, 4.1, 6.3 and 7.3.

Often pieces of evidence form a logical set of evidence, focused on a central teaching episode, problem of practice or professional role. For example an evidence set that is focussed on a teaching unit plan, could provide items of evidence that show instructional choices based on student data, Australian Curriculum content requirements and achievement standards. Appropriate strategies for student learning are identified, and assessment items that evaluate student achievement are also included. In this way the unit plan evidence set would address multiple descriptors including 2.3, 3.2, 3.3, 5.1 and 5.4.

What do I do with my evidence?

You need to annotate your evidence with reflections that explain how it represents student learning and progress, as well as growth in your own teaching and professionalism. Evidence is annotated to explain your achievement of the Standards, taking account of each of the descriptors at the Proficient level and to support your claims.

What do we mean by annotation?

An annotation is attached to evidence of practice. It is an explanation of how a piece of evidence demonstrates that you have met a particular Standard/descriptor. It is not a description or a re-count of what you did.

It identifies the Standard/s and descriptor/s being referenced, e.g. 2.6, 3.5 and 4.1, and explains how the evidence shows achievement of these descriptors. Annotations connect relevant Standards and descriptors to a given piece of evidence and identify impact on student learning, engagement in learning and well-being. An annotation can be handwritten notations attached to a piece of evidence, an explanatory typed paragraph attached to an evidence set, or a narrative statement.

Annotation of a piece of evidence must:

- identify the Standard/s and descriptor/s being accounted for
- demonstrate how the evidence shows achievement of the Standard/s and descriptor/s
- articulate connections across relevant Standards and descriptors for a given piece of evidence
- identify impact on student learning, engagement in learning and well-being.

How do I present my evidence?

Evidence can be collected and presented in hard copy – **no more than 20 pages** – or digital portfolio or it can be a combination of both. A hybrid collection may include paper based artefacts and digital links to evidence of the teacher's practice housed in web pages, blogs, digital portfolio etc. The final portfolio should be provided to the Professional Guidance Panel two days prior to the scheduled meeting.

There are a range of platforms for presenting a digital portfolio. Examples of these include Weebly, OneNote, Google sites. Developing a digital portfolio allows teachers to keep a career-long record of their professional practice and growth if they so choose.

'The greatest effects on student learning occur when the teachers become the learners of their own teaching and when students become their own teachers.'

John Hattie

*'Tell me and I
forget, teach
me and I may
remember,
involve me
and I learn.'*

Benjamin Franklin

How do I choose evidence for assessment to progress to Full registration?

Evidence of your practice is drawn directly from your daily work as a teacher. Choose evidence that shows the choices you have made as a teacher to respond to the learning needs of your students and in support of their on-going learning. Your evidence must demonstrate your achievement of all 37 descriptors at the Proficient level of the Professional Standards. Use the evidence map to check that you have accounted for all of the Proficient descriptors.

Evidence must demonstrate student learning and progress in their learning, and include a record of observations of your classroom practice. Evidence categories include teaching and learning programs, samples of student work and assessment, teacher reflections and self-assessment, feedback received and given, collaborative work etc.

Choose evidence that shows your own professional growth e.g. as a comparative sample of pre-service and in-service practice or of professional learning applied to your teaching. You need to collect and select authentic pieces (artefacts) of evidence of your day-to-day practice that cover the broad scope of your professional knowledge, practice and engagement.

Where can I get help with the process?

Your colleagues, mentors and school leaders will provide you with sustained support and guidance. Your Professional Guidance Panel is key to this ACT school based process and will administer the process towards a recommendation for Full registration. Your mentor in particular, will assist you with selecting evidence from your classroom practice and reflecting upon your teaching and learning. The central aim of the process is to recognise your growing expertise and increasing proficiency as a teacher.

School support may include mentoring support, regular meetings and assistance with goal setting, sourcing and modelling examples of best practice, identifying and gathering evidence of teaching practice, professional conversations, classroom observations (of own and others' practice), self-reflection and feedback, assistance to select and annotate evidence, peer support from colleagues who are also progressing to Full registration or have completed the process previously.

This process supports you to continue to learn teaching while you teach. The TQI portal provides resources that help you to plan your learning, to choose evidence and reflect on your practice, and to source networks and professional learning opportunities that support your ongoing development as a teacher. This is further enhanced by TQI workshops and networks.

These TQI forums provide an opportunity to learn about legislative requirements and professional processes that guide your ongoing development as a teacher and your assessment for Full registration. They also scaffold the process of collecting, selecting and annotating evidence as a career-long professional practice.

Additionally, the TQI ACT Beginning Teacher Network offers you the space to share experiences with other PRTs and to offer support to one another.

There are many places to get help with the process, including:

- your mentor
- your Professional Guidance Panel
- your peers / colleagues
- the TQI portal
- TQI workshops
- the TQI ACT Beginning Teacher Network.

'Feedback is among the most powerful influences on achievement.'

John Hattie



Appendices

Appendix 1: Categories of evidence

Appendix 2: Detailed evidence examples

Appendix 3: Evidence Map (one page summary)

Appendix 4: Evidence Annotation Scaffold

Appendix 5: Checklist

Appendix 6: The Final Recommendation Report

APPENDIX 1: Categories of evidence

Examples of evidence available to teachers categorised into common evidence types

Teaching and learning programs, unit plans, lesson plans:

- individual learning plans
- term, semester or year lesson plans, lesson sequences
- across year level lesson plans
- resources, tasks and activities developed and used
- homework tasks set
- outcomes of research that inform program development
- mapping of student learning
- use of models of learning to develop teaching and learning programs and activities
- student directed learning goals
- development and display of classroom expectations
- classroom layout modification.

Observations:

- lesson observation notes
- pre and post-observation teacher reflections and feedback
- professional discussion notes
- multiple observations (self and others) analysing and learning a range of teaching practices across teaching areas
- observations documenting evidence of emergent practice
- video/photo of classroom environment
- statement from mentor teacher on reflective cycle (plan, conduct, review)
- student task boards illustrating differentiation
- use of a range of strategies e.g. to manage classroom behaviour.

Feedback received and given:

- student conference outcomes
- formative assessment
- teacher records of feedback provided
- evidence of teacher record keeping system
- parent teacher interview plans and records
- parent feedback
- 360 degree feedback
- student perception data e.g. survey of students, student reflections and feedback
- mentoring record
- Learning Action Plan.

Teacher reflections and self-assessment:

- reflective notes on impact of teaching strategies, interventions etc
- self analysis and reflection on practice e.g. lesson videos, unit/lesson plan reviews
- audit of the physical classroom environment
- professional reading log, PL profile reflections
- journal of practice and reflection
- reflection of student learning needs and progress
- analysis of effectiveness of assessment tools/strategies
- student data analysis e.g. SMART data.

Student assessment/student learning:

- student conference outcomes
- teacher records of student data
- student writing exemplars
- assessment plan demonstrating links to curriculum
- assessment schedule
- assessment tools/tests/strategies
- documentation of student/s learning
- value adding to student/s learning
- learning and teaching cycle.

Communication strategies:

- conversation or collaboration logs, emails to parents e.g. monitoring student well-being (de-identified)
- meeting logs – from meetings with supervisors, parents, mentors, carers, specialists (de-identified)
- samples of ongoing communication between teacher and parent/carer (de-identified) eg. email trail, ILP/SCAN meeting minutes
- records of preparation for and participation in parent teacher interviews
- evidence of online communication e.g. Google communities
- correspondence demonstrating mandatory reporting to meet legislative requirements
- evidence of newsletter articles communicating with the school community

Collaborative work undertaken:

- team teaching evidence
- sharing of resources and expertise
- collegial planning and preparation
- data meetings in Professional Learning Teams (PLT)
- action research
- reflections on teaching practice.

Professional learning:

- professional learning plan/Learning Action Plan
- professional learning record
- reflections on professional learning
- professional learning journal
- action research project
- transcripts of courses completed and strategies applied
- membership of professional associations/networks
- reflections on Accredited and Teacher Identified professional learning.

Extracurricular:

- presentations prepared and delivered
- exhibitions/display of student work conducted
- involvement in extra-curricular activities
- involvement in school policy development
- under graduate and post graduate studies
- formal writing piece to demonstrate knowledge
- development of school exchanges
- production of risk assessment documents
- forms developed for camp
- evidence of community contact and involvement.

APPENDIX 2: Detailed evidence examples – Proficient Standards

Detailed evidence examples

These examples are not an exhaustive list and serve only as an illustration. They should not be viewed as a checklist. Please note: one quality item can provide evidence for a range of descriptors if it has been appropriately annotated to explain, justify or reflect on practice.

STANDARD 1

Know students and how they learn

PROFESSIONAL
KNOWLEDGE

1.1 Physical, social and intellectual development and characteristics of students

Descriptor: Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

Examples of evidence

- Explanation of differentiated teaching strategies based on the teacher's knowledge of students' physical, social or intellectual development to target the different areas of student learning requiring improvement.
 - Individual Learning Plans incorporating teaching strategies that have been selected specifically to address the students' physical, social or intellectual development and characteristics.
 - Annotated conversation and collaboration log, notes or meeting agenda from working with specialist teachers, aides or colleagues that have assisted the teacher to select teaching strategies appropriate to their students' physical, social or intellectual development and characteristics.
 - Analysis of the success of teaching strategies selected on the progress of the student, and how their learning has improved.
 - Lesson observation notes recording the teacher modifying manner to suit the developmental stages of students and/or using an appropriate level of language level for the students.
 - Unit/lesson plans demonstrating use of a variety of teaching strategies applicable to a range of students.
-

1.2 Understand how students learn

Descriptor: Structure teaching programs using research and collegial advice about how students learn.

Examples of evidence

- Meeting logs or documented reflections in relation to meetings with mentor/supervisor or other appropriate colleagues who have provided advice about how to construct effective teaching programs that is based on colleague's own research.

- Meeting logs of mentor/supervisor or other appropriate colleagues who have provided feedback, based on research, on a teacher's program and the new version of the program.
- Teaching and learning programs and/or unit/lesson plans which are annotated to demonstrate how they reflect research and/or collegial advice about how students learn.
- Professional reading/viewing log and reflections that demonstrate research into how students learn.

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

Descriptor: Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

Examples of evidence

- Teaching and learning programs and/or unit/lesson plans that include teaching strategies that have been designed and implemented by the teacher based on the identified learning strengths and needs of students from diverse linguistic and/or cultural and/or religious and/or socio-economic backgrounds.
- Lesson observation notes or documented reflections that record how the teaching strategies designed and implemented by the teacher have assisted students to meet the learning goals of the lesson.
- Post-observation meeting notes that include information as to how the teacher has used her or his knowledge of the learning strengths and needs of his or her students to inform the design of their teaching strategies so as to promote student learning.
- Individual learning programs for students from diverse linguistic and/or cultural and/or, religious and/or socio-economic backgrounds that include teaching strategies that have been designed based on information gathered about students' learning strengths and needs.
- Information presented to colleagues regarding teaching and learning strategies designed and implemented and are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

Descriptor: Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.

Examples of evidence

- Teaching and learning programs and/or unit/lesson plans that include teaching strategies that have been designed and implemented by the teacher based on the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students. e.g. 8 ways of learning, Stronger Smarter

- Individual learning programs for students that draw on community, linguistic background and history of Aboriginal and Torres Strait Islander students. Include teaching strategies that have been designed based on information gathered about students' learning strengths and needs.
- Evidence of having sought advice, assistance and guidance from persons such as supervisors, colleagues, Aboriginal Education Assistants, itinerant teachers, elders of Aboriginal communities, Counsellors and other relevant professionals. Include emails, conversation records, file notes, participation in blogs, about strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students. e.g. community initiatives
- Lesson plans, notes and/or communications documenting team teaching and collaborative planning with Aboriginal Education Assistant or local community representative/s that include effective teaching strategies for Aboriginal and Torres Strait Islander students.
- Lesson observation notes and discussion about effective teaching strategies that has been modified to reflect the learning needs and histories of Aboriginal and Torres Strait Islander students.

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities

Descriptor: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

Examples of evidence

- Student led conference outcomes informing development of teaching activities and/or strategies to meet the specific learning strengths and needs of students across a full range of abilities.
- Individual Learning Plans developed using specific teaching activities and/or strategies to meet individual needs and strengths of students across the full range of abilities.
- Annotated student work samples/learning tasks demonstrating different teaching strategies used to meet the specific learning needs of students across the full range of abilities.
- Teaching activities that have been developed as a result of collaborative planning or consultation with the EALD teacher/Counsellor/Aboriginal Education Assistant, Gifted and Talented Coordinator, Learning Support Coordinator.
- Development of a culture of high expectations and opportunities for challenge.

1.6 Strategies to support full participation of students with disability

Descriptor: Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Examples of evidence

- Notes of meeting with parents, carers, specialists, support teams and services that assist the design and implementation of teaching and learning programs or units of work or lesson plans.
 - Lesson observation notes that record how the teaching strategies designed and implemented by the teacher have been adjusted to support the learning needs of individual students with disability in accordance with policy and Disability Standards for Education.
 - Individual Learning Plans developed for students with disability which may include modification of classroom layout or student task board.
 - Teaching and learning programs and/or unit/lesson plans including activities that support participation of individual students with disability, in accordance with policy and legislative requirements.
 - Demonstrated use of adaptive and assistive technologies to support participation and learning of individual students with disability.
 - Provides lesson plans, analysis and reflection which show a rationale for lesson content and structure based on the needs of a student or students with a specific learning need or disability.
-

STANDARD 2

Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area

Descriptor: Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.

Examples of evidence

- Teaching and learning programs and/or units of work and/or lesson plans including learning activities designed to engage the students in learning.
 - Teaching and learning programs annotated to show modifications to activities designed to engage the students in learning.
 - Lesson observation notes or documented reflections about content, strategies and activities used specific to the learning context.
 - Student work samples that are annotated to show engagement in learning of content.
 - Relevant resources that have been customised to suit learning needs of students.
-

2.2 Content selection and organisation

Descriptor: Organise content into coherent, well-sequenced learning and teaching programs.

Examples of evidence

- Teaching and learning program and/or unit/lesson plans sequenced to develop understanding of content.
- Teaching and learning program and/or unit/lesson plans that reflect curriculum requirements and are appropriately balanced.

- Explicit approach taken that draws on your pedagogical knowledge.
 - Discussion and/or lesson observation notes of the teacher presenting content in a coherent, well-sequenced learning and teaching program.
 - Self analysis and reflection of the teaching and learning program and/or unit/lesson plans and their coherence and demonstrated student learning through assessment.
 - Unit/lesson plans that illustrate connections between content of teaching areas and development of subject-specific literacy and numeracy skills.
-

2.3 Curriculum, assessment and reporting

Descriptor: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.

Examples of evidence

- Teacher records of feedback given to students demonstrating knowledge of curriculum, assessment and reporting requirements.
 - Lesson observation notes and discussion which shows that the teacher conforms to curriculum, assessment and reporting requirements.
 - Teaching and learning programs and/or lesson plans using appropriate knowledge of curriculum, assessment and reporting requirements.
 - Evidence of the teacher's record keeping system, such as a copy of their markbook. e.g. Accelerus.
 - Written reports to parents demonstrating compliance with curriculum, assessment and reporting requirements.
 - Assessment plan which shows clear links to the learning and teaching program and reporting cycle, including formative assessment strategies to monitor student progress.
 - Self reflection or documented evidence of value adding to student results.
 - Assessment activities, criteria and marking guides that illustrate how assessment relates to curriculum and learning outcomes.
-

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

Descriptor: Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Examples of evidence

- Teaching and learning programs and/or lesson plans with a variety of teaching and learning activities that link to syllabus outcomes/objectives and/or school or system policies to support student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. e.g. drawing on Stronger Smarter resources.
- Lesson observation notes and discussion about lesson content and structure to develop student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Lesson plans, notes and/or communications documenting team teaching and collaborative planning with Aboriginal Education Assistant or local community representative/s.

- Student work samples which show student understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Observations/records of participation in assemblies, fieldwork or community involvement to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- Records of pastoral work with students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

2.5 Literacy and numeracy strategies

Descriptor: Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.

Examples of evidence

- Teaching and learning programs and/or lesson plans with a variety of teaching and learning activities (e.g. differentiated curriculum, collaborative learning, ICT, higher order thinking) that link to syllabus outcomes/objectives.
- Teaching and learning programs and/or lesson plans which show the application of explicit and structured literacy and numeracy strategies.
- Lesson observation notes and discussion about lesson content and structure which show the teacher's knowledge, understanding, and/or teaching strategies to support students' literacy and/or numeracy achievement.
- Student work samples linked to excerpts from program or lesson plans demonstrating literacy and/or numeracy strategies and student learning.
- Lesson observation notes, emails, records of discussion, file notes, participation in blogs which show the teacher having worked collaboratively with external support, such as EAL/D teachers and support teachers to meet student literacy and/or numeracy needs.

2.6 Information and Communication Technology (ICT)

Descriptor: Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Examples of evidence

- Teaching and learning programs and/or lesson plans with a variety of ICT teaching and learning tools (e.g. IWB applications, web-based research, web tools such as podcasting, blogs, social bookmarking, social networking, RSS, use of ICT applications, Google Apps that link to syllabus outcomes/objectives and take into account available ICT resources).
 - Lesson observation notes, reflection and discussion about the integration of ICT into lesson content and structure.
 - Teaching and learning programs and/or lesson plans which show the integration of ICT into activities to make content more meaningful.
 - Lesson observation notes, emails, records of discussion, file notes, participation in blogs which show the teacher having worked collaboratively with ICT integrator or support staff.e.g Google communities
 - Student reflections which show that ICT resources are relevant and meaningful to students' learning needs and interests.
-

STANDARD 3

Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

Descriptor: Set explicit, challenging and achievable learning goals for all students.

Examples of evidence

- Teaching and learning programs and/or lesson plans, analysis or reflections which
 - show reference to the explicit, challenging and achievable learning goals for all students during the teaching and learning cycle
 - relate teaching and learning goals to the curriculum.
 - Student work samples that are linked to teaching and learning programs and/or lesson plans to demonstrate the link between goals set, assessment and student learning.
 - Lesson observation notes and/or discussion where the teacher
 - articulates high yet realistic and measurable goals so students understand the direction of the lesson and expectations
 - explains to students what the goals are and what steps are to be taken in order to achieve them.
 - Lesson evaluation notes where the teacher evaluates the lesson based on the level of achievement of goals.
 - Development of Individual Learning Plans for students.
 - Evidence of 'I can...' statements and learning intentions.
-

3.2 Plan, structure and sequence learning programs

Descriptor: Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.

Examples of evidence

- Teaching and learning programs and/or lesson plans, analysis or reflections which show reference to the teaching and learning cycle and different models of learning.
 - Lesson observation notes and discussion records of lesson content and structure which show
 - planning and implementation of well-structured learning and teaching programs or lesson sequences
 - students are engaged in interesting lessons.
 - Student work samples that are linked to teaching and learning programs and/or lesson plans to demonstrate student engagement and learning.
 - Lesson plans that display flexibility, logic, sequencing and variety in activities and resources.
 - Sample homework tasks that are relevant to the lesson assessment items that measure student achievement of stated outcomes.
-

3.3 Use teaching strategies

Descriptor: Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.

Examples of evidence

- Teaching and learning programs and/or lesson plans which show a variety of teaching and learning activities including:
 - problem solving, critical thinking and creative thinking that link syllabus outcomes/objectives
 - debate, hands-on activities, role playing, practical activities, frequent opportunities for skills practice, relevant projects, site studies and excursions.
- Lesson observation notes and discussion records
 - of lesson content and structure which show that the teacher has selected a range of appropriate teaching strategies
 - that show how the teacher has used a variety of group structures to develop knowledge, skills, problem solving, creative and critical thinking and collaboration.
- Student work samples which show how the teacher has promoted self-directed work.
- Lesson plans which show the selection and use of appropriate ICT based strategies and applications to develop knowledge, skills, problem solving and critical and creative thinking.

3.4 Select and use resources

Descriptor: Select and/or create and use a range of resources, including ICT, to engage students in their learning.

Examples of evidence

- Teaching and learning programs and/or lesson plans which show a variety of teaching and learning resources, including ICT, which link syllabus outcomes/objectives.
 - Lesson observation notes and discussion records that show that the teacher has selected, created and used a range of resources, including ICT to engage students in their learning and increase access.
 - Student work samples which show that students are engaged in their learning and that a variety of resources, including ICT, has been used.
 - Lesson plans, analysis and reflections that show how the teacher has mapped resources, including ICT, to students learning needs.
 - Examples of resources used in the classroom that have been customised by the teacher for students to access.
 - Teaching programs and/or lesson plans which show that the teacher has used curriculum support materials effectively, developed reusable resources, incorporated resources into the classroom environment, changed resources according to the activity, trialed resources, supported students' critical thinking in use of resources and ensured that students use resources appropriately.
-

3.5 Use effective classroom communication

Descriptor: Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.

Examples of evidence

- Lesson observation notes and discussion records about the teacher's interaction with students that show that the teacher has used effective verbal and non-verbal communication strategies in the classroom to support student understanding, participation, engagement and achievement, including responding positively and inclusively to all students.
- Student work samples that demonstrate the teacher's effective communication strategies.e.g use of visuals, communication key ring
- Lesson observation notes which show that the teacher models use of grammatically acceptable and precise language, explains and uses appropriate terms for the level and stage, speaks loudly enough for all students to hear, uses voice effectively with respect to pitch, strength speed and confidence, uses a mixture of oral and visual communication strategies.
- Lesson plans which show the use of advanced organisers, such as concept maps, and use of visual learning aids.
- Lesson observations of the teacher using effective questioning and/or discussion techniques, including a variety of questions at appropriate levels and encourages risk-taking and prepares students for discussion.
- Teaching and learning programs and lesson plans that demonstrate personal literacy and attention to the development of literacy skills of students to enable understanding, participation, engagement and achievement.

3.6 Evaluate and improve teaching programs

Descriptor: Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.

Examples of evidence

- Teaching and learning programs and/or lesson plans, analysis or reflections which show reference to the teaching and learning cycle and scope and sequence.
 - Evaluation of teaching and learning programs and/or lesson plans, based on evidence, including evidence of use of student feedback to evaluate and improve teaching and learning programs.
 - Modified teaching and learning programs or lesson plans based on evaluation of evidence, including feedback from student assessment data, of how the students performed, what went well, what did not work and why.
 - Record of meetings with supervisor regarding teaching observed, lesson planning and student learning, including feedback from student assessment data.
-

3.7 Engage parents/carers in the educative process

Descriptor: Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Examples of evidence

- Plans for parent/carer and teacher interviews.
 - Emails, letters and other records of communications between the teacher and parents/carers to encourage parents/carers to be involved in school and/or classroom activities (de-identified).
 - Lesson plans or lesson observations which show how parents/carers' skills, knowledge and expertise have been used in accordance with school protocols to enhance teaching and learning programs.
 - Samples of two-way communication between the teacher and parents/carers, including opportunities for parents/carers to give feedback on homework, class newsletters.
 - Records of participation in and preparation for parent/carer and teacher meetings.
-

STANDARD 4

Create and maintain supportive and safe learning environments

4.1 Support student participation

Descriptor: Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

Examples of evidence

- Lesson observation notes and discussion about
 - positive interactions with students: use students' names, acknowledge significant events in students' lives, listen positively to students, acknowledge students' contributions, allow students to respond appropriately, be accessible to students, display equitable amounts of time/engagement with individuals, deal with issues/problems fairly, exhibit a caring attitude and show interest in all students, acknowledge and value student responses, inclusive distribution of questions around the class so that all can participate, include use of further questions to draw out answers from reluctant students, draw on student expertise.
 - the classroom/learning environment, lesson content and structure, communication strategies and the effectiveness of classroom discussion and group work
 - celebration of student work, including publicly acknowledging or praising student effort, offering constructive feedback, encouraging individual talents and gifts and offering students extra help, time or explanation if required
 - the teacher's modelling of respect, rapport, work ethic, politeness and positive language and tone when dealing with students, colleagues and parents/carers.

- Lesson observation notes and/or annotated class roll to display awareness of students' needs and backgrounds.
 - Documented or observed management of student behavior including implementation of clear expectations, protocols and/or rules and consequences.
 - Video/photo of classroom environment incorporating an audit of how it will promote inclusive and positive interaction to engage and support all students.
-

4.2 Manage classroom activities

Descriptor: Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.

Examples of evidence

- Lesson observations, notes and discussion of
 - student time spent on learning tasks
 - established explicit routines which are implemented and enforced consistently
 - systems implemented that encourage student learning.
 - Classroom management documentation, including annotated copy of school behaviour management forms.
 - Documented and/or observed implementation of classroom management strategies, including entering/exiting the room, interactions and moving in the classroom during lessons.
 - Lesson plans and structure that show effective time management, set realistic time frames, are well paced and move through a variety of tasks, allow time for varying time on tasks for different levels, ensure timetable is related to curriculum with appropriate amount of time allocated to each Key Learning Area in primary schools.
 - Lesson plans showing that classroom routines are clearly articulated and negotiated, lesson outline, opening and closure is planned and draw on current research.
-

4.3 Manage challenging behaviour

Descriptor: Manage challenging behaviour by establishing and negotiating clear expectations with students and addressing discipline issues promptly, fairly and respectfully.

Examples of evidence

- Lesson observations, notes, videos, photos and discussion notes which show clear evidence of student interactions and understanding of expectations and consequences.
 - Emails or other correspondence or records that shows implementation and maintenance of school discipline and welfare policies, implementation of the school's referral process.
 - Documents, such as emails, letters or notes from conversations and meetings to show how the teacher follows up and ensures students complete tasks.
 - Lesson plans, observations, notes, correspondence or reflections that show implementation of school discipline and welfare policies and positive welfare/classroom practices which reflect school policies including a range of strategies to manage classroom behaviour.
-

4.4 Maintain student safety

Descriptor: Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.

Examples of evidence

- Lesson plans, observation notes, reflections on correspondence or reflections that show implementation of school discipline and welfare policies and positive welfare/classroom practices which reflect school policies.
- Lesson and/or fieldwork plans which show that the teacher knows and understands the concept and implications of risk management and can clearly identify risks.
- Lesson plans and/or observation notes which show awareness of school and/or system requirements in terms of bullying.
- Correspondence, meeting records or risk assessment documentation to show recognition of individual risk assessments for individual students and referrals where relevant.
- Lesson observations showing that the teacher implements safety procedures such as being first into the room and last out, ensuring eye contact with students, avoiding turning back to write on the board or assisting individual students for extended periods, maintaining a physically clear classroom.
- Correspondence showing that the teacher reports issues or incidents to appropriate personnel.
- Documentation, such as marked rolls and annotated rolls, recording student attendance, absence and student safety concerns.

4.5 Use ICT safely, responsibly and ethically

Descriptor: Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Examples of evidence

- Teaching and learning programs that demonstrate explicit inclusion of outcomes to promote the safe, responsible and ethical use of ICT.
 - Lesson plans and/or classroom observation notes which show explicit teaching and learning strategies to promote safe, responsible and ethical use of ICT in learning and teaching (for example, awareness of cyber bullying, harassment, appropriate use of text messaging, plagiarism, referencing conventions and academic honesty).
 - Critical evaluation of online resources.
 - Assessment tasks that include clear guidelines to students about plagiarism, referencing conventions and academic honesty.
 - Samples of email and online communications (such as blogs) between teacher and students that model responsible and ethical use of ICT.
 - Printed excerpts of student online communications with each other that demonstrate their responsible and ethical use of ICT as a consequence of identified learning and teaching strategies.
-

STANDARD 5

Assess, provide feedback and report on students learning

5.1 Assess student learning

Descriptor: Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.

Examples of evidence

- Examples of student work resulting from various assessment strategies developed by the teacher.
 - Notes from observation of teacher relating to use of assessment strategies.
 - Examples of lesson plans or excerpts from teaching and learning program/s showing planned assessments and strategies to be used.
 - Teacher's analysis of a sample of student work that recognises diagnostic information to be used.
 - Teacher's notes from evaluation of lesson/s showing informal assessment information gathered.
 - Teacher's class assessment schedule showing range of assessment strategies with analysis of expected use.
 - Assessment rubrics developed as part of a teaching program to assess students achievement of learning goals.
 - Assessment plans, tasks, marking criteria or rubrics, student work samples and examples of provided feedback that reference curriculum/unit outcomes or objectives.
-

5.2 Provide feedback to students on their learning

Descriptor: Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

Examples of evidence

- Logs of student conferences outlining feedback given to students on progress and achievement against their learning goals.
 - Question matrix developed to allow students to receive consistently structured feedback on their learning including positive achievement and areas for improvement, why and how to achieve goals and how to move forward.
 - Examples of student work showing teacher feedback.
 - Teaching and learning programs or units of work or lesson plans individualised for students to address specific issues identified by assessment data.
 - Record of report moderation between teaching colleagues to demonstrate students are receiving timely, consistent and efficient feedback aligned with their learning goals.
-

5.3 Make consistent and comparable judgements

Descriptor: Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.

Examples of evidence

- Film team moderation; report produced following moderation of student assessment where assessment judgements are adjusted to improve consistency and comparability.
- Work samples produced that have been annotated to reflect assessment rubric formation.
- Assessment rubrics developed as part of a teaching program to assess students achievement of learning goals.
- Assessment plans, tasks, marking criteria or rubrics, student work samples and examples of provided feedback that implement the school or system policy regarding the moderation of assessment activities.

5.4 Interpret student data

Descriptor: Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

Examples of evidence

- Analysis of student assessment data identifying strengths and weaknesses in students understanding of core concepts in learning areas.
- Evaluation of teaching program and/or lesson plans with specific reference to student assessment data to analyse and evaluate student understanding of the content/lesson with identification of interventions and modifications to teaching practice to reflect analysis of assessment data.
- Teaching and learning programs and or lesson plans annotated to show modification as a result of student assessment data.
- Description of intervention techniques for students as a result of the data compiled following assessment of learning.
- Analysis of a sample of student work that recognises diagnostic information to be used.
- Comparison between assessment of prior learning and assessments after content has been taught.
- Assessment of Individual Learning Plans in relation to achievement of learning outcomes.

5.5 Report on student achievement

Descriptor: Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Examples of evidence

- De-identified record of three way conferences conducted to discuss student achievement involving students and parents/carers in accordance with school policy and practice.

- Accurate, reliable and comprehensive assessment records that have been maintained for each student and used to assist reporting.
 - De-identified record of engagement with parents/carers through mediums such as phone, email, meetings, etc demonstrating constant liaison regarding student achievement.
 - Preparation for parent teacher interviews demonstrating accurate and respectful reporting of students strengths and weaknesses and identifying future opportunities for improvement of each student.
 - De-identified student assessment reports to parents.
-

STANDARD 6

Engage in professional learning

PROFESSIONAL
ENGAGEMENT

6.1 Identify and plan professional learning needs

Descriptor: Use the *Australian Professional Standards for Teachers* and advice from colleagues to identify and plan professional learning needs.

Examples of evidence

- Meeting records with supervisor and/or colleagues regarding observed teaching, lesson planning and student achievement that are linked to identified Standards, Focus Areas and/or Descriptors from the *Australian Professional Standards for Teachers*.
 - Professional learning plan that is linked to identified Standards, Focus Areas and/or Descriptors from the *Australian Professional Standards for Teachers* and linked to goals.
 - TQI PL portal record and reflection of engagement in professional development courses and professional learning activities (e.g. listening to and learning from colleagues, professional reading, working with or as a mentor or coach, undertaking post-graduate study, participating in school or system based professional learning projects such as lesson study and other forms of action research), including their relevance to identified Standards, Focus Areas and/or Descriptors from the *Australian Professional Standards for Teachers*.
 - Performance appraisal documents identifying goals for learning that link to the *Australian Professional Standards for Teachers*.
-

6.2 Engage in professional learning and improve practice

Descriptor: Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

Examples of evidence

- Evidence of participation in professional learning activities to update knowledge and practice (including online professional learning opportunities, such as online courses, blogs and webinars), targeted to school and/or system priorities.
 - Professional learning plan that contains self analysis and reflection in relating professional learning to knowledge and practice, targeted professional learning needs and school and/or system priorities.
-

6.3 Engage with colleagues and improve practice

Descriptor: Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.

Examples of evidence

- Minutes of professional committee meetings of which the teacher is an active participant, detailing the involvement of the teacher in collaborative discussion, evaluation and reflection.
- Evidence of participation in online discussions, online courses, blogs and other virtual professional learning communities, such as a printout of an excerpt of the online discussion which shows the teacher's participation with colleagues.
- Evidence of engagement in regular constructive discussion with colleagues including feedback aimed at supporting improvement in professional practice and annotation of teaching and learning programs and/or unit/lesson plans accordingly.
- Documented reflection on practice arising from a professional discussion with a colleague.

6.4 Apply professional learning and improve student learning

Descriptor: Undertake professional learning programs designed to address identified student learning needs.

Examples of evidence

- Professional learning plan which shows a selection of professional development courses and other professional learning activities that are based on identified student learning needs.
 - Student assessment that informs the choice of professional learning to be sourced and undertaken.
 - Professional reading log showing reading undertaken which addresses identified student learning needs.
 - Action research undertaken to address identified student learning needs with a focus on improved teacher practice.
-

STANDARD 7

Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities

Descriptor: Meet codes of ethics and conduct established by regulatory authorities, systems and schools.

Examples of evidence

- Appropriately de-identified meeting records, emails and other communications which show an understanding of mandatory reporting requirements.
 - Annotated teaching and learning programs, lesson plans, teaching materials and/or assessments which show appropriate credit given to sources, including colleagues, websites, books, journal articles.
 - Notes or other communications which show permission being sought from students and/or colleagues for the use of their intellectual property where required.
 - Reference or endorsement from principal/employer.
-

7.2 Comply with legislative, administrative and organisational requirements

Descriptor: Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

Examples of evidence

- Meeting records, emails and other communications which show an understanding of mandatory reporting requirements.
 - Teaching and learning programs and/or lesson plans which show evidence of implementation of mandatory policy documents.
 - Classroom behaviour policy which shows the implementation of school and system policies and procedures.
 - Professional learning undertaken regarding relevant legislative, administration, organisational and professional requirements and teacher accountability.
 - De-identified communication demonstrating compliance with relevant legislative, administrative, organisational and professional requirements.
 - Reference or endorsement from principal/employer.
-

7.3 Engage with the parents/carers

Descriptor: Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.

Examples of evidence

- Written reports and records of student progress, letters home and other written communications with parents/carers that demonstrate respect and collaboration regarding the child's learning and well-being and that follow school protocols.
- Planning documents for meetings with parents/carers.
- Notes from observations by supervisor/mentor (e.g. in meetings, during assemblies and community meetings, on excursions, in parent/teacher meetings) show the teacher establishes/maintains respectful collaborative relationships through the use of appropriate language, tone and body language.
- Online blogs and apps.
- Examples of opportunities for parent/carer contributions to homework sheets, class newsletters and at parent-teacher meetings.

7.4 Engage with professional teaching networks and broader communities

Descriptor: Participate in professional and community networks and forums to broaden knowledge and improve practice.

Examples of evidence

- Attendance at beginning teacher and professional networking meetings, including online educational forums, with reflections that show how knowledge has been broadened and/or practice has been improved.
 - Printout of excerpt from online professional or community networks (e.g. beginning teachers) which shows participation to broaden knowledge and improve practice.
 - Communication which shows participation in professional and community networks and forums to broaden knowledge and improve practice.
 - Record of activities undertaken in a professional network.
-

This evidence map has been provided to support the applicant with monitoring how their evidence artefacts/sets link to the descriptors.

Appendix 3: Evidence map

DOMAIN	PROFESSIONAL KNOWLEDGE										PROFESSIONAL PRACTICE										PROFESSIONAL ENGAGEMENT																
	1. Know the students and how they learn			2. Know the content and how to teach it				3. Plan for and implement effective teaching and learning			4. Create and maintain supportive and safe learning environments				5. Assess, provide feedback and report on student learning			6. Engage in professional learning			7. Engage professionally with colleagues, parents/carers and community																
AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4	7.1	7.2	7.3	7.4
EVIDENCE 1:																																					
Evidence 2:																																					
Evidence 3:																																					
Evidence 4:																																					
Evidence 5:																																					
Evidence 6:																																					
Evidence 7:																																					
Evidence 8:																																					
Evidence 9:																																					
Evidence 10:																																					

Appendix 4: Evidence Annotation Scaffold

Evidence Reflection Question Prompts

Evidence context

- Is this evidence drawn directly from your work?
- What are the key features of this evidence?
- What came before or after?
- What was the purpose of this evidence as a part of a learning sequence?
- What is the background to this piece?
- Why did you choose this piece?
- Do you have any clarifying questions?

Achieving the Standards

- What Standards/descriptors does this piece of evidence address?
- How could you use this piece of evidence to demonstrate your achievement against the Proficient level Standards/descriptors?
- How does it demonstrate engagement with colleagues? With parents? With wider community?
- How have you used feedback from colleagues/students/parents/the community/professional networks?
- How have you used this evidence to address problems of practice?
- What has been your contribution if this evidence is collaborative work?
- How has your contribution been sustained over time?
- How does this evidence demonstrate impact of your practice on others?
- How does it demonstrate improved/next teaching practice?
- What do you see as your major strengths as a teacher against the Standards (i.e. professional knowledge, professional practice, professional engagement)?

Impact on your own learning, student learning and the learning of others

- How does this piece show the impact of your work on student outcomes (i.e. their learning and how they learn, their engagement in learning, their wellbeing, their progress and achievement)?
- How does this piece show the impact of your work on the practice of your colleagues?
- How have you analysed student data?
- How did your analysis of student data inform your planning?
- How have assessment strategies that you have used informed the future learning of your students?
- How do you know?
- How did this impact on your own learning /change in beliefs and attitudes/ next practice?
- What might you do differently next time?
- How has evidencing your practice informed your future learning (i.e. areas for development)?

Annotation of Evidence

Evidence context – Annotation

Evidence type: Describe the evidence

Identify the Standards and descriptors demonstrated: e.g: 1.2, 2.1, 2.3, 2.5, 3.2, 6.3

Context: Describe context, reasons, duration, audience etc

Achieving the Standards – Annotation

Reflection conversation: Reflect on how your piece of evidence addresses the Standards and descriptors.

Impact on your own learning, student learning and the learning of others – Annotation

Impact on learners and your own practice: What happened? What did you learn? What has been the impact on your colleagues' learning? What has been the impact on student learning, engagement in learning, well-being? How do you know? What would you change?

Appendix 5: Checklist for ACT provisionally registered teachers who teach in schools in the ACT

Preparing evidence for Professional Guidance Panel presentation and assessment

- Clarify process with the Professional Guidance Panel and schedule regular meetings with mentor.
 - Refer to and unpack the Professional Standards at the Proficient level.
 - Engage in ongoing collaborative work with your colleagues, mentor and supervisor.
 - Discuss, reflect and plan learning goals based on feedback from classroom observations.
 - Track the planning cycle, making the connection between assessment, teaching, learning and reporting through your annotations.
 - Discuss how the Professional Standards relate to and link with other frameworks and priorities in your school, e.g School Plan, Australian Curriculum, Quality Teaching Model.
 - Gather a range of quality sources of evidence throughout the year, representing the seven Standards, from which to select your final evidence pieces.
 - Identify evidence sets or samples of evidence that demonstrate multiple descriptors at the Proficient level.
 - Provide quality, not quantity. Do not submit too much evidence. Be aware of the recommended combination of 6 to 10 individual pieces or evidence sets. (Make brief notes as you go, noting the purpose of the activity/learning product/artefact of practice and its impact on student learning/engagement in learning/well-being.)
 - Evidence must relate to teaching and learning across the three domains of the Professional Standards, and reflect on the links between aspects of your professional knowledge, practice and engagement.
 - The Evidence Annotation Scaffold is useful to scaffold your annotations.
 - Annotate each piece of evidence with an explanation of how it demonstrates your achievement of Proficient level Descriptors of the *Australian Professional Standards for Teachers*. Explain the connection between the pieces of evidence and the Standard/s, and across Standards/descriptors.
 - Check that your collection of evidence covers all seven Standards and accounts for all 37 descriptors at the Proficient level.
 - At least one of your pieces of evidence must be a record of a lesson observation.
 - Include a completed Evidence Map.
 - Provide a table of contents. Label and organise your evidence for easy access.
 - Consult with your panel to set a date for the final presentation. Provide copies of your collection of evidence (6-10 pieces) to the panel at least two days prior so that they are acquainted with your work.
 - Present your collection of 6-10 pieces of annotated evidence to the Professional Guidance Panel for recommendation for Full registration. The principal recommendation for full registration must be completed by an ACT principal or their delegate.
-

Appendix 6: Report

This report is for an ACT teacher with TQI Provisional registration (the Applicant) progressing to Full registration. **It is to be completed by an ACT Principal or Principal's delegate** following the presentation of a portfolio of evidence by the Applicant to a school-based Professional Guidance Panel (the Panel).

To approve Full registration TQI must be satisfied that the Applicant meets the *Australian Professional Standards for Teachers* at the **Proficient level** or above. A link to the Standards is at [Australian Professional Standards for Teachers](#). Eligibility for Full registration also includes 180 days of teaching in the previous five year period in an Australian or New Zealand registered school.

Personal Details of the Applicant		
Given Name(s)		
Surname		
TQI registration number		
Phone contact number		
Email address		
Recommendation Process		
Date of report		
Name of school		
Period of employment at school	From	To
School specific context (school setting, year levels and/or subjects taught by applicant)		
Professional Support (Program of assistance and supervision provided for the applicant)		
School-based Professional Guidance Panel (<i>names of panel members</i>)		
Mentor/Advisor		
Supervisor		
Principal		
Principal's delegate		

The template should be completed electronically so that the cells can be expanded as required. Completed *Recommendation Reports* and a copy of the *Evidence Map* to be scanned/submitted electronically:

Email: tqi@act.gov.au
Fax: 6205 8301
Street Address: 170 Haydon Drive, Bruce, ACT
Postal address: PO Box 263 Jamison Centre ACT 2614
Enquiries: 6207 5005 (*phone*)

Applicants will receive an email from TQI acknowledging receipt of the *Principal's Recommendation Report*.

Recommendation Process

Assessment of teacher achievement at the Proficient level of the *Australian Professional Standards for Teachers* is based on the collection of 6-10 pieces of annotated evidence provided by the Provisionally registered Teacher to the Panel. **It is understood that one piece of evidence may demonstrate achievement of multiple descriptors and Standards. Conversely multiple pieces of evidence may demonstrate achievement of one particular Standard or descriptor.**

Teacher assessment and support also includes lesson observations and professional conversations. Please refer to the ACT Teacher Quality Institute *Progression to Full Registration Guide*, and the [Australian Professional Standards for Teachers](https://portal.tqi.act.edu.au/) at the Proficient level. These are located in the Resources menu under Beginning/Early Career Teachers on the TQI portal. <https://portal.tqi.act.edu.au/>.

Proficient teachers meet the requirements for Full registration through demonstrating achievement of the seven Standards at this level.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students’ knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

Proficient teachers are active participants in their profession and with advice from colleagues identify, plan and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums.

Australian Professional Standards for Teachers, Australian Institute for Teaching and School Leadership (AITSL), 2011, p. 6.

Portfolio Details

Professional Guidance Panel to document evidence and cite examples of the Applicant’s achievements and development of knowledge and skills in each domain of the *Australian Professional Standards for Teachers*, ‘Professional Knowledge, Professional Practice and Professional Engagement’ at the Proficient level.

Please indicate the format of the Portfolio presented:

- Paper based collection
 Digital collection
 Hybrid collection

General Comments	
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Please include a copy of the Evidence Map with the report when submitting it to TQI.

Domain 1: Professional Knowledge

Standard 1 – Know students and how they learn

- 1.1 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- 1.2 Structure teaching programs using research and collegial advice about how students learn.
- 1.3 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.
- 1.4 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
- 1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- 1.6 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Professional Guidance Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 1 at the Proficient level.

Standard 1 Know students and how they learn	
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Standard 2 – Know the content and how to teach it

- 2.1 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
- 2.2 Organise content into coherent, well-sequenced learning and teaching programs.
- 2.3 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- 2.4 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 2.5 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
- 2.6 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Professional Guidance Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 2 at the Proficient level.

Standard 2 Know the content and how to teach it	
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Domain 1: Professional Knowledge

The following evidence presented to the Professional Guidance Panel demonstrates that the Applicant has achieved the Standard accounting for the descriptors of the Proficient level:

- Standard 1** – Know students and how they learn
- Standard 2** – Know the content and how to teach it

List the evidence presented for Domain 1:

e.g. Lesson plan, ILP, Student work sample, Teaching program

Domain 2: Professional Practice

Standard 3 – Plan for and implement effective teaching and learning

- 3.1 Set explicit, challenging and achievable learning goals for all students.
- 3.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- 3.3 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- 3.4 Select and/or create and use a range of resources, including ICT, to engage students in their learning.
- 3.5 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
- 3.6 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- 3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Professional Guidance Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 3 at the Proficient level.

Standard 3
Plan for and implement effective teaching and learning

Standard 4 – Create and maintain supportive and safe learning environments

- 4.1 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- 4.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
- 4.3 Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- 4.4 Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.
- 4.5 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Professional Guidance Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 4 at the Proficient level.

Standard 4
Create and maintain supportive and safe learning environments

Standard 5 – Assess, provide feedback and report on student learning

- 5.1 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- 5.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- 5.3 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- 5.4 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- 5.5 Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Professional Guidance Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 5 at the Proficient level.

Standard 5 Assess, provide feedback and report on student learning	
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Domain 2: Professional Practice

The following evidence presented to the Professional Guidance Panel demonstrates that the Applicant has achieved the Standard accounting for the descriptors of the Proficient level:

- Standard 3** – Plan for and implement effective teaching and learning
- Standard 4** – Create and maintain supportive and safe learning environments
- Standard 5** – Assess, provide feedback and report on student learning

List the evidence presented for Domain 2: e.g. Lesson plan, ILP, Student work sample, Teaching program	
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Domain 3: Professional Engagement

Standard 6 – Engage in professional learning

- 6.1 Use the *Australian Professional Standards for Teachers* and advice from colleagues to identify and plan professional learning needs.
- 6.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
- 6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
- 6.4 Undertake professional learning programs designed to address identified student learning needs.

Professional Guidance Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 6 at the Proficient level.

Standard 6 Engage in professional learning	
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Standard 7 – Engage professionally with colleagues, parents/carers and the community

- 7.1 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
- 7.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
- 7.3 Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.
- 7.4 Participate in professional and community networks and forums to broaden knowledge and improve practice.

Professional Guidance Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 7 at the Proficient level.

Standard 7 Engage professionally with colleagues, parents/carers and the community	
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Domain 3: Professional Knowledge

The following evidence presented to the Professional Guidance Panel demonstrates that the Applicant has achieved the Standard accounting for the descriptors of the Proficient level:

- Standard 6** – Engage in professional learning
- Standard 7** – Engage professionally with colleagues, parents/carers and the community

List the evidence for Domain 3: e.g. Lesson plan, ILP, Student work sample, Teaching program	
---	--

Recommendation

The Professional Guidance Panel confirms that

(the Applicant)

has provided a collection of professional evidence, with annotations, demonstrating achievement of the seven *Australian Professional Standards for Teachers* at the Proficient level, as a requirement of the ACT Teacher Quality Institute for the purpose of progressing to Full Registration.

I confirm that the applicant has:

- completed 180 days teaching
- continued to engage in reflected Professional Learning
- maintained professional conduct
- taught at this school for a period from to

On the basis of the collection of evidence provided to the school-based Professional Guidance Panel, classroom observations and following discussion with the Applicant, we recommend the Applicant for:

- Full Registration OR Continuation of Provisional Registration*

*For the continuation of Provisional Registration, please indicate which Standard/Descriptors the Applicant is required to address here:

A copy of the signed report and the evidence portfolio will be retained by the Applicant for two years following recommendation for quality assurance purposes.

Report completed by the school-based Professional Guidance Panel

Mentor/Advisor:

Signature:

Date:

Supervisor:

Signature:

Date:

Principal:

Signature:

Date:

Principal's Delegate:

Signature:

Date:

Recommendation

I, _____ have read the *Recommendation* Report and retained a signed
(the Applicant) copy of the report and a copy of the evidence submitted to the panel.

Signature of Applicant

Date

Principal (this declaration must be signed by the Principal)

- I confirm that the Applicant has seen the Recommendation Report and been advised to retain a copy of the signed report and the evidence portfolio for two years following recommendation.
- I understand that the Applicant may seek a review of their application and evidence by TQI, where they disagree with this recommendation. In the event of a review TQI will contact the school for further information.
- Where delegated, I confirm this responsibility was delegated to:

Principal:

Signature:

Date:

Must bear official school stamp below

Notes

Notes

Notes



Phone: +61 2 6207 5005 • Fax: +61 2 6205 8301 • Email: tqi@act.gov.au

Street address: Ground Floor, 170 Haydon Drive, Bruce ACT 2617

Postal address: Teacher Quality Institute, PO Box 263, Jamison Centre ACT 2614 Australia

Educational Services (Teachers) Award 2020

IEU/ACA CONSENT DRAFT

AEU proposed variations tracked and highlighted in yellow

AEU further proposed variations tracked and highlighted in green

This Fair Work Commission consolidated modern award incorporates all amendments up to and including 1 July 2021 ([PR729336](#)).

Clause(s) affected by the most recent variation(s):

17—~~Minimum rates~~~~Minimum rates~~

19—Allowances

Schedule B—Summary of Rates of Pay

Schedule C—Summary of Monetary Allowances

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Educational Services (Teachers) Award 2020

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Part 1—Application and Operation of this Award

1. Title and commencement

- 1.1 This award is the *Educational Services (Teachers) Award 2020*.
- 1.2 This modern award commenced operation on 1 January 2010. The terms of the award have been varied since that date.
- 1.3 A variation to this award does not affect any right, privilege, obligation or liability that a person acquired, accrued or incurred under the award as it existed prior to that variation.

2. Definitions

In this award, unless the contrary intention appears:

Act means the *Fair Work Act 2009* (Cth).

AITSL means the Australian Institute for Teaching and School Leadership.

all other teachers means an employee who does not have the qualifications of a 3 year, 4 year or 5 year trained teacher.

APST means the Australian Professional Standards for Teachers published by AITSL.

Certification of Highly Accomplished and Lead Teachers in Australia means the policy *Certification of Highly Accomplished and Lead Teachers in Australia* authored by AITSL and endorsed by Education Ministers at the Standing Council on School Education and Early Childhood - now the Education Council - on 20 April 2012.

children's services and early childhood education industry has the meaning given in clause 4.2(b).

defined benefit member has the meaning given by the *Superannuation Guarantee (Administration) Act 1992* (Cth).

director means the employee appointed by the employer to be responsible for the overall management and administration of a service in which an early childhood/ preschool teacher is employed.

employee means a person employed as a teacher in the school education industry or children's services and early childhood education industry who is a national system employee within the meaning of the [Act](#).

employer means national system employer within the meaning of the [Act](#).

exempt public sector superannuation scheme has the meaning given by the *Superannuation Industry (Supervision) Act 1993* (Cth).

full registration has the same meaning as [Proficient accreditation](#).

Educational Services (Teachers) Award 2020

~~**5 year trained teacher** means a teacher who has completed a degree in education or early childhood education that requires 4 years of full time study at an Australian university and in addition has completed a postgraduate degree at an Australian university requiring at least one year of full time study, or the equivalent as determined by the National Office of Overseas Skills Recognition, or the relevant State or Territory teacher registration authority, or in the case of early childhood teachers the relevant licensing and accreditation authority.~~

~~**4 year trained teacher** means a teacher who has completed a degree in education or early childhood education that requires 4 years of full time study at an Australian university or the equivalent as determined by the National Office of Overseas Skills Recognition, or the relevant State or Territory teacher registration authority, or in the case of early childhood teachers the relevant licensing and accreditation authority.~~

MySuper product has the meaning given by the *Superannuation Industry (Supervision) Act 1993* (Cth).

NES means the National Employment Standards as contained in [sections 59 to 131](#) of the [Act](#).

non-term weeks means weeks in the school year other than term weeks and include periods designated as school holidays for students; where a preschool operates according to terms that approximate school terms, non-term week will have the same meaning.

on-hire means the on-hire of an employee by their employer to a client, where such employee works under the general guidance and instruction of the client or a representative of the client.

preschool means a service in the children's services and early childhood education industry which usually operates during hours and terms which approximate those of a recognised school, and includes a kindergarten, day school or nursery school.

Proficient accreditation means accreditation as a Proficient Teacher that meets the requirements for full registration by a body which oversees accreditation and recognition of teachers' professional capacity in any State or Territory. A reference to full registration is a reference to Proficient accreditation.

principal means the employee appointed by the employer to the most senior leadership position in a school.

school education industry has the meaning given in clause 4.2(a).

school year means the period of 12 months from the day employees are required to attend the school for the new educational year or the calendar year, as determined by the school, and includes term weeks and non-term weeks.

standard rate means the minimum annual rate applicable to Level 1 in clause 17.1.

teacher means a person employed as such by a school, children's service or early childhood education service and who performs duties which include delivering an educational program, assessing student participation in an education program, administering an education program and performing other duties incidental to the

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delivery of the education program. So as to remove any doubt, teacher includes a teacher in a senior leadership position, but not a principal or deputy principal.

term weeks means the weeks in the school year that students are required to attend school as set out in the school calendar of each school; where a preschool operates according to terms that approximate school terms, term weeks will have the same meaning.

~~3-year trained teacher means a teacher who has completed a degree in education or early childhood education that requires 3 years of full time study at an Australian university or the equivalent as determined by the National Office of Overseas Skills Recognition, or the relevant State or Territory teacher registration authority, or in the case of early childhood teachers the relevant licensing and accreditation authority.~~

~~2-year trained teacher means any teacher employed in the children's services and early childhood education industry as at the commencement of this award who has completed a 2 year full time course in early childhood education and who has been recognised as an early childhood teacher by the relevant State or Territory licensing and accreditation authority.~~

3. The National Employment Standards and this award

- 3.1 The [National Employment Standards](#) (NES) and this award contain the minimum conditions of employment for employees covered by this award.
- 3.2 Where this award refers to a condition of employment provided for in the [NES](#), the [NES](#) definition applies.
- 3.3 The employer must ensure that copies of the award and the [NES](#) are available to all employees to whom they apply, either on a notice board which is conveniently located at or near the workplace or through accessible electronic means.

4. Coverage

- 4.1 This industry award covers employers throughout Australia in the school education industry, children's services and early childhood education industry and their employees as defined in clause 2—Definitions to the exclusion of any other modern award.
- 4.2 For the purposes of this award:
 - (a) **school education industry** means the provision of education, including preschool or early childhood education, in a school registered and/or accredited under the relevant authority in each State or Territory or in an early childhood service operated by a school and includes all operations of the school. Where the provision of school education is directed, managed and/or controlled by a central or regional administration of a system of schools it may also include the persons involved in providing such services to schools; and
 - (b) **children's services and early childhood education industry** means the industry of long day care, occasional care (including those occasional care

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services not licensed), nurseries, childcare centres, day care facilities, family based childcare, out-of-school hours care, vacation care, adjunct care, in-home care, kindergartens and preschools, mobile centres and early childhood intervention programs.

- 4.3** This award covers any employer which supplies labour on an on-hire basis in the school education industry and the children's services and early childhood education industry in respect of on-hire employees in classifications covered by this award, and those on-hire employees, while engaged in the performance of work for a business in those industries. Clause 4.3 operates subject to the exclusions from coverage in this award.
- 4.4** This award does not cover:
- (a) a person engaged solely to instruct students on an individual basis for example, in the areas of music, language, dance and/or to instruct students in choir, band, string ensemble or other similar small group (but not including an employee teaching the school curriculum);
 - (b) a sports coach, assistant, or trainer (other than a member of the teaching staff of a school);
 - (c) a person employed as a teacher/integration aide, helper, classroom assistant, or director/supervisor in or in connection with childcare, preschool, long day care centres, childminding centres or outside of school hours care services (other than a university qualified early childhood teacher);
 - (d) a member of a recognised religious teaching order and/or Minister of Religion (other than a teacher who is not engaged in that capacity) or a person engaged for the purpose of religious instruction, supervision of prayers, or to undertake other religious duties of a non-teaching nature; or
 - (e) a principal or deputy principal, however named.
- 4.5** The award does not cover:
- (a) an employee excluded from award coverage by the [Act](#);
 - (b) employees who are covered by a modern enterprise award, or an enterprise instrument (within the meaning of the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth)), or employers in relation to those employees;
 - (c) who are covered by a State reference public sector modern award, or a State reference public sector transitional award (within the meaning of the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth)), or employers in relation to those employees;
- 4.6** Where an employer is covered by more than one award, an employee of that employer is covered by the classification which is most appropriate to the work performed by the employee and to the environment in which the employee normally performs the work.

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NOTE: Where there is no classification for a particular employee in this award it is possible that the employer and that employee are covered by an award with occupational coverage.

5. Individual flexibility arrangements

5.1 Despite anything else in this award, an employer and an individual employee may agree to vary the application of the terms of this award relating to any of the following in order to meet the genuine needs of both the employee and the employer:

- (a) arrangements for when work is performed; or
- (b) overtime rates; or
- (c) penalty rates; or
- (d) allowances; or
- (e) annual leave loading.

NOTE: Agreement to vary the application of the terms under clauses 5.1(b) and (c) can only be made by employees covered by the provisions of Schedule A—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year.

5.2 An agreement must be one that is genuinely made by the employer and the individual employee without coercion or duress.

5.3 An agreement may only be made after the individual employee has commenced employment with the employer.

5.4 An employer who wishes to initiate the making of an agreement must:

- (a) give the employee a written proposal; and
- (b) if the employer is aware that the employee has, or reasonably should be aware that the employee may have, limited understanding of written English, take reasonable steps (including providing a translation in an appropriate language) to ensure that the employee understands the proposal.

5.5 An agreement must result in the employee being better off overall at the time the agreement is made than if the agreement had not been made.

5.6 An agreement must do all of the following:

- (a) state the names of the employer and the employee; and
- (b) identify the award term, or award terms, the application of which is to be varied; and
- (c) set out how the application of the award term, or each award term, is varied; and
- (d) set out how the agreement results in the employee being better off overall at the time the agreement is made than if the agreement had not been made; and

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(e) state the date the agreement is to start.

5.7 An agreement must be:

(a) in writing; and

(b) signed by the employer and the employee and, if the employee is under 18 years of age, by the employee's parent or guardian.

5.8 Except as provided in clause 5.7(b), an agreement must not require the approval or consent of a person other than the employer and the employee.

5.9 The employer must keep the agreement as a time and wages record and give a copy to the employee.

5.10 The employer and the employee must genuinely agree, without duress or coercion to any variation of an award provided for by an agreement.

5.11 An agreement may be terminated:

(a) at any time, by written agreement between the employer and the employee; or

(b) by the employer or employee giving 13 weeks' written notice to the other party (reduced to 4 weeks if the agreement was entered into before the first full pay period starting on or after 4 December 2013).

NOTE: If an employer and employee agree to an arrangement that purports to be an individual flexibility arrangement under this award term and the arrangement does not meet a requirement set out in section 144 then the employee or the employer may terminate the arrangement by giving written notice of not more than 28 days (see section 145 of the [Act](#)).

5.12 An agreement terminated as mentioned in clause 5.11(b) ceases to have effect at the end of the period of notice required under that clause.

5.13 The right to make an agreement under clause 5 is additional to, and does not affect, any other term of this award that provides for an agreement between an employer and an individual employee.

6. Requests for flexible working arrangements

6.1 Employee may request change in working arrangements

Clause 6 applies where an employee has made a request for a change in working arrangements under section 65 of the [Act](#).

NOTE 1: Section 65 of the [Act](#) provides for certain employees to request a change in their working arrangements because of their circumstances, as set out in section 65(1A). Clause 6 supplements or deals with matters incidental to the [NES](#) provisions.

NOTE 2: An employer may only refuse a section 65 request for a change in working arrangements on 'reasonable business grounds' (see section 65(5) and (5A)).

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NOTE 3: Clause 6 is an addition to section 65.

6.2 Responding to the request

Before responding to a request made under section 65, the employer must discuss the request with the employee and genuinely try to reach agreement on a change in working arrangements that will reasonably accommodate the employee's circumstances having regard to:

- (a) the needs of the employee arising from their circumstances;
- (b) the consequences for the employee if changes in working arrangements are not made; and
- (c) any reasonable business grounds for refusing the request.

NOTE 1: The employer must give the employee a written response to an employee's section 65 request within 21 days, stating whether the employer grants or refuses the request (section 65(4)).

NOTE 2: If the employer refuses the request, then the written response must include details of the reasons for the refusal (section 65(6)).

6.3 What the written response must include if the employer refuses the request

- (a) Clause 6.3 applies if the employer refuses the request and has not reached an agreement with the employee under clause 6.2.
- (b) The written response under section 65(4) must include details of the reasons for the refusal, including the business ground or grounds for the refusal and how the ground or grounds apply.
- (c) If the employer and employee could not agree on a change in working arrangements under clause 6.2, then the written response under section 65(4) must:
 - (i) state whether or not there are any changes in working arrangements that the employer can offer the employee so as to better accommodate the employee's circumstances; and
 - (ii) if the employer can offer the employee such changes in working arrangements, set out those changes in working arrangements.

6.4 What the written response must include if a different change in working arrangements is agreed

If the employer and the employee reached an agreement under clause 6.2 on a change in working arrangements that differs from that initially requested by the employee, then the employer must provide the employee with a written response to their request setting out the agreed change(s) in working arrangements.

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6.5 Dispute resolution

Disputes about whether the employer has discussed the request with the employee and responded to the request in the way required by clause 6, can be dealt with under clause 31—Dispute resolution.

7. Facilitative provisions

7.1 A facilitative provision provides that the standard approach in an award provision may be departed from by agreement between an employer and an individual employee, or an employer and the majority of employees in the enterprise or part of the enterprise concerned.

7.2 Facilitative provisions in this award are contained in the following clauses:

Clause	Provision	Agreement between an employer and:
28.2	Substitution of public holidays	An individual
A.1.4	Ordinary hours of work—teachers employed in early childhood services	An individual
A.4.2	Time off instead of overtime payment	An individual
A.6.1	Annual leave in advance	An individual
A.6.2	Cashing out of annual leave	An individual

Part 2—Types of Employment and Classifications

8. Types of employment

8.1 Employees under this award will be employed in one of the following categories:

- (a) full-time employment;
- (b) part-time employment;
- (c) casual employment; or
- (d) fixed term employment.

9. Terms of engagement

9.1 On appointment, the employer will provide the employee (other than a casual employee) with a letter of appointment stating:

- (a) the classification and rate of salary applicable on commencement;
- (b) the employee's face-to-face teaching load; and

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(c) details of their extra curricular commitment.

9.2 In the case of a part-time employee, the letter of appointment will include the employee's teaching load expressed as a percentage of a full-time load in the school and state their extra curricular commitment will generally be, on balance, in the same proportion to their teaching load as that of a full-time teacher.

9.3 Where the employer engages the employee on a fixed term basis, the letter of appointment will inform the employee of:

- (a) the reason the employment is fixed term;
- (b) the date of commencement; and
- (c) the period of the employment.

10. Full-time employees

A full-time employee is engaged to work an average of 38 ordinary hours per week.

11. Part-time employees

11.1 A part-time employee is an employee who is engaged to work on a regular basis for less than, but not more than **90%** of, the hours of a full-time employee in the school, children's service, or early childhood education service.

11.2 If the hours of a part-time employee rise above **90%** of the hours of a full-time employee, the employee will be considered full-time.

11.3 A part-time employee who requests to work above **90%** of full-time hours, but less than full-time, will not be considered to be full-time and will be remunerated for the actual hours worked.

11.4 A part-time employee is entitled to the benefits under this award on a pro rata basis. The pro rata basis will be calculated by dividing the number of face-to-face teaching hours prescribed for the part-time employee from time to time by the usual number of face-to-face teaching hours prescribed for a full-time employee in the school, children's service or early childhood education service.

11.5 An employer cannot vary a part-time employee's teaching load or days of attendance unless:

- (a) the employee consents; or
- (b) where such a variation is required as a result of a change in funding, enrolment or curriculum, the employer provides 7 weeks' notice in writing in the case of a school teacher or 4 weeks' notice in the case of an early childhood teacher, or where the change would result in a reduction in salary, the salary of the teacher is maintained for a period of 7 weeks in the case of a school teacher or 4 weeks in the case of an early childhood teacher.

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12. Casual employees

- 12.1 Casual employment means employment on a day-to-day basis for a period of not more than 4 consecutive weeks, or 4 consecutive term weeks in the case of a teacher in a school or preschool.
- 12.2 A casual engagement may be extended by agreement between the teacher and the employer provided the total period of the engagement:
- (a) does not exceed one school term in the case of teachers in a school or preschool; or
 - (b) a total of 10 weeks in any other case.
- 12.3 The rates of pay for a casual employee are contained in clause 17.5.

13. Fixed term employees

- 13.1 An employee may be employed for a fixed period of time for a period of at least 4 weeks but not more than 12 months on either a full-time or part-time basis to:
- (a) undertake a specified project for which funding has been made available;
 - (b) undertake a specified task which has a limited period of operation; or
 - (c) replace an employee who is on leave, performing other duties temporarily or whose employment has terminated after the commencement of the school year.
- 13.2 Where the replacement arrangement under clause 13.1(c) extends beyond 12 months, the fixed term employment may be extended for up to a further 12 months.

14. Classifications

14.1 Duties of an employee

The duties of a teacher may, include, in addition to teaching, activities associated with administration, review, development and delivery of educational programs and co-curricular activities.

14.2 Classification on Appointment

On appointment, an employee will be classified according to the criteria set out below and paid in accordance with Clause 17 - Minimum Rates.

<u>Classification</u>	<u>Criteria</u>
<u>Level 1</u>	<u>Graduate Teacher and all other teachers (as defined) including those holding provisional or conditional accreditation /registration</u>
<u>Level 2</u>	<u>Teacher with Proficient accreditation/registration or equivalent</u>
<u>Level 3</u>	<u>Teacher with Proficient accreditation/registration or equivalent after three years' satisfactory service at a proficient level</u>
<u>Level 4</u>	<u>Teacher with Proficient accreditation/registration or equivalent after six years' satisfactory service at a proficient level</u>

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Level 5	Teacher with Highly Accomplished / Lead Teacher accreditation / registration or equivalent
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14.3 Satisfactory Service

- (a) All service will be deemed satisfactory for the purposes of subclause 14.2 unless the employer disputes for a given year that it is satisfactory by notifying the Fair Work Commission of the dispute pursuant to Clause 31—Dispute Resolution following a formal review and the provision of specific reasons.
- (b) Service is satisfactory if the teacher has complied with the requirements of the Australian Professional Standards for Teachers (APST).

14.4 Transitional Provisions

- (a) On 1 January 2022 [“the classification structure transition date”], the classification and pay structure was varied from a twelve level incremental system to a five level system based on accreditation/registration status and teaching service at a proficient level.
- (b) An employee shall transition to the new classification structure based on the following table:

<u>Classification prior to the classification structure transition date</u>	<u>Classification after the classification structure transition date</u>
<u>Level 1</u>	<u>Level 1</u>
<u>Level 2</u>	<u>Level 1</u>
<u>Level 3</u>	<u>Level 1</u>
<u>Level 4</u>	<u>Level 1</u>
<u>Level 5</u>	<u>Level 2</u>
<u>Level 6</u>	<u>Level 2</u>
<u>Level 7</u>	<u>Level 2</u>
<u>Level 8</u>	<u>Level 3</u>
<u>Level 9</u>	<u>Level 3</u>
<u>Level 10</u>	<u>Level 3</u>
<u>Level 11</u>	<u>Level 4</u>
<u>Level 12</u>	<u>Level 4</u>
<u>No transition</u>	<u>Level 5</u>

- (c) Provided that if an employee covered by this Award prior to the classification structure transition date is better off being classified pursuant to subclause 14.2 then those provisions apply at the point of transition.

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- (d) An employee who is employed after 1 January 2022 and before 1 January 2023 who was, prior to the classification structure transition date, qualified as a teacher or who held teaching accreditation / registration status, shall be classified in accordance with subclause 14.4 (b) and the provisions in Schedule H, or in accordance with subclause 14.2, whichever is the more beneficial.
- (e) For employees who transition pursuant to 14.4 (b) or (d), all service, in excess of two years, will count as service at a proficient level where that service has followed the attainment of a recognised teaching qualification. Provided that where a teacher gained proficiency within two years, all service will be at a proficient level from the date that they gained proficiency.
- (f) Following transition pursuant to this subclause 14.4, such employees will progress in accordance with subclause 14.7.
- (g) To avoid doubt, these transitional provisions apply to employees who are covered by the award on the relevant dates, even if the award did not apply to them on the relevant dates.
- (h) When transitioning to the new classification structure:

 - (i) no employee shall suffer a reduction in their annual rate of pay as a consequence of the transition; and
 - (ii) an employer is not required to increase monetary obligations above the relevant minimum annual rate and any increase may be absorbed into existing over award payments.

~~14.2~~14.5 Recognition of previous service

- ~~(a)~~ On appointment, an employee will be classified and placed on the appropriate level on the wage scale in clause 17 Minimum rates, according to their qualifications and teaching experience. For the purpose of this award ~~teaching experience~~ does not include employment as a teacher in a TAFE program (unless the teacher is employed to teach a Vocational and Educational Training (VET) program) or in an English Language School.
- ~~(b)~~(a) Service as a part-time teacher will normally accrue on a pro rata basis according to the percentage of a full-time teaching load undertaken in any year. However, subject to clause 11.3, where the hours are more than 90% of a full-time load, service will count as a full-time year.
- ~~(c)~~(b) In the case of a casual employee, the equivalent of a full-time year of teaching service is 200 full casual days in Australian schools.
- ~~(d)~~(c) In the case of an early childhood/preschool teacher, the following will count as service:

 - (i) teaching experience in preschools, kindergartens, multi-purpose centres, early intervention services, long day care centre and other similar services;

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- (ii) teaching experience of children from 4 to 8 years (or in the infants department) of a school registered and/or accredited under the relevant authority in each state or territory;
 - (iii) service as a lecturer in early childhood education or child development, as a child development officer or equivalent; and
 - (iv) service as a diploma qualified childcare worker, at the rate of one year for every 3 years' service up to a maximum of 4 years.
- (d) For the purpose of this award teaching experience does not include employment as a teacher in a TAFE program (unless the teacher is employed to teach a Vocational and Educational Training (VET) program) or in an English Language School.

14.314.6 Evidence of qualifications and teaching experience

- (a) On engagement, the employer may require that the employee provide documentary evidence of qualifications and teaching experience.
- (b) If an employer considers that the employee has not provided satisfactory evidence, and advises the employee in writing to this effect, then the employer may decline to recognise the relevant qualification or experience until evidence is provided. The employer will not unreasonably refuse to recognise the qualifications or teaching experience of an employee.
- (c) Where an employee has completed further teaching experience with another employer (for example during unpaid leave) or additional qualifications after commencement of employment, they will be entitled to be classified accordingly and back paid from the date of completion of the experience or qualifications, provided the employee provided satisfactory evidence to the employer within 3 months of completion. In all other cases the employee will be classified and paid from the date satisfactory evidence is provided.

14.414.7 Progression

- (a) Subject to subclauses 14.8-14.10, an employee on Level 1 will progress to Level 2 from the first full pay period after the teacher has been accredited as Proficient. An employee who is 3 year trained will commence on Level 1 of the wage scale in clause 17. Minimum rates and progress according to normal years of service to Level 12 of the scale.
- (b) Subject to subclauses 14.8-14.10, progression from Level 2 to Level 3 and Level 3 to Level 4 will occur from the first full pay period after the employee has completed the years of service set out on subclause 14.2. An employee who is 4 year trained will commence on Level 3 of the wage scale in clause 17. Minimum rates and progress according to normal years of service to Level 12.
- (c) Provided however the total number of years of service at a Proficient level will be deemed to be not less than the total service of the teacher minus two years in the case of teachers covered by the transition provisions pursuant to subclause

Field Code Changed

Field Code Changed

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~~14.4. An employee who is 5 year trained will commence on Level 4 of the wage scale in clause 17— Minimum rates and progress according to normal years of service to Level 12 of the scale.~~

~~(d) All other teachers and 2 year trained teachers as defined in clause 2— Definitions will commence on Level 1 of the wage scale in clause 17— Minimum rates and progress according to normal years of service to a maximum of Level 5.~~

14.8 Jurisdictions without compulsory accreditation / registration of Teachers

~~(a) Where a State or Territory has not introduced a requirement for teachers (or a subset of teachers) to be accredited as proficient/ fully registered, such teachers in these jurisdictions will:~~

~~(i) be deemed Proficient for the purposes of this Award either after two years of service or on obtaining proficient accreditation/full registration, whichever occurs sooner; and~~

~~(ii) count all service beyond the first 2 years of service, or after they obtain full registration, (whichever is the greater) as service at a proficient level for the purposes of subclause 14.2.~~

~~(b) A teacher will not be deemed proficient after 2 years pursuant to subclause 14.8(a)(i) if during the first 18 months' service the employer notifies the Fair Work Commission of a dispute pursuant to Clause 31 - Dispute Resolution as to whether the teacher has met the requirements of the Australian Professional Standards for Teachers (APST) for a proficient teacher. Such a dispute may only be notified following a formal review and the provision of specific reasons and a reasonable period to respond.~~

~~(c) A teacher who forms the view that they have equivalency to a proficient teacher before they have completed 2 years of service, can utilise the provisions of Clause 31 - Dispute Resolution to seek recognition that they have reached Proficient status.~~

~~(d) A teacher in a State or Territory which does not have a method to obtain accreditation as a proficient teacher has that status if they meet the requirements of the Australian Professional Standards for Teachers (APST) for a proficient teacher.~~

~~(e) These provisions also apply if a State or Territory introduces a requirement for teachers (or a subset of teachers) to be accredited as proficient/ fully registered after 1 January 2022 in respect of teachers who, as at that date the requirement was introduced had commenced employment.~~

14.9 Progression to Level 5

~~(a) A teacher in a State or Territory which does not have a method to obtain accreditation as a highly accomplished or lead teacher can utilise the provisions of Clause 31— Dispute Resolution to seek recognition that they meet the requirements of the Australian Professional Standards for Teachers (APST) for a highly accomplished or lead teacher.~~

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(b) A teacher in a State or Territory which does not have a method to obtain accreditation as a highly accomplished or lead teacher has that status if they meet the requirements of the Australian Professional Standards for Teachers (APST) for a highly accomplished or lead teacher.

(a) A teacher in a state or territory in which no certifying authority provides certification for that teacher as a Highly Accomplished or Lead Teacher assessed against the APST, may nonetheless notify their employer that they wish to be recognised as the equivalent of a Highly Accomplished or Lead Teacher and will be deemed to be the level of Highly Accomplished or Lead Teacher (Level 5) if they have:

(i) demonstrated that they meet the requirements of the APST for a highly accomplished or lead teacher; and

(ii) have been assessed as such by assessors external to the school or setting of the teacher who assess the application in accordance with the national process provided for by the Certification of Highly Accomplished And Lead Teachers in Australia.

(b) For the purposes of cl.14.9(a)(ii) on application by a teacher to be recognised as the equivalent of a Highly Accomplished or Lead Teacher, the employee and the employer will agree on three assessors to conduct the assessment. The assessors shall have knowledge of the APST and of the industry.

(c) For the purposes of clause 14.9(a)(i), the assessment will be for a fixed period of five years and any teacher who wishes to renew their recognition must notify their employer that they wish to renew their recognition. An application for renewal of recognition will be independently assessed by an assessor appointed under clause 14.9(b) and assessed in accordance with any applicable AITSL guideline.

14.10 Returning to Teaching

(a) A teacher with at least two years' service who was previously registered / accredited as Proficient or who was not required to be registered/accredited as Proficient who:

(i) is returning to teaching following a break of service, where they have not obtained or maintained proficient status; or

(ii) otherwise does not hold proficient accreditation/registration status;

shall be classified on Level 2 for one year full-time equivalent teaching service, during which period the teacher may apply for proficient teacher accreditation or registration or apply for mutual recognition (in the case of an interstate teacher) with the relevant teacher accreditation authority. Upon attaining proficient teacher accreditation or registration, the teacher will progress to the

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relevant Level between Level 2 and Level 4 based on their service at a proficient level. All service, in excess of two years, will count as service at a proficient level where that service has followed the attainment of a recognised teaching qualification.

- (b) If the teacher does not attain proficient teacher accreditation or registration within the one year full-time equivalent teaching service, the teacher will be paid at Level 1 until the teacher achieves proficient teacher accreditation; on such date the teacher will progress to the relevant Level between Level 2 and Level 4 based on their service at a proficient level. All service, in excess of two years, will count as service at a proficient level where that service has followed the attainment of a recognised teaching qualification.
- (c) Subclause 14.10 applies on or after 1 January 2023. Prior to that date, the provisions of subclause 14.4 apply.
- (d) If a teacher to whom this subclause 14.10 applies is employed in a State or Territory that has not yet introduced a requirement for teachers (or a subset of teachers) to be accredited as proficient/ fully registered, then subclause 14.8 applies.

14.11 Support for new teachers

- (a) It is the responsibility of the individual Level 1 teacher to achieve accreditation or registration at the level of proficient teacher within the required timeframes. The employer will support the Level 1 teacher to obtain accreditation or registration at the proficient teacher standard, which will include reasonable release without loss of pay from ordinary duties for the Level 1 teacher and for a mentor or supervisor assisting the Level 1 teacher to achieve accreditation or registration at the proficient teacher standard where operationally practicable.
- (b) If a Level 1 teacher or a supervisor or mentor has concerns regarding the support being provided by the employer, they should discuss the matter with the employer. If the matter remains unresolved, the matter may be dealt with in accordance with Clause 31 - Dispute Resolution.
- (d) —

Part 3—Hours of Work

15. Ordinary hours of work

- 15.1** Clause 15 of the award provides for industry specific detail and supplements the [NES](#) that deals with maximum weekly hours.
- 15.2** Clause 15 does not apply to teachers, including a teacher appointed as a Director, employed in an early childhood service which operates for 48 or more weeks per year who are covered by the provisions of Schedule A—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year.

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- 15.3** Notwithstanding the [NES](#), and due to the operational requirements of employers in the industry, the ordinary hours of an employee under this award may be averaged over a 12 month period.
- 15.4** The ordinary hours of work for an employee during term weeks are variable. In return, an employee is not generally required to attend for periods of time when the students are not present, subject to the needs of the employer with regard to professional development, student free days and other activities requiring the employee's attendance.
- 15.5** The maximum number of days that the employee will be required to attend during term weeks and non-term weeks is 205 in each school year.
- 15.6** The following circumstances are not included when calculating the 205 employee attendance days:
- (a) co-curricular activities that are conducted on a weekend;
 - (b) school related overseas and interstate trips, conferences and similar activities undertaken by mutual consent during non-term weeks;
 - (c) when the employee appointed to a leadership position is performing duties in non-term weeks that are directly associated with the leadership position;
 - (d) when the employee has boarding house responsibilities and the employee is performing those duties during term weeks and non-term weeks; and
 - (e) exceptional circumstances, such as the requirement to provide pastoral care to students in the event of a tragedy in the school community, in which an employee may be recalled to perform duties relating to their position.
- 15.7** The provision of clause 15.5 does not apply to employers that adhere to the calendar and school year of a foreign country.
- 15.8** The employer will provide written notice of the term weeks and days in non-term times on which the employees are required to attend, 6 months in advance of the requirement to attend.
- 15.9** The annual salary and any applicable allowances payable under this award are paid in full satisfaction of an employee's entitlements for the school year or a proportion of the school year. The employee's absence from school during non-term weeks is deemed to include their entitlement to annual leave.

16. Breaks

16.1 Unpaid meal break

- (a) An employer is required to provide an unpaid meal break of not less than 30 consecutive minutes to an employee who is engaged or rostered to work for more than 5 hours on a day. Such meal break will start no later than 5 hours after the employee commenced work on that day.

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- (b) Clause 16.1(a) does not apply to teachers employed in early childhood services operating for at least 48 weeks per year who are covered by the provisions of Schedule A—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year.

16.2 Paid meal break

If a teacher employed in an early childhood service is required to remain on the premises during the meal break they will be entitled to a paid meal break of between 20 and 30 minutes no later than 5 hours after commencing work.

Part 4—Wages and Allowances

17. Minimum rates

[Varied by [PR723627](#), [PR729336](#)]

NOTE: A transitional pay equity order taken to have been made pursuant to item 30A of Schedule 3A to the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth) has effect in accordance with that item. A relevant transitional pay equity order operates in Queensland as provided for in item 30A (6) and (7).

[17.1 varied by [PR729336](#) ppc 01Jul21]

17.1 The minimum wage payable to a full-time employee will be determined in accordance with the provisions of clause 14—Classifications, and the following table.

Classification	Minimum annual rate (full-time employee)
	\$
Level 1	61,034 53,731
Level 2	66,712 54,838
Level 3	72,625 56,330
Level 4	78,539 58,361
Level 5	84,452 60,395
Level 6	62,288
Level 7	64,180
Level 8	66,212
Level 9	68,247
Level 10	70,279
Level 11	72,314
Level 12	74,344

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NOTE: See Schedule B—Summary of Rates of Pay for a summary of hourly rates of pay, including overtime and penalty rates.

~~17.4~~17.2A full-time employee who works in a children's or early childhood service which usually provides services over a period of at least 8 hours each day for 48 weeks or more (such as a long day care centre) will be paid an additional **4%** on the rates set out in clause 17.1 on the basis that the employee is not covered by the provisions of clause 15—Ordinary hours of work.

~~17.2~~17.3The weekly rate of pay for an employee will be determined by dividing the annual rate by 52.18 and the fortnightly rate by dividing the annual rate by 26.09.

~~17.3~~17.4Part-time employee rates

A part-time employee will be paid pro rata, at the same rate as a full-time employee in the same classification, in accordance with the provisions of clause 11—Part-time employees~~Part-time employees~~Part-time employees.

~~17.4~~17.5Casual employee rates

- (a) The minimum rate payable to a casual employee will be:
- (i) where the employee is engaged for less than 5 consecutive days—no higher than the rate at Level 8 in clause 17.1; or
 - (ii) where the employee is engaged for 5 or more consecutive days—the appropriate minimum rate for the classification as specified in clause 14—Classifications.

[17.5(b) varied by [PR723627](#) ppc 01Nov20]

- (b) The minimum rate for a casual employee will be calculated in accordance with the following table:

Full day	Weekly rate calculated in accordance with clause 17.3 divided by 5 plus 25%
Half day	Weekly rate calculated in accordance with clause 17.3 divided by 10 plus 25%

(c) Minimum payments

[17.5(c) substituted by [PR723627](#) ppc 01Nov20]

- (i) Where a day is the usual required attendance time for an employee at a particular school and a half day is half the usual required attendance time; a casual employee in a school will be paid for a minimum of half a day.
- (ii) A casual employee in a children's service or early childhood education service will be paid for a minimum of:
 - where they are required to work for up to 2 hours, 2 hours;
 - where they are required to work for more than 2 hours and up to 4 hours, 4 hours; and

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- where they are required to work for more than 4 hours and up to a full day, the full day rate, based on their appropriate hourly rate.

NOTE 1: The relevant full day rate is shown at Table B.1.1 and the relevant 2 hour and 4 hour rates are shown at Tables B.1.3 and B.1.4.

NOTE 2: The appropriate hourly rate is calculated by dividing the relevant full day rate by 7.6.

18. Payment of wages

NOTE: Regulations 3.33(3) and 3.46(1)(g) of *Fair Work Regulations 2009* set out the requirements for pay records and the content of payslips including the requirement to separately identify any allowance paid.

18.1 All monies payable will be paid:

- once each fortnight with the payment, excepting teachers being employed pursuant to Schedule A—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year being made no later than the last working day of each fortnight;
- once every 4 weeks at the end of the first fortnight which includes payment for 2 weeks in arrears and 2 weeks in advance; or
- once every month with the payment being made as nearly as possible on the middle of each month which includes one half month in arrears and one half month in advance.

18.2 An employer may elect to pay wages and allowances by cash, cheque or direct transfer. Where monies are paid by direct transfer, the employee has the right to nominate the financial institution and the account.

18.3 Payment on termination of employment

- The employer must pay an employee no later than 7 days after the day on which the employee's employment terminates:
 - the employee's wages under this award for any complete or incomplete pay period up to the end of the day of termination; and
 - all other amounts that are due to the employee under this award and the [NES](#).
- The requirement to pay wages and other amounts under clause 18.3(a) is subject to further order of the Commission and the employer making deductions authorised by this award or the [Act](#).

NOTE 1: Section 117(2) of the [Act](#) provides that an employer must not terminate an employee's employment unless the employer has given the employee the required minimum period of notice or "has paid" to the employee payment instead of giving notice.

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NOTE 2: Clause 18.3(b) allows the Commission to make an order delaying the requirement to make a payment under clause 18.3. For example, the Commission could make an order delaying the requirement to pay redundancy pay if an employer makes an application under section 120 of the [Act](#) for the Commission to reduce the amount of redundancy pay an employee is entitled to under the [NES](#).

NOTE 3: State and Territory long service leave laws or long service leave entitlements under section 113 of the [Act](#), may require an employer to pay an employee for accrued long service leave on the day on which the employee's employment terminates or shortly after.

19. Allowances

[Varied by [PR729336](#)]

NOTE: Regulations 3.33(3) and 3.46(1)(g) of *Fair Work Regulations 2009* set out the requirements for pay records and the content of payslips including the requirement to separately identify any allowance paid.

19.1 Employers must pay to an employee the allowances the employee is entitled to under clause 19.

NOTE: See Schedule C—Summary of Monetary Allowances for a summary of monetary allowances and method of adjustment.

19.2 Wage-related allowances—director's allowance

(a) Clause 19.2 applies only to an early childhood/preschool teacher who is appointed as a Director.

[19.2(b) varied by [PR729336](#) ppc 01Jul21]

(b) A full-time employee who is appointed as a Director will be paid, in addition to the amounts payable under clause 17—~~Minimum rates~~~~Minimum rates~~~~Minimum rates~~, the following allowance which is based on a percentage of the [standard rate](#), and calculated on the basis of the number of places in the centre for which they are responsible:

Level	Number of places	\$ per annum
1	Up to 39 places	7018.916179.07
2	40–59 places	8697.357656.67
3	60 or more places	10558.889295.46

(c) A part-time employee who is appointed as a Director will be paid, in addition to the amounts payable under clause 17—~~Minimum rates~~~~Minimum rates~~~~Minimum rates~~, an allowance in accordance with the table in clause 19.2(b), on a proportionate basis to the hours they work.

(d) An employee required by the employer to act as a Director for at least 10 consecutive working days will be paid at the rate applicable to that position for the time they are in the position.

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19.3 Wage-related allowances—leadership allowance

(a) Eligibility

- (i)** Clause 19.3 applies only to a teacher in a school.
- (ii)** A leadership allowance will be paid to an employee where the employer requires the performance of administrative, pastoral care and/or educational leadership duties additional to those usually required of teachers by the employer.
- (iii)** An allowance is linked to a position of leadership rather than tied to an individual employee.
- (iv)** The principal of the school determines who holds a position that is eligible for a leadership allowance.

(b) Notification

- (i)** The principal will provide written advice to an employee in receipt of an allowance of the position, its tenure, the duties required and the allowance to be paid.
- (ii)** The principal will advise the employee of the level to which the position equates.

(c) Structure of leadership allowances

Leadership allowances will be determined by student numbers and the level of responsibility undertaken, as follows:

(i) School size

Category	School size
Category A	School with more than 600 students
Category B	School with between 300–600 students
Category C	School with between 100–299 students

(ii) Level of responsibility

The level of additional responsibility can be categorised as either administrative, pastoral care or educational leadership, or a combination of these, as follows:

Level 1	Positions of leadership such as responsibility for the management of a major department or a pastoral care or educational leadership position of equivalent status.
Levels 2 and 3	Positions of leadership such as small learning area department heads, additional responsibilities such as co-ordination of a school publication, sports co-ordinator or similar responsibilities.

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A school will apply these allowances to positions of responsibility which are appropriate to its structure.

- (d) The assignment of a position to a particular level in clause 19.3 will reflect the graduation of responsibilities exercised in each school, whether, administrative, pastoral care or educational leadership, with Level 1 being the most significant level of responsibility.
- (e) Positions of leadership will be available in both primary and secondary schools.
- (f) A school with less than 100 students will determine positions of responsibility and allowances which are appropriate to its structure.
- (g) **Amount**

[19.3(g)(i) varied by [PR729336](#) ppc 01Jul21]

- (i) The allowances are based on a percentage of the [standard rate](#). The following allowances apply:

Category	\$ per annum		
	A	B	C
Level 1	4882.724298.48	4272.383761.17	3845.143385.05
Level 2	3356.872955.21	2899.122552.22	2441.362149.24
Level 3	1678.441477.60	1434.301262.68	976.54859.70

- (ii) Where the position of leadership is shared, the payments may also be shared.

19.4 Wage-related allowances—educational leader

- ~~(h)~~(a) [Clause 19.4 applies only to a teacher in the children’s services and early childhood education industry.](#)
- (b) [The allowance is based on a percentage of the standard rate.](#)
- (c) [An educational leader’s allowance of \\$3845.14 per annum will be paid to an employee who is required to discharge the responsibilities of the educational leader under Regulation 118 of the National Regulations.](#)
- (d) [The educational leader’s allowance is payable in addition to any director’s allowance payable under Clause 19.2.](#)
- (e) [Where the position of educational leadership is shared, the payments may also be shared.](#)
- (f) [In respect of an early childhood facility that operates less than 5 days a week, the allowance payable is reduced pro rata.](#)

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19.419.5 Expense-related allowances—vehicle allowance

- (a) An employee required by the employer to use the employee’s motor vehicle in the performance of duties must be paid the following allowances:

Vehicle	\$ per kilometer (km)
Motor car	0.80 per km with a maximum payment up to 400 km per week
Motorcycle	0.27 per km with a maximum payment up to 400 km per week

- (b) The employer must pay all expenses including registration, running and maintenance where an employer provides a motor vehicle which is used by an employee in the performance of the employee’s duties.

20. Superannuation

20.1 Superannuation legislation

- (a) Superannuation legislation, including the *Superannuation Guarantee (Administration) Act 1992* (Cth), the *Superannuation Guarantee Charge Act 1992* (Cth), the *Superannuation Industry (Supervision) Act 1993* (Cth) and the *Superannuation (Resolution of Complaints) Act 1993* (Cth), deals with the superannuation rights and obligations of employers and employees. Under superannuation legislation individual employees generally have the opportunity to choose their own superannuation fund. If an employee does not choose a superannuation fund, any superannuation fund nominated in the award covering the employee applies.
- (b) The rights and obligations in these clauses supplement those in superannuation legislation.

20.2 Employer contributions

An employer must make such superannuation contributions to a superannuation fund for the benefit of an employee as will avoid the employer being required to pay the superannuation guarantee charge under superannuation legislation with respect to that employee.

20.3 Voluntary employee contributions

- (a) Subject to the governing rules of the relevant superannuation fund, an employee may, in writing, authorise their employer to pay on behalf of the employee a specified amount from the post-taxation wages of the employee into the same superannuation fund as the employer makes the superannuation contributions provided for in clause 20.2.
- (b) An employee may adjust the amount the employee has authorised their employer to pay from the wages of the employee from the first of the month following the giving of three months’ written notice to their employer.

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- (c) The employer must pay the amount authorised under clauses 20.3(a) and 20.3(b) no later than 28 days after the end of the month in which the deduction authorised under clauses 20.3(a) or 20.3(b) was made.

20.4 Superannuation fund

Unless, to comply with superannuation legislation, the employer is required to make the superannuation contributions provided for in clause 20.2 to another superannuation fund that is chosen by the employee, the employer must make the superannuation contributions provided for in clause 20.2 and pay the amount authorised under clauses 20.3(a) and 20.3(b) to one of the following superannuation funds or its successor:

- (a) NGS Super;
- (b) Australian Catholic Superannuation and Retirement Fund (ACSRF);
- (c) Catholic Super (CSF);
- (d) Combined Fund;
- (e) The Victorian Independent Schools Superannuation Fund;
- (f) HESTA Super Fund;
- (g) CareSuper;
- (h) AustralianSuper;
- (i) Tasplan;
- (j) Sunsuper;
- (k) Queensland Independent Education and Care Superannuation Trust;
- (l) AMP Superannuation Savings Trust;
- (m) Concept One the Industry Superannuation Plan;
- (n) Lutheran Super;
- (o) Christian Super;
- (p) any superannuation fund to which the employer was making superannuation contributions for the benefit of its employees before 12 September 2008, provided the superannuation fund is an eligible choice fund and is a fund that offers a MySuper product or is an exempt public sector superannuation scheme; or
- (q) a superannuation fund or scheme of which the employee is a defined benefit member.

Part 5—Leave and Public Holidays

21. Annual leave

- 21.1 Annual leave is provided for in the [NES](#). Clause 21 of the award provides industry specific details and supplements the [NES](#) which deals with annual leave.

NOTE: Where an employee is receiving over-award payments such that the employee's base rate of pay is higher than the rate specified under this award, the employee is entitled to receive the higher rate while on a period of paid annual leave (see sections 16 and 90 of the [Act](#)).

- 21.2 An employee in a school, preschool or kindergarten must take annual leave during non-term weeks. Leave must generally be taken, in the case of an employee whose employment with the employer is continuing into the next school or preschool year, in the 4-week period immediately following the final term week of the current school or preschool year, unless otherwise agreed with the employer.
- 21.3 An employee may only take annual leave re-credited in accordance with the [NES](#) during non-term weeks as directed by the employer.

22. Pro rata payment of salary inclusive of annual leave

- 22.1 Clause 22 of the award provides industry specific detail and incorporates the [NES](#) entitlement with respect to annual leave.
- 22.2 Clause 22 does not apply to teachers employed in early childhood services operating for at least 48 weeks per year covered by Schedule A—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year.
- 22.3 For the purpose of clause 22:
- (a) **school or preschool service date** means the date from which employees are paid at the commencement of the school/preschool year in their first year of service with the employer; and
 - (b) **employee** means an employee other than a casual employee.
- 22.4 The provisions of clause 22 will apply:
- (a) in the calculation of payment of pro rata salary where an employee's employment ceases; or
 - (b) in the calculation of payment of pro rata salary if:
 - (i) an employee commenced employment after the school or preschool service date; or
 - (ii) an employee has taken leave without pay of more than 2 term weeks since the school or preschool service date; or

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- (iii) the hours which an employee has worked at school or preschool have varied since the school or preschool service date.

22.5 Calculation of payments

The calculation is as follows:

$$P = \frac{S \times C}{B} - D$$

- P is the payment due
- S is the total salary paid in respect of term weeks, or part thereof, since the school or preschool service date or the date of employment in circumstances where the employee has been employed by the employer since the school or preschool service date
- B is the number of term weeks, or part thereof in the school or preschool year
- C is the number of non-term weeks, or part thereof, in the school or preschool year
- D is the salary paid in respect of non-term weeks, or part thereof, that have occurred since the school or preschool service date or date of employment in circumstances where the employee has been employed by the employer since the school or preschool service date

- 22.6** The formula in clause 22.5 is intended to be used to calculate the pro rata salary inclusive of annual leave owing to an employee in respect of the school/preschool year in which the formula is applied.

22.7 Employees who commence employment after the commencement of the school or preschool year

An employee who commences employment after the usual date of commencement at a school or preschool in any school/preschool year, will be paid from the date the employee commences provided that at the end of the last school/preschool term or final semester in that year, the employee must be paid an amount calculated pursuant to clause 22.5 and will receive no salary or other payment other than payment under clause 22.7 until:

- (a) the school or preschool service date or the resumption of Term 1; or
- (b) first semester in the following school/preschool year.

22.8 Employees who take approved leave without pay

Where an employee takes leave without pay with the approval of the employer for a period which (in total) exceeds more than 2 term weeks in any year, the employee will be paid a salary calculated in accordance with clause 22.8 as follows:

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- (a) if the leave without pay commences and concludes in the same school/preschool year, the payment will be calculated and made at the conclusion of the last school/preschool term or final semester in that year;
- (b) if the leave without pay is to conclude in a school/preschool year following the school/preschool year in which the leave commenced:
 - (i) at the commencement of the leave, a payment will be calculated and made in respect of the school/preschool year in which the leave commences; and
 - (ii) at the end of the last school/preschool term or final semester in that year in which the leave concludes, a payment will be calculated and made in respect of that school/preschool year.
- (c) If the employee returns early from leave any payment under clause 22.8(b)(i) will be taken into account in calculating the amount owed to the employee at the end of the last school/preschool term or final semester in that year.

23. Annual leave loading

- 23.1 Clause 23 of the award provides for industry specific detail and supplements the [NES](#) which deals with annual leave.
- 23.2 An employee who has served throughout the school year is entitled to a leave loading of **17.5%** on 4 weeks' annual leave. The loading will normally be paid:
 - (a) at the time that the employee is paid annual leave or pro rata annual leave; or
 - (b) on the termination of employment by either party.

23.3 Leave loading is to be calculated using the following formula:

$$\frac{[\text{Weekly rate} \times 4 \times 17.5\%] \times \text{term weeks worked by the employee in that school year}}{\text{Total term weeks in that school year}}$$

For example, in the case of an employee with a weekly salary of **\$1000** on termination of employment (or at the end of the final term week in the school year) who was employed at the school for 20 of the 38 term weeks in that school year, the calculation will be as follows:

$$\mathbf{\$1000 \times 4 \times 17.5\% = \$700}$$

$$\mathbf{\$700 \times 20/38 = \$368.42}$$

- 23.4 Clause 23.3 does not apply to teachers covered by Schedule A—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year.
- 23.5 Despite clauses 23.2 and 23.3, an employer may pay annual leave loading to the employee with each wage payment throughout the school year by increasing the annual rate of pay as at the commencement of the school year, or as subsequently varied, by **1.342%**.

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23.6 An employer that elects to pay leave loading with each wage payment throughout the school year will advise the employee in their letter of appointment.

24. Personal/carer's leave and compassionate leave

Personal/carer's leave and compassionate leave are provided for in the [NES](#).

25. Parental leave and related entitlements

Parental leave and related entitlements are provided for in the [NES](#).

26. Community service leave

Community service leave is provided for in the [NES](#).

27. Unpaid family and domestic violence leave

Unpaid family and domestic violence leave is provided for in the [NES](#).

NOTE 1: Information concerning an employee's experience of family and domestic violence is sensitive and if mishandled can have adverse consequences for the employee. Employers should consult with such employees regarding the handling of this information.

NOTE 2: Depending upon the circumstances, evidence that would satisfy a reasonable person of the employee's need to take family and domestic violence leave may include a document issued by the police service, a court or family violence support service, or a statutory declaration.

28. Public holidays

28.1 Public holiday entitlements are provided for in the [NES](#).

28.2 Substitution of public holidays

- (a) An employer and employee may agree to substitute another day for a day that would otherwise be a public holiday under the [NES](#).
- (b) An employer and employee may agree to substitute another part-day for a part-day that would otherwise be a part-day public holiday under the [NES](#).

28.3 Part-day public holidays

For provisions in relation to part-day public holidays see Schedule G—Part-day Public Holidays.

Part 6—Consultation and Dispute Resolution

29. Consultation about major workplace change

- 29.1** If an employer makes a definite decision to make major changes in production, program, organisation, structure or technology that are likely to have significant effects on employees, the employer must:
- (a) give notice of the changes to all employees who may be affected by them and their representatives (if any); and
 - (b) discuss with affected employees and their representatives (if any):
 - (i) the introduction of the changes; and
 - (ii) their likely effect on employees; and
 - (iii) measures to avoid or reduce the adverse effects of the changes on employees; and
 - (c) commence discussions as soon as practicable after a definite decision has been made.
- 29.2** For the purposes of the discussion under clause 29.1(b), the employer must give in writing to the affected employees and their representatives (if any) all relevant information about the changes including:
- (a) their nature; and
 - (b) their expected effect on employees; and
 - (c) any other matters likely to affect employees.
- 29.3** Clause 29.2 does not require an employer to disclose any confidential information if its disclosure would be contrary to the employer's interests.
- 29.4** The employer must promptly consider any matters raised by the employees or their representatives about the changes in the course of the discussion under clause 29.1(b).
- 29.5** In clause 29 **significant effects**, on employees, includes any of the following:
- (a) termination of employment; or
 - (b) major changes in the composition, operation or size of the employer's workforce or in the skills required; or
 - (c) loss of, or reduction in, job or promotion opportunities; or
 - (d) loss of, or reduction in, job tenure; or
 - (e) alteration of hours of work; or
 - (f) the need for employees to be retrained or transferred to other work or locations; or

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(g) job restructuring.

29.6 Where this award makes provision for alteration of any of the matters defined at clause 29.5, such alteration is taken not to have significant effect.

30. Consultation about changes to rosters or hours of work

30.1 Clause 30 applies if an employer proposes to change the regular roster or ordinary hours of work of an employee, other than an employee whose working hours are irregular, sporadic or unpredictable.

30.2 The employer must consult with any employees affected by the proposed change and their representatives (if any).

30.3 For the purpose of the consultation, the employer must:

- (a) provide to the employees and representatives mentioned in clause 30.2 information about the proposed change (for example, information about the nature of the change and when it is to begin); and
- (b) invite the employees to give their views about the impact of the proposed change on them (including any impact on their family or caring responsibilities) and also invite their representative (if any) to give their views about that impact.

30.4 The employer must consider any views given under clause 30.3(b).

30.5 Clause 30 is to be read in conjunction with any other provisions of this award concerning the scheduling of work or the giving of notice.

31. Dispute resolution

31.1 Clause 31 sets out the procedures to be followed if a dispute arises about a matter under this award or in relation to the [NES](#).

31.2 The parties to the dispute must first try to resolve the dispute at the workplace through discussion between the employee or employees concerned and the relevant supervisor.

31.3 If the dispute is not resolved through discussion as mentioned in clause 31.2, the parties to the dispute must then try to resolve it in a timely manner at the workplace through discussion between the employee or employees concerned and more senior levels of management, as appropriate.

31.4 If the dispute is unable to be resolved at the workplace and all appropriate steps have been taken under clauses 31.2 and 31.3, a party to the dispute may refer it to the Fair Work Commission.

31.5 The parties may agree on the process to be followed by the Fair Work Commission in dealing with the dispute, including mediation, conciliation and consent arbitration. [In respect of a dispute notified pursuant to subclauses 14.3, 14.8 or 14.9 the parties can agree that it be referred to an independent person with expertise in assessing the requirements of the Australian Professional Standards for Teachers \(APST\) for determination.](#)

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- 31.6** If the dispute remains unresolved, the Fair Work Commission may use any method of dispute resolution that it is permitted by the [Act](#) to use and that it considers appropriate for resolving the dispute.
- 31.7** A party to the dispute may appoint a person, organisation or association to support and/or represent them in any discussion or process under clause 31.
- 31.8** While procedures are being followed under clause 31 in relation to a dispute:
- (a)** work must continue in accordance with this award and the [Act](#); and
 - (b)** an employee must not unreasonably fail to comply with any direction given by the employer about performing work, whether at the same or another workplace, that is safe and appropriate for the employee to perform.
- 31.9** Clause 31.8 is subject to any applicable work health and safety legislation.

Part 7—Termination of Employment and Redundancy

32. Termination of employment

NOTE: Sections 117 and 123 of the [Act](#) set out requirements for notice of termination by an employer under the [NES](#). Clauses 32.1 and 32.2 require an employer to give a greater minimum period of notice than that generally required under the [NES](#).

32.1 Notice of termination by an employer—schools

- (a)** Clause 32.1 applies to an employee employed in a school.
- (b)** Subject to clause 33.4, the employment of an employee (other than a casual employee) will not be terminated without at least 7 term weeks' notice (inclusive of the notice required under the [NES](#)), the payment of 7 weeks' salary instead of notice, or part notice and part payment instead of notice provided that the total weeks' notice and weeks' payment instead equal 7.

32.2 Notice of termination by an employer—other than schools

- (a)** Clause 32.2 applies to an employee who is not employed in a school.
- (b)** The employment of an employee (other than a casual employee) will not be terminated without at least 4 weeks' notice (inclusive of the notice required under the [NES](#)), or 4 preschool term weeks in the case of a preschool employee, or the payment of 4 weeks' salary instead of notice. If the employee is over 45 years of age and has completed at least 2 years of service, the [NES](#) notice period will apply

32.3 Notice of termination by an employee

- (a)** The notice of termination required to be given by an employee is the same as that required of the employee's employer under clause 32.1 or 32.2.

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- (b) If an employee does not give the period of notice required under clause 32.3(a), then the employer may deduct from wages due to the employee under this award an amount that is no more than 2 weeks' wages for the employee.
- (c) If the employer has agreed to a shorter period of notice than that required under clause 32.3(a), then no deduction can be made under clause 32.3(b).
- (d) Any deduction under clause 32.3(b) must not be unreasonable in the circumstances.

32.4 Job search entitlement

- (a) Where an employer has given notice of termination to an employee, the employee must be allowed time off without loss of pay of up to one day for the purpose of seeking other employment.
- (b) The time off under clause 32.4 is to be taken at times that are convenient to the employee after consultation with the employer.

32.5 Exclusions

Employees who are excluded from coverage of the notice of termination provisions in the [NES](#) are also excluded from coverage of the notice of termination provisions in this award.

32.6 Statement of service

Upon the termination of employment of an employee (other than a casual employee) the employer will provide upon the request of the employee, a statement of service setting out the commencement and cessation dates of employment.

32.7 Termination of casual employment by an employer—early childhood teachers

- (a) Clause 32.7 applies to a casual early childhood teacher.
- (b) On termination of casual employment, the employer will indicate on the employee's service card the length of service with the employer. Upon request a casual employee will also be given a statement setting out the number of days of duty worked by the employee during the period of the engagement.

33. Redundancy

NOTE: Redundancy pay is provided for in the [NES](#). See sections 119–123 of the [Act](#). Clause 33 provides industry specific detail and supplements the [NES](#).

33.1 Transfer to lower paid duties on redundancy

- (a) Clause 33.1 applies if, because of redundancy, an employee is transferred to new duties to which a lower ordinary rate of pay applies.
- (b) The employer may:

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- (i) give the employee notice of the transfer of at least the same length as the employee would be entitled to under section 117 of the [Act](#) as if it were a notice of termination given by the employer; or
 - (ii) transfer the employee to the new duties without giving notice of transfer or before the expiry of a notice of transfer, provided that the employer pays the employee as set out in clause 33.1(c).
- (c) If the employer acts as mentioned in clause 33.1(b)(ii), the employee is entitled to a payment of an amount equal to the difference between the ordinary rate of pay of the employee (inclusive of all-purpose allowances, shift rates and penalty rates applicable to ordinary hours) for the hours of work the employee would have worked in the first role, and the ordinary rate of pay (also inclusive of all-purpose allowances, shift rates and penalty rates applicable to ordinary hours) of the employee in the second role for the period for which notice was not given.

33.2 Employee leaving during redundancy notice period

- (a) An employee given notice of termination in circumstances of redundancy may terminate their employment during the minimum period of notice prescribed by this award.
- (b) The employee is entitled to receive the benefits and payments they would have received under clause 33 or under sections 119–123 of the [Act](#) had they remained in employment until the expiry of the notice.
- (c) However, the employee is not entitled to be paid for any part of the period of notice remaining after the employee ceased to be employed.

33.3 Job search entitlement

- (a) Where an employer has given notice of termination to an employee in circumstances of redundancy, the employee must be allowed time off without loss of pay of up to one day each week of the minimum period of notice prescribed by section 117(3) of the [Act](#) for the purpose of seeking other employment.
- (b) If an employee is allowed time off without loss of pay of more than one day under clause 33.3(a), the employee must, at the request of the employer, produce proof of attendance at an interview.
- (c) A statutory declaration is sufficient for the purpose of clause 33.3(b).
- (d) An employee who fails to produce proof when required under clause 33.3(b) clause is not entitled to be paid for the time off.
- (e) This entitlement applies instead of clause 32.4.

33.4 Interaction of clause 33 with clause 32—Termination of employment

Where the employee's employment is terminated on the grounds of redundancy, the employee will be entitled only to the greater of:

- (a) notice of termination under clause 32.1 or 32.2; or

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(b) notice of termination and severance payments under the [NES](#).

33.5 Part-time employees

If a part-time employee's hours are reduced, without their consent, by more than **25%** they will be entitled to the provisions of clause 33.

Schedule A—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year

[Varied by [PR723894](#)]

A.1 Ordinary hours of work

A.1.1 A full-time employee's ordinary hours of work will be 38 per week which may be averaged over a period of 4 weeks.

[New A.1.2 inserted by [PR723894](#) ppc 20Nov20]

A.1.2 A casual employee's maximum ordinary hours of work will be 38 hours per week.

[A.1.2 renumbered as A.1.3 by [PR723894](#) ppc 20Nov20]

A.1.3 The ordinary hours of work will be worked between 6.00 am and 6.30 pm, on any 5 days between Monday and Friday, and will not exceed 8 hours on any day.

[A.1.3 renumbered as A.1.4 by [PR723894](#) ppc 20Nov20]

A.1.4 Subject to the provisions of clause 5—Individual flexibility arrangements, by agreement between an employer and an employee, an employee may be rostered to work up to a maximum of 10 hours in any one day.

A.1.5 Breaks between periods of duty

[A.1.4 renumbered as A.1.5 by [PR723894](#) ppc 20Nov20]

- (a) An employee will be entitled to a minimum break of 10 consecutive hours between the end of one period of duty and the beginning of the next. This applies in relation to both ordinary hours and where overtime is worked.
- (b) Where an employer requires an employee to continue or resume work without having a 10 hour break off duty, the employee is entitled to be absent from duty without loss of pay until a 10 hour break has been taken, or be paid at **200%** of the minimum hourly rate of pay until released from duty.

A.2 Rostered days off

The employer and employee may agree that the ordinary hours of work provided by clause A.1—Ordinary hours of work will be worked over 19 days in each 4 week period, in which case the following provisions will apply.

A.2.1 The employee will work 152 hours over 19 days in each 4 week period with one rostered day off on full pay in each period.

A.2.2 An employee will accrue 24 minutes for each 8 hour day worked to give the employee an entitlement to take rostered days off.

A.2.3 Each day of paid leave taken by an employee (but not including long service leave, or any period of stand-down, any public holiday or any period of absence for which workers compensation payments apply occurring during any cycle of 4 weeks) will be

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regarded as a day worked for the purpose of accruing an entitlement under clause A.2.2.

- A.2.4** Rostered days off will not be regarded as part of the employee's annual leave for any purpose.
- A.2.5** An employee will not be entitled to personal leave in respect of illness whilst on a rostered day off. In the event of a rostered day off falling on a public holiday, the employer and the employee will agree on a substitute day.
- A.2.6** An employee will not be entitled to more than 12 rostered days off in any 12 months of consecutive employment.
- A.2.7** An employee who is scheduled to take a rostered day off before having worked a complete 4 week cycle will be paid a pro rata amount for the time that the employee has accrued in accordance with clause A.2.2.
- A.2.8** An employee whose employment is terminated in the course of a 4 week cycle will be paid a pro rata amount for the time that the employee has accrued in accordance with clause A.2.2.
- A.2.9** Rostered days off will be determined by mutual agreement between the employer and the employee, having regards to the needs of the place of employment.
- A.2.10** An employee will be advised by the employer at least 4 weeks in advance of the day on which the employee is to be rostered off duty.
- A.2.11** Nothing in clause A.2 will entitle an employee who works less than 38 hours per week to accumulate rostered days off pursuant to clause A.2.
- A.2.12** Where a service operates for less than 48 weeks per year and the employee receives more than 4 weeks' paid leave per year, the employee will accrue rostered days off to a maximum of 7 days in any 12 months of consecutive employment. Any days accrued in excess of 7 will be subsumed into the period of paid leave.

A.3 Breaks

A.3.1 Meal break

- (a)** An employer is required to provide a paid meal break of between 20 and 30 consecutive minutes to an employee who is engaged or rostered to work for more than 5 hours on a day. Such meal break will start no later than 5 hours after the employee commenced work on that day.
- (b)** By agreement with the employer, an employee may leave the premises or elect not to be on call during the meal break. In that case the meal time will not count as time worked and nor will payment be made for that time.
- (c)** Where an employee is called back to perform any duties within the centre or the break is interrupted for any reason the employee will be paid **150%** of the minimum hourly rate for a minimum of 15 minutes and thereafter to the nearest quarter hour until an uninterrupted break, or the balance of the break, is taken.

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A.3.2 Non-contact time

- (a) An employee responsible for programming and planning for a group of children will be entitled to at least 2 hours' non-contact time per week for the purpose of planning, preparing, evaluating and programming activities.
- (b) During non-contact time an employee must not be required to supervise children or perform other duties directed by the employer.

A.4 Overtime

A.4.1 Overtime rates

- (a) An employee will be paid overtime for all authorised work performed outside of or in excess of the ordinary or rostered hours at **150%** of the minimum hourly rate for the first 3 hours and **200%** of the minimum hourly rate thereafter.
- (b) Despite clause A.4.1(a), part-time employees who agree to work in excess of their normal hours will be paid at ordinary time for up to 8 hours provided that the additional time worked is during the ordinary hours of operation of the early childhood service.
- (c) No part-time employee may work in excess of 8 hours in any day without the payment of overtime.

A.4.2 Time off instead of overtime payment

- (a) An employee and employer may agree in writing to the employee taking time off instead of being paid for a particular amount of overtime that has been worked by the employee.
- (b) Any amount of overtime that has been worked by an employee in a particular pay period and that is to be taken as time off instead of the employee being paid for it must be the subject of a separate agreement under clause A.4.2.
- (c) An agreement must state each of the following:
 - (i) the number of overtime hours to which it applies and when those hours were worked;
 - (ii) that the employer and employee agree that the employee may take time off instead of being paid for the overtime;
 - (iii) that, if the employee requests at any time, the employer must pay the employee, for overtime covered by the agreement but not taken as time off, at the overtime rate applicable to the overtime when worked;
 - (iv) that any payment mentioned in clause A.4.2(c)(iii) must be made in the next pay period following the request.

NOTE: An example of the type of agreement required by clause A.4.2 is set out at Schedule D—~~Agreement for Time Off Instead of Payment for Overtime—~~
~~Agreement for Time Off Instead of Payment for Overtime—~~
~~Agreement for Time Off Instead of Payment for Overtime.~~ There is no requirement to use the form of

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agreement set out at Schedule D—~~Agreement for Time Off Instead of Payment for Overtime—Agreement for Time Off Instead of Payment for Overtime—Agreement for Time Off Instead of Payment for Overtime~~. An agreement under clause A.4.2 can also be made by an exchange of emails between the employee and employer, or by other electronic means.

- (d) The period of time off that an employee is entitled to take is the same as the number of overtime hours worked.

EXAMPLE: By making an agreement under clause A.4.2 an employee who worked 2 overtime hours is entitled to 2 hours' time off.

- (e) Time off must be taken:

- (i) within the period of 6 months after the overtime is worked; and
(ii) at a time or times within that period of 6 months agreed by the employee and employer.

- (f) If the employee requests at any time, to be paid for overtime covered by an agreement under clause A.4.2 but not taken as time off, the employer must pay the employee for the overtime, in the next pay period following the request, at the overtime rate applicable to the overtime when worked.

- (g) If time off for overtime that has been worked is not taken within the period of 6 months mentioned in clause A.4.2(e), the employer must pay the employee for the overtime, in the next pay period following those 6 months, at the overtime rate applicable to the overtime when worked.

- (h) The employer must keep a copy of any agreement under clause A.4.2 as an employee record.

- (i) An employer must not exert undue influence or undue pressure on an employee in relation to a decision by the employee to make, or not make, an agreement to take time off instead of payment for overtime.

- (j) An employee may, under section 65 of the [Act](#), request to take time off, at a time or times specified in the request or to be subsequently agreed by the employer and the employee, instead of being paid for overtime worked by the employee. If the employer agrees to the request then clause A.4.2 will apply, including the requirement for separate written agreements under clause A.4.2(b) for overtime that has been worked.

NOTE: If an employee makes a request under section 65 of the [Act](#) for a change in working arrangements, the employer may only refuse that request on reasonable business grounds (see section 65(5) of the [Act](#)).

- (k) If, on the termination of the employee's employment, time off for overtime worked by the employee to which clause A.4.2 applies has not been taken, the employer must pay the employee for the overtime at the overtime rate applicable to the overtime when worked.

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NOTE: Under section 345(1) of the [Act](#), a person must not knowingly or recklessly make a false or misleading representation about the workplace rights of another person under clause A.4.2.

A.4.3 Make-up time

An employee may elect, with the consent of the employer, to work make-up time under which the employee takes time off during ordinary hours, and works those hours at a later time, during the spread of ordinary hours provided in the award.

A.5 Shiftwork

A.5.1 For the purposes only of calculating the shift rates provided for clause A.5:

- (a) a weekly rate of pay is calculated by dividing the employee's annual salary, including applicable allowances, by 52.18;
- (b) a daily rate of pay is calculated by dividing the weekly rate as provided for in clause A.5.1(a) by 5; and
- (c) the rate of pay for a casual is first calculated in accordance with the provisions of clause 17.5.

A.5.2 A shift rate is payable to employees required to perform shiftwork in accordance with the following:

Shift	% of minimum hourly rate
Early morning shift (any shift commencing at or after 5.00 am and before 6.00 am)	110
Afternoon shift (any shift finishing after 6.30 pm and at or before midnight)	115
Night shift, rotating with day or afternoon shift	117.5
Night shift, non-rotating (any shift finishing after midnight and at or before 8.00 am or any shift commencing at or after midnight and before 5.00 am which does not rotate or alternate with other shifts so as to give the employee at least one third of their shifts off night shift in each roster cycle)	130
Saturday	125

A.6 Annual leave

A.6.1 Annual leave in advance

- (a) An employer and employee may agree in writing to the employee taking a period of paid annual leave before the employee has accrued an entitlement to the leave.
- (b) An agreement must:
 - (i) state the amount of leave to be taken in advance and the date on which leave is to commence; and

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- (ii) be signed by the employer and employee and, if the employee is under 18 years of age, by the employee's parent or guardian.

NOTE: An example of the type of agreement required by clause A.6.1 is set out at Schedule E—Agreement to Take Annual Leave in Advance. There is no requirement to use the form of agreement set out at Schedule E—Agreement to Take Annual Leave in Advance.

- (c) The employer must keep a copy of any agreement under clause A.6.1 as an employee record.
- (d) If, on the termination of the employee's employment, the employee has not accrued an entitlement to all of a period of paid annual leave already taken in accordance with an agreement under clause A.6.1, the employer may deduct from any money due to the employee on termination an amount equal to the amount that was paid to the employee in respect of any part of the period of annual leave taken in advance to which an entitlement has not been accrued.

A.6.2 Cashing out of annual leave

- (a) Paid annual leave must not be cashed out except in accordance with an agreement under clause A.6.2.
- (b) Each cashing out of a particular amount of paid annual leave must be the subject of a separate agreement under clause A.6.2.
- (c) An employer and an employee may agree in writing to the cashing out of a particular amount of accrued paid annual leave by the employee.
- (d) An agreement under clause A.6.2 must state:
 - (i) the amount of leave to be cashed out and the payment to be made to the employee for it; and
 - (ii) the date on which the payment is to be made.
- (e) An agreement under clause A.6.2 must be signed by the employer and employee and, if the employee is under 18 years of age, by the employee's parent or guardian.
- (f) The payment must not be less than the amount that would have been payable had the employee taken the leave at the time the payment is made.
- (g) An agreement must not result in the employee's remaining accrued entitlement to paid annual leave being less than 4 weeks.
- (h) The maximum amount of accrued paid annual leave that may be cashed out in any period of 12 months is 2 weeks.
- (i) The employer must keep a copy of any agreement under clause A.6.2 as an employee record.

NOTE 1: Under section 344 of the [Act](#), an employer must not exert undue influence or undue pressure on an employee to make, or not make, an agreement under clause A.6.2.

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NOTE 2: Under section 345(1) of the [Act](#), a person must not knowingly or recklessly make a false or misleading representation about the workplace rights of another person under clause A.6.2.

NOTE 3: An example of the type of agreement required by clause A.6.2 is set out at Schedule F—Agreement to Cash Out Annual Leave. There is no requirement to use the form of agreement set out at Schedule F—Agreement to Cash Out Annual Leave.

A.6.3 Excessive leave accruals: general provision

NOTE: Clauses A.6.3 to A.6.5 contain provisions, additional to the [NES](#), about the taking of paid annual leave as a way of dealing with the accrual of excessive paid annual leave. See Part 2.2, Division 6 of the [Act](#).

- (a) An employee has an **excessive leave accrual** if the employee has accrued more than 8 weeks' paid annual leave.
- (b) If an employee has an excessive leave accrual, the employer or the employee may seek to confer with the other and genuinely try to reach agreement on how to reduce or eliminate the excessive leave accrual.
- (c) Clause A.6.4 sets out how an employer may direct an employee who has an excessive leave accrual to take paid annual leave.
- (d) Clause A.6.5 sets out how an employee who has an excessive leave accrual may require an employer to grant paid annual leave requested by the employee.

A.6.4 Excessive leave accruals: direction by employer that leave be taken

- (a) If an employer has genuinely tried to reach agreement with an employee under clause A.6.3(b) but agreement is not reached (including because the employee refuses to confer), the employer may direct the employee in writing to take one or more periods of paid annual leave.
- (b) However, a direction by the employer under clause A.6.4(a):
 - (i) is of no effect if it would result at any time in the employee's remaining accrued entitlement to paid annual leave being less than 6 weeks when any other paid annual leave arrangements (whether made under clause A.6.3, A.6.4 or A.6.5 or otherwise agreed by the employer and employee) are taken into account; and
 - (ii) must not require the employee to take any period of paid annual leave of less than one week; and
 - (iii) must not require the employee to take a period of paid annual leave beginning less than 8 weeks, or more than 12 months, after the direction is given; and
 - (iv) must not be inconsistent with any leave arrangement agreed by the employer and employee.
- (c) The employee must take paid annual leave in accordance with a direction under clause A.6.4(a) that is in effect.

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- (d) An employee to whom a direction has been given under clause A.6.4(a) may request to take a period of paid annual leave as if the direction had not been given.

NOTE 1: Paid annual leave arising from a request mentioned in clause A.6.4(d) may result in the direction ceasing to have effect. See clause A.6.4(b)(i).

NOTE 2: Under section 88(2) of the [Act](#), the employer must not unreasonably refuse to agree to a request by the employee to take paid annual leave.

A.6.5 Excessive leave accruals: request by employee for leave

- (a) Clause A.6.5 comes into operation from 24 May 2018.
- (b) If an employee has genuinely tried to reach agreement with an employer under clause A.6.3(b) but agreement is not reached (including because the employer refuses to confer), the employee may give a written notice to the employer requesting to take one or more periods of paid annual leave.
- (c) However, an employee may only give a notice to the employer under clause A.6.5(b) if:
 - (i) the employee has had an excessive leave accrual for more than 6 months at the time of giving the notice; and
 - (ii) the employee has not been given a direction under clause A.6.4(a) that, when any other paid annual leave arrangements (whether made under clause A.6.3, A.6.4 or A.6.5 or otherwise agreed by the employer and employee) are taken into account, would eliminate the employee's excessive leave accrual.
- (d) A notice given by an employee under clause A.6.5(b) must not:
 - (i) if granted, result in the employee's remaining accrued entitlement to paid annual leave being at any time less than 6 weeks when any other paid annual leave arrangements (whether made under clause A.6.3, A.6.4 or A.6.5 or otherwise agreed by the employer and employee) are taken into account; or
 - (ii) provide for the employee to take any period of paid annual leave of less than one week; or
 - (iii) provide for the employee to take a period of paid annual leave beginning less than 8 weeks, or more than 12 months, after the notice is given; or
 - (iv) be inconsistent with any leave arrangement agreed by the employer and employee.
- (e) An employee is not entitled to request by a notice under clause A.6.5(b) more than 4 weeks' paid annual leave in any period of 12 months.
- (f) The employer must grant paid annual leave requested by a notice under clause A.6.5(b).

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Schedule B—Summary of Rates of Pay

[Varied by [PR723627](#); corrected by [PR723865](#); varied by [PR729336](#)]

NOTE: A transitional pay equity order taken to have been made pursuant to item 30A of Schedule 3A to the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth) has effect in accordance with that item. A relevant transitional pay equity order operates in Queensland as provided for in item 30A (6) and (7).

B.1 Casual employees

B.1.1 Casual employees—full day rates

[B.1.1 varied by [PR729336](#) ppc 01Jul21]

	All employees (excluding Schedule A)	Teachers employed in early childhood services operating for at least 48 weeks per year (Schedule A)						
		Full day rate	Full day rate	Early morning shift ²	Afternoon shift ³	Night shift (rotating) ⁴	Night (non-rotating) ⁵	Saturday
		% of casual full day rate ⁶						
		100%	100%	110%	115%	117.5%	130%	125%
		\$	\$	\$	\$	\$	\$	\$
Level 1		292.42	304.12	334.53	349.74	357.34	395.36	380.15
Level 2		319.63	332.41	365.65	382.27	390.58	432.13	415.51
Level 3 ¹		347.96	361.87	398.06	416.15	425.20	470.43	452.34
Level 4		376.29	391.34	430.47	450.04	459.82	508.74	489.18
Level 5		404.62	420.80	462.88	483.92	494.44	547.04	526.00

¹ Where an employee is engaged for less than 5 consecutive days, the minimum rate payable to a casual employee will be no higher than the wage at Level 3.

² **Early morning shift** means a shift commencing at or after 5.00 am and before 6.00 am.

³ **Afternoon shift** means a shift finishing after 6.30 pm and at or before midnight.

⁴ **Night shift (rotating)** means a shift finishing after midnight and at or before 8.00 am, or a shift commencing at or after midnight and before 5.00 am, which rotates with day or afternoon shifts.

⁵ **Night shift (non-rotating)** means a shift finishing after midnight and at or before 8.00 am, or a shift commencing at or after midnight and before 5.00 am, which does not rotate or alternative with other shifts so as to give the employee at least one third of their shift off night shift in each roster cycle.

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⁶ The casual full day rate for teachers employed in early childhood services operating for at least 48 weeks per year (Schedule A) incorporates an additional 4% as per clause 17.2.

B.1.2 Casual employees—half day rates

[B.1.2 renamed and substituted by [PR723627](#); corrected by [PR723865](#) ppc 01Nov20; varied by [PR729336](#) ppc 01Jul21]]

	All employees (excluding Schedule A)
All employees	Half day rate
	\$
Level 1	146.21
Level 2	159.81
Level 3 ¹	173.98
Level 4	188.15
Level 5	202.31

¹ Where an employee is engaged for less than 5 consecutive days, the minimum rate payable to a casual employee will be no higher than the wage at Level [83](#).

B.1.3 Casual employees—minimum rates of pay for teachers employed in early childhood services NOT operating for at least 48 weeks per year

[B.1.3 inserted by [PR723627](#) ppc 01Nov20; varied by [PR729336](#) ppc 01Jul21]]

Level	2-hour rate	4-hour rate
	\$	\$
Level 1	76.96	153.92
Level 2	84.12	168.24
Level 3 ¹	91.56	183.12
Level 4	99.02	198.04
Level 5	106.48	212.96

¹ Where an employee is engaged for less than 5 consecutive days, the minimum rate payable to a casual employee will be no higher than the wage at Level [83](#).

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B.1.4 Casual employees—minimum rates of pay for teachers employed in early childhood services operating for at least 48 weeks per year

[B.1.4 inserted by [PR723627](#) ppc 01Nov20; varied by [PR729336](#) ppc 01Jul21]

Level	2-hour rate	4-hour rate	Overtime - first 3 hours	Overtime - after 3 hours
	% of minimum hourly rate			
	100%	100%	150%	200%
	\$	\$	\$	\$
Level 1	80.04	160.08	60.03	80.04
Level 2	87.48	174.96	65.61	87.48
Level 3 ¹	95.22	190.44	71.42	95.22
Level 4	102.98	205.96	77.24	102.98
Level 5	110.74	221.48	83.06	110.74

¹ Where an employee is engaged for less than 5 consecutive days, the minimum rate payable to a casual employee will be no higher than the wage at Level [83](#).

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Schedule C—Summary of Monetary Allowances

[Varied by [PR729336](#)]

See clause 19—Allowances for full details of allowances payable under this award.

C.1 Wage-related allowances

[C.1.1 varied by [PR729336](#) ppc 01Jul21]

C.1.1 The following wage-related allowances are based on the [standard rate](#) as defined in clause 2—Definitions as the minimum annual rate applicable to Level 1 in clause 17.1= ~~\$53,731~~[61,034](#).

Allowance	Clause	% of standard rate	\$	Payable
Director's allowance:	19.2(b)			
Level 1		11.5	7018.916 7018.91617 9.07	per annum
Level 2		14.25	8697.357 8697.35765 6.67	per annum
Level 3		17.3	10558.889 10558.8892 95.46	per annum
Leadership allowance:	19.3(g)(i)			
Level 1A		8.0	4882.724 4882.72429 8.48	per annum
Level 1B		7.0	4272.383 4272.38376 4.17	per annum
Level 1C		6.3	3845.143 3845.14338 5.05	per annum
Level 2A		5.5	3356.872 3356.87295 5.24	per annum
Level 2B		4.75	2899.122 2899.12255 2.22	per annum
Level 2C		4.0	2441.362 2441.36214 9.24	per annum
Level 3A		2.75	1678.441 1678.44147 7.60	per annum
Level 3B		2.35	1434.301 1434.30126 2.68	per annum
Level 3C		1.6	976.548 976.54859 70	per annum
Educational leader allowance	19.4(b)(c)	6.3	3845.14	per annum

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C.1.2 Adjustment of wage-related allowances

Wage-related allowances are adjusted in accordance with increases to wages and are based on percentage of the [standard rate](#) as specified.

C.2 Expense-related allowances

C.2.1 The following expense-related allowances will be payable to employees in accordance with clause 19.4:

Allowance	Clause	\$	Payable
Vehicle allowance—use of own vehicle—motor car	19.4	0.80	per km ¹
Vehicle allowance—use of own vehicle—motorcycle	19.4	0.27	per km ¹

¹ With a maximum payment up to 400 km per week.

C.2.2 Adjustment of expense-related allowances

- (a) At the time of any adjustment to the [standard rate](#), each expense-related allowance will be increased by the relevant adjustment factor. The relevant adjustment factor for this purpose is the percentage movement in the applicable index figure most recently published by the Australian Bureau of Statistics since the allowance was last adjusted.
- (b) The applicable index figure published by the Australian Bureau of Statistics for the Eight Capitals Consumer Price Index (Cat No. 6401.0), as follows:

Allowance	Applicable Consumer Price Index figure
Vehicle allowance	Private motoring sub-group

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Schedule D—Agreement for Time Off Instead of Payment for Overtime

Link to PDF copy of [Agreement for Time Off Instead of Payment for Overtime](#).

Name of employee: _____

Name of employer: _____

The employer and employee agree that the employee may take time off instead of being paid for the following amount of overtime that has been worked by the employee:

Date and time overtime started: ___/___/20___ am/pm

Date and time overtime ended: ___/___/20___ am/pm

Amount of overtime worked: _____ hours and _____ minutes

The employer and employee further agree that, if requested by the employee at any time, the employer must pay the employee for overtime covered by this agreement but not taken as time off. Payment must be made at the overtime rate applying to the overtime when worked and must be made in the next pay period following the request.

Signature of employee: _____

Date signed: ___/___/20___

Name of employer representative: _____

Signature of employer representative: _____

Date signed: ___/___/20___

Schedule E—Agreement to Take Annual Leave in Advance

Link to PDF copy of [Agreement to Take Annual Leave in Advance](#).

Name of employee: _____

Name of employer: _____

The employer and employee agree that the employee will take a period of paid annual leave before the employee has accrued an entitlement to the leave:

The amount of leave to be taken in advance is: ____ hours/days

The leave in advance will commence on: ____/____/20____

Signature of employee: _____

Date signed: ____/____/20____

Name of employer representative: _____

Signature of employer representative: _____

Date signed: ____/____/20____

[If the employee is under 18 years of age - include:]

I agree that:

if, on termination of the employee’s employment, the employee has not accrued an entitlement to all of a period of paid annual leave already taken under this agreement, then the employer may deduct from any money due to the employee on termination an amount equal to the amount that was paid to the employee in respect of any part of the period of annual leave taken in advance to which an entitlement has not been accrued.

Name of parent/guardian: _____

Signature of parent/guardian: _____

Date signed: ____/____/20____

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Schedule F—Agreement to Cash Out Annual Leave

Link to PDF copy of [Agreement to Cash Out Annual Leave](#).

Name of employee: _____

Name of employer: _____

The employer and employee agree to the employee cashing out a particular amount of the employee's accrued paid annual leave:

The amount of leave to be cashed out is: ____ hours/days

The payment to be made to the employee for the leave is: \$_____ subject to deduction of income tax/after deduction of income tax (strike out where not applicable)

The payment will be made to the employee on: ___/___/20___

Signature of employee: _____

Date signed: ___/___/20___

Name of employer representative: _____

Signature of employer representative: _____

Date signed: ___/___/20___

Include if the employee is under 18 years of age:

Name of parent/guardian: _____

Signature of parent/guardian: _____

Date signed: ___/___/20___

Schedule G—Part-day Public Holidays

- G.1** This schedule operates where this award otherwise contains provisions dealing with public holidays that supplement the [NES](#).
- G.2** Where a part-day public holiday is declared or prescribed between 6.00 pm and midnight, or 7.00 pm and midnight on Christmas Eve (24 December in each year) or New Year's Eve (31 December in each year) the following will apply on Christmas Eve and New Year's Eve and will override any provision in this award relating to public holidays to the extent of the inconsistency:
- (a)** All employees will have the right to refuse to work on the part-day public holiday if the request to work is not reasonable or the refusal is reasonable as provided for in the [NES](#).
 - (b)** Where a part-time or full-time employee is usually rostered to work ordinary hours on the declared or prescribed part-day public holiday but as a result of exercising their right under the [NES](#) does not work, they will be paid their ordinary rate of pay for such hours not worked.
 - (c)** Where a part-time or full-time employee is usually rostered to work ordinary hours on the declared or prescribed part-day public holiday but as a result of being on annual leave does not work, they will be taken not to be on annual leave during the hours of the declared or prescribed part-day public holiday that they would have usually been rostered to work and will be paid their ordinary rate of pay for such hours.
 - (d)** Where a part-time or full-time employee is usually rostered to work ordinary hours on the declared or prescribed part-day public holiday, but as a result of having a rostered day off (RDO) provided under this award, does not work, the employee will be taken to be on a public holiday for such hours and paid their ordinary rate of pay for those hours.
 - (e)** Excluding annualised salaried employees to whom clause G.2(f) applies, where an employee works any hours on the declared or prescribed part-day public holiday they will be entitled to the appropriate public holiday penalty rate (if any) in this award for those hours worked.
 - (f)** Where an employee is paid an annualised salary under the provisions of this award and is entitled under this award to time off in lieu or additional annual leave for work on a public holiday, they will be entitled to time off in lieu or pro-rata annual leave equivalent to the time worked on the declared or prescribed part-day public holiday.
 - (g)** An employee not rostered to work on the declared or prescribed part-day public holiday, other than an employee who has exercised their right in accordance with clause G.2(a), will not be entitled to another day off, another day's pay or another day of annual leave as a result of the part-day public holiday.
- G.3** An employer and employee may agree to substitute another part-day for a part-day that would otherwise be a part-day public holiday under the [NES](#).
- G.4** This schedule is not intended to detract from or supplement the [NES](#).

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Schedule H— Classification system prior to the classification structure transition date

H.1 Prior to the classification structure transition date, the minimum wage that was payable to a full-time employee was determined in accordance with the provisions of subclauses [14.5](#), [14.6](#), [H.2](#) and the following table:

<u>Classification</u>	<u>Minimum annual rate (full-time employee)</u>
	<u>\$</u>
<u>Level 1</u>	<u>53,731</u>
<u>Level 2</u>	<u>54,838</u>
<u>Level 3</u>	<u>56,330</u>
<u>Level 4</u>	<u>58,361</u>
<u>Level 5</u>	<u>60,395</u>
<u>Level 6</u>	<u>62,288</u>
<u>Level 7</u>	<u>64,180</u>
<u>Level 8</u>	<u>66,212</u>
<u>Level 9</u>	<u>68,247</u>
<u>Level 10</u>	<u>70,279</u>
<u>Level 11</u>	<u>72,314</u>
<u>Level 12</u>	<u>74,344</u>

H.2 Pre transition Progression Provisions

H.2.1 An employee who was 3 year trained commenced on Level 1 of the wage scale in subclause [H.1](#) and progressed according to normal years of service to Level 12 of the scale.

H.2.2 An employee who was 4 year trained commenced on Level 3 of the wage scale in subclause [H.1](#) and progressed according to normal years of service to Level 12.

H.2.3 An employee who was 5 year trained commenced on Level 4 of the wage scale in subclause [H.1](#) and progressed according to normal years of service to Level 12 of the scale.

H.2.4 All other teachers and 2 year trained teachers as defined in clause [2—Definitions](#) commenced on Level 1 of the wage scale in subclause [H.1](#) and progressed according to normal years of service to a maximum of Level 5.

H.3 Definitions

For the purposes of this Schedule, the following definitions apply:

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- H.3.1 5 year trained teacher means a teacher who has completed a degree in education or early childhood education that requires 4 years of full-time study at an Australian university and in addition has completed a postgraduate degree at an Australian university requiring at least one year of full-time study, or the equivalent as determined by the National Office of Overseas Skills Recognition, or the relevant State or Territory teacher registration authority, or in the case of early childhood teachers the relevant licensing and accreditation authority.
- H.3.2 4 year trained teacher means a teacher who has completed a degree in education or early childhood education that requires 4 years of full-time study at an Australian university or the equivalent as determined by the National Office of Overseas Skills Recognition, or the relevant State or Territory teacher registration authority, or in the case of early childhood teachers the relevant licensing and accreditation authority.
- H.3.3 3 year trained teacher means a teacher who has completed a degree in education or early childhood education that requires 3 years of full-time study at an Australian university or the equivalent as determined by the National Office of Overseas Skills Recognition, or the relevant State or Territory teacher registration authority, or in the case of early childhood teachers the relevant licensing and accreditation authority.
- H.3.4 2 year trained teacher means any teacher employed in the children's services and early childhood education industry as at the commencement of this award who has completed a 2 year full-time course in early childhood education and who has been recognised as an early childhood teacher by the relevant State or Territory licensing and accreditation authority.