



TAFE TEACHERS AND RELATED EMPLOYEES ENTERPRISE AGREEMENT 2016

Implementation of education support and leadership roles in TAFE

NSW Procedures

1 Introduction

TAFE NSW and the Australian Education Union NSW Teachers Federation Branch (NSW Teachers Federation) share a commitment to supporting TAFE NSW's role as the pre-eminent, high quality, public vocational education and training provider in NSW.

To support TAFE NSW's growth and future success, the parties will support the implementation of education support and leadership roles under the *TAFE Commission of NSW Teachers and Related Employees Enterprise Agreement 2013*~~6~~ (the Agreement).

The implementation is intended to promote the following key objectives:

- maintaining TAFE NSW as the pre-eminent, high-quality public provider of VET;
- acknowledging teachers as professionals;
- promoting job security under changing circumstances;
- laying the basis for a sustainable organisation, through public and other funding sources;
- securing opportunities to grow TAFE NSW.

The implementation of education support and leadership roles will include areas of commercial and contestable delivery (excluding international students).

The roles are:

- **Assessor** – this role includes the design, validation and implementation of assessments and moderations suited to a range of modes and locations. The assessor supports teachers and head teachers in meeting ASQA compliance functions. An assessor does not undertake training or teaching;
- **Education Support Officer** – this role works as part of a team and engages in a range of activities which directly and indirectly support learning and enhance educational outcomes for students, as required by the teacher;
- **Head Teacher Band 3** – this role provides educational leadership for a teaching department or departments, college, campus or Institute. The position does not have specific teaching duties allocated, but may take on direct teaching from time to time as needed.

2 Shared principles

The parties commit to implementation of the above roles based on the following shared principles:

Issue date:

- i) the parties will maintain the Joint Management Committee (JMC) established under the terms of the 2013 trial arrangements to provide guidance and to manage any agreed ~~the~~ evaluation of the implementation;
- ii) the implementation will support opportunities for TAFE NSW Institutes to grow and secure employment opportunities for teachers;
- iii) the parties commit to maintaining TAFE NSW's reputation for delivering high quality teaching and learning;
- iv) the parties will encourage local Institute engagement, collaboration and decision making as appropriate;
- v) the parties will ensure timely decision making to support Institute responsiveness to new delivery opportunities;
- vi) all Institutes will have an opportunity to participate in the implementation within the agreed ~~trial~~ scope and criteria;
- vii) Institute Directors will approve proposals following local consultation processes. Protocols agreed by the parties will guide this process. Any concerns regarding participation and implementation will be referred to the JMC;
- viii) information and data in relation to the implementation will be treated as confidential by the parties;
- ix) the implementation procedures may be varied by the agreement of the parties at any time.

3 Governance arrangements

The implementation process will be monitored and evaluated by a Joint Management Committee (JMC) comprising senior representatives from TAFE NSW and the NSW Teachers Federation.

The parties will consider the appointment of a jointly agreed independent chair; alternatively, each of the parties will chair meetings in turn. The JMC will meet on a regular and scheduled basis but may also be convened as needed to deal with urgent matters.

The parties may agree to jointly engage and fund an independent researcher to support the monitoring and evaluation of the implementation of the roles. This would include: oversighting methodology, assessment tools and data collection.

The role of the JMC will include:

- i) monitoring and evaluating the implementation process, including sharing of data including staff numbers by classification and business cases for the purposes of monitoring and evaluating the implementation;
- ii) promoting local collaboration and support for the implementation of new positions;
- iii) communicating agreed statements of progress and outcomes of the implementation;
- iv) supporting resolution of issues or disputes at Institute level
- ;
- v) considering and agreeing to variations of the ~~trial~~ procedures to support the implementation;
- vi) considering any research undertaken, where research is agreed between the parties;
- vii) reviewing the scope and parameters of the implementation;
- viii) resolving problems and issues as they arise, in a collaborative manner;
- ix) considering the outcomes of the implementation of the roles and making recommendations for future arrangements.

4 Agreed ~~trial~~ period of implementation

The parties agree to implementation of the roles during the course of the *TAFE Commission of NSW Teachers and Related Employees Enterprise Agreement 2016*.

The parties may agree to ongoing evaluation of implementation of the roles and enter into negotiations about future arrangements six months before the expiry date of the Agreement, and to conclude that exercise at least three months before the expiry date.

5 Agreed outcomes

The JMC will monitor the implementation of roles against agreed outcomes, including –

- i) improved student outcomes including completion rates;
- ii) growth in contestable or commercial delivery;
- iii) growth in enrolments;
- iv) number and types of additional teaching jobs created ;
- v) improvements in quality teaching and learning;
- vi) improved student and employer satisfaction levels;
- vii) meeting ASQA compliance requirements;
- viii) improved morale and effectiveness of whole teams within teaching sections.

For each specific business case, Institutes will identify the most relevant criteria and will provide baseline data relevant to the scope against which the proposal will be evaluated.

Issue date:

6 Implementation scope – assessors and education support officers

The parties agree to implement the roles of assessor and education support officer during the term of the Enterprise Agreement.

Delivery ~~trials~~ involving assessors and education support officers will not exceed 30% of TAFE NSW's total delivery. This ceiling will be subject to monitoring and review by the JMC.

Proposals to participate in the implementation of assessors and education support officer roles will meet the following criteria:

- i) the implementation supports the shared principles outlined at 2 above;
- ii) the implementation provides opportunities for TAFE NSW Institutes to grow commercial and contestable delivery, and enrolments;
- iii) the implementation supports locally identified opportunities and innovations;
- iv) the implementation provides opportunities for improved learning outcomes for students;
- v) the implementation includes the new roles working within a team including teachers;
- vi) the ratio of new assessor and education support officer roles to teachers does not, subject to any special considerations brought to the attention of and accepted by the JMC, exceed 1:2 within the faculty or business line for the Institute.

7 Scope of implementation– Head Teacher Band 3

The parties agree to implement the position of Head Teacher Band 3 on a permanent or temporary basis during the term of the Agreement. The procedures for the establishment and recruitment of Head Teacher Band 3 positions shall be in line with existing recruitment and selection procedures.

Band 1 and Band 2 Head Teachers fulfilling the role of a Band 3 Head Teacher on a higher grade duties arrangement will continue to retain the right to return to their substantive position after undertaking such higher grade duties.

8 Dispute resolution

Should any dispute arise out of the implementation process, the parties agree to adopt a collaborative approach to addressing matters in the first instance.

Should any dispute arise at an Institute level, parties should seek to resolve matters at that level. Where issues cannot be resolved locally they should be referred to the JMC for resolution.

Issue date:



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TEACHERS AND RELATED EMPLOYEES ENTERPRISE AGREEMENT

BUSINESS CASE

PROPOSAL TO IMPLEMENT (EDUCATION SUPPORT OFFICER/ASSESSOR Select relevant one) POSITION

In order to support implementation, this business case template has been designed to assist institutes to develop an annual business case for the implementation of Education Support Officer and Assessor positions for a business line, faculty or program area. However, it can also be used on a case by case basis where an annual business case is not appropriate.

The Institute should consider joint consultation around this proposal with unions and staff where possible and appropriate.

Template consultation letters are available for use.

INSTITUTE / FACULTY/BUSINESS LINE / SECTION: _____

LOCATION: _____

Summary of Proposal

Service overview – Faculty/Business Line

Current enrolments/course profiles/commercial activity

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STAFFING ANALYSIS

CURRENT STAFFING (FTE)	Full-time Permanent	Temporary	Sessional	Casual	Totals
Head Teacher					
Teacher					
Assessor					
Education Support Officer					
Head Teacher Band 3					
Total					

PROPOSED STAFFING (FTE)	Full-time Permanent	Temporary	Sessional	Casual	Totals
Head Teacher					
Teacher					
Assessor					
Education Support Officer					
Head Teacher Band 3					
Total					

Ratio of Teachers to Assessor/ESO positions: ____:____ FTE

Impact on service

How will the work of the new roles be managed and integrated within the section?

What impacts will there be in relation to:

- Growth in delivery;
- Growth in enrolments;
- Number and types of additional teaching jobs created;
- Meeting ASQA compliance requirements;
- Improved morale and effectiveness of whole teams within teaching sections

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Expected customer outcomes

Provide a description of how the use of new roles may contribute to:

- Improved student outcomes including completion rates;
- Improvements in quality teaching and learning;
- Improved student and employer satisfaction levels;

Proposed process to fill

Outline process to fill positions

Advertising / seeking EOI from existing staff / nomination

Projected financial impact

Institute Financial Data

Consultation process

Staff consultation

Number of staff consulted

Feedback provided

Union consultation

Date of notification (Attach letter) **TEMPLATE LETTER**

Date of consultation meeting(s)

Feedback provided (Attach letter if applicable)

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AUTHOR

Business case completed by: _____

ENDORSEMENT/APPROVALS

Faculty/Business Line Director Endorsement

(Endorsing business impacts and financials)

Director Human Resources/People and Culture Endorsement

(Endorsing staff and union consultation processes)

Institute Director Approval

For completion by Human Resources / People and Culture for reporting purposes

	FTE	Status (Perm/Temp/PTC/Sess/Cas)	Commencement Date
Head Teacher Band 3			
Assessor			
Education Support Officer			

Note: implementation of Head Teacher Band 3 does not require a Business Case to be submitted. However, appropriate consultation with the section should occur, and the Institute will be required to report the total full time equivalent numbers of Head Teacher Band 3 to the JMC (however titled).

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TEMPLATE LETTER FOR ASSESSOR/EDUCATION SUPPORT OFFICER

INSTITUTE LETTERHEAD

Mr John Dixon
NSW Branch Secretary
Australian Education Union
Locked Bag 3010
DARLINGHURST NSW 1300
Email:
mail@nswtf.org.au

Attention: _____, Organiser

Dear Mr Dixon

RE: Proposal to implement Educational Support positions under the Teachers and Related Employees Enterprise Agreement

The _____ Institute is pleased to advise that it is considering a business proposal from _____ section to implement _____ positions under the Teachers and Related Employees Enterprise Agreement.

The proposal includes _____ (Insert summary of proposal here)___.

Consultation with staff will commence _____, and feedback from the Australian Education Union/ NSW Teachers Federation would be welcomed.

A consultation meeting with staff has been set for _____, and your Organiser _____ is welcome to attend to discuss the proposal.

If this time is not suitable, please contact _____ to arrange a mutually convenient alternate time.

You are welcome to submit written feedback to the proposal. If you wish to do so, please forward your feedback to _____ by _____.

Please contact _____ on _____ if you require any further information in relation to this matter.

Yours sincerely

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Institute Director

TEMPLATE LETTER FOR ASSESSOR/EDUCATION SUPPORT OFFICER

INSTITUTE LETTERHEAD

Mr John Dixon
NSW Branch Secretary
Australian Education Union
Locked Bag 3010
DARLINGHURST NSW 1300
Email:
mail@nswtf.org.au

Attention: _____, Organiser

Dear Mr Dixon

RE: Proposal to implement Educational Support positions under the Teachers and Related Employees Enterprise Agreement

I am writing in reference to our previous letter dated _____ regarding a proposal to implement _____ positions under the Teachers and Related Employees Enterprise Agreement in the ____Section/Faculty/business line_____.

Consultation with staff and the AEU/NSW Teachers Federation concluded on _____.

Following consideration of the proposal, and the feedback received from staff and the union, the Institute has approved the proposal.

Thank you for your feedback and assistance in this matter. The Institute is confident that the new positions will assist to enhance the customer learning experience.

Please contact _____ on _____ if you would like to discuss this matter in further detail.

Yours sincerely

Institute Director