

Teachers and Related Employees

Enterprise Agreement 2015

3 September 2015



TAFENSW

TRANSFORMATION

Full proposal

WE VALUE OUR TEACHERS

Education is our business and this enterprise agreement covers a critical part of our workforce. We recognise that our professional teaching workforce is the key to delivering quality education and succeeding in a competitive training marketplace.

We respect our teachers for their:

- Educational integrity
- Industry expertise
- High quality of teaching and delivery.

Our teachers are committed to:

- Educating our students
- Delivering results for employers
- Making a difference in the community through education.

Our teachers are passionate and they often exceed the organisation's expectations.

OVERVIEW

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WHAT IS OUR PURPOSE?

Our purpose is to deliver the skills that drive a strong economy and support the needs of our students, enterprises and communities. However, the VET environment is changing and we need to keep changing with it.

The VET sector has experienced significant policy reforms, increased competition and changes in demand from students in recent years.

Smart and Skilled is a reality and we are now primarily funded through the number of students and employers who choose TAFE NSW.

To continue to deliver quality training, TAFE NSW needs a modern educational workforce model that is responsive to the needs of our learners, who want training delivered anytime and anywhere, in a way that works for them.

HOW DO WE BUILD THE TAFE NSW WE NEED FOR THE FUTURE

<p>OUR PURPOSE</p>	<p>Our purpose is to deliver the skills that drive a strong economy and support the needs of our students, enterprises and communities. However, the VET environment is changing and we need to keep changing with it.</p>		
<p>OUR CHALLENGE</p>	<p>We need to ensure that we remain competitive and keep up with our changing environment, or TAFE NSW won't be sustainable into the future</p>	<p>We need to ensure that our workforce model gives teachers the support they need</p>	<p>We need to ensure that the way we deliver training is meeting the needs of our learners</p>
<p>OUR PROPOSAL</p>	<p>Proposal Part 1 Future workforce delivery model</p>		<p>Proposal Part 2 Existing staff</p>
<p>YOUR SUPPORT</p>	<ul style="list-style-type: none"> • We're all in this together. We can't change without your support. • If we don't change, we will lose market share and future job opportunities as has occurred in other states 		

THE UNPRECEDENTED CHALLENGE WE FACE

TAFE NSW is the largest training provider in Australia. But the competition from other RTOs is growing (Slide 17). For TAFE NSW to remain a leader in the VET sector, we need to be innovative and competitive so we can continue to deliver quality training.

TAFEs in other states have gone up against other RTOs and lost substantial market share (Slide 18–19) and staff numbers. We need to make sure we have the agile workforce, workplace and delivery options if we are to succeed (Slide 20).

The demand for training and education is changing (Slide 21). Students, industry and employers will vote with their feet and go to our competitors if we're not giving them what they need.

Change is real. But this is not a race to the bottom. We want to maintain TAFE's reputation for providing a quality education that students and employers will continue to choose.

THE PROPOSAL



Proposal Part 1

Future workforce delivery model

The TAFE Delivery Model will make us more competitive and give our teachers the support they need.

Proposal Part 2

Existing staff

Refocusing the way we work will better meet the needs of students, employers and the community.

PROPOSAL PART 1 – THE TAFE DELIVERY MODEL



There is an imperative to shift our workforce model in this Enterprise Agreement so that we can be more flexible, responsive and cost competitive. This will allow us to respond more quickly to business opportunities and help us to win more business.

Our proposal for the TAFE Delivery Model:

- Embedding additional trial roles into the enterprise agreement
 - The 3 successful trial roles (Head Teacher Band 3, Assessor and Educational Support Officer)
- Adding a Trainer role to help us win new business
- A team of professionals agile enough to adapt to the changing needs of students, employers and the community.

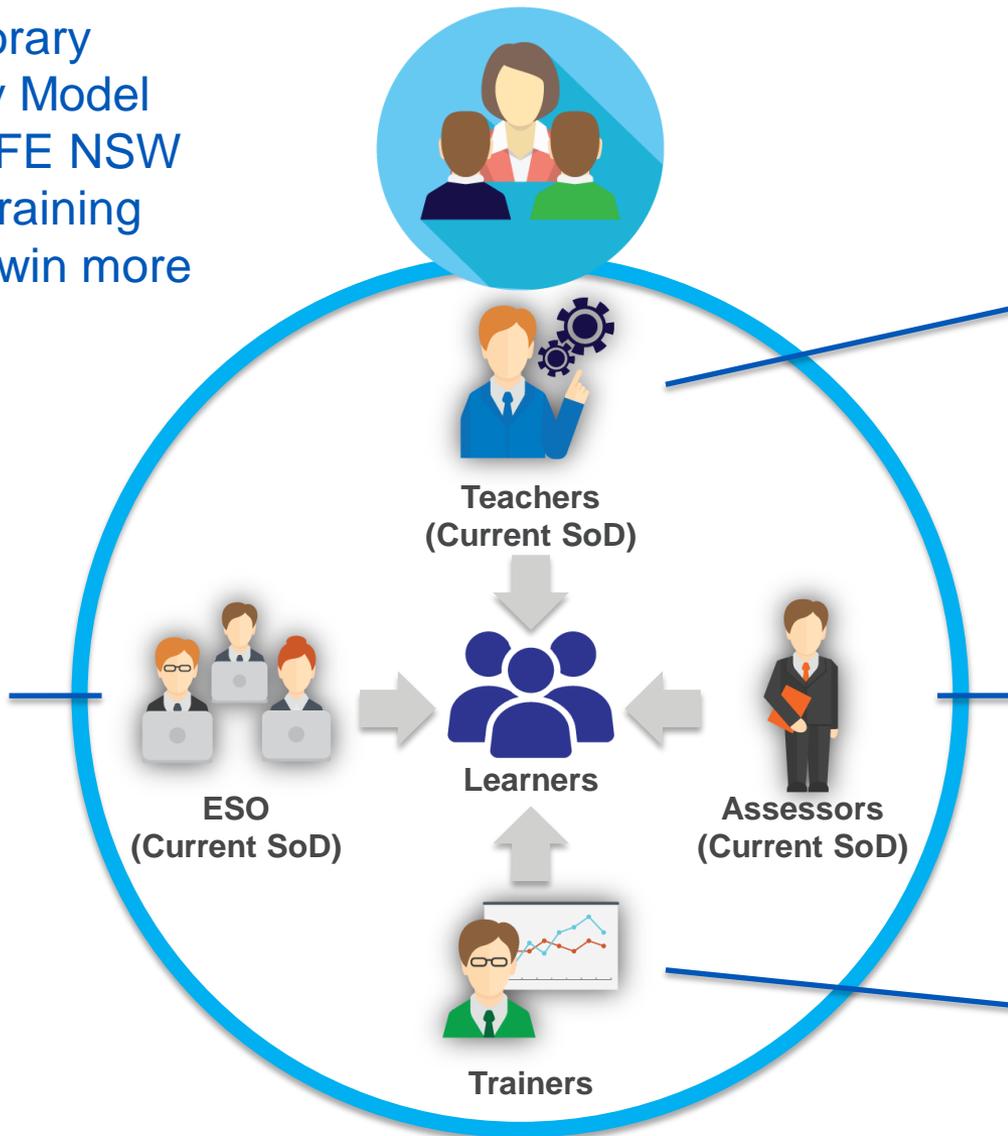
You can view the full TAFE Delivery Model documents from TAFE NSW [here](#).

The TAFE Delivery Model looks like this

The contemporary TAFE Delivery Model will enable TAFE NSW to customise training solutions and win more business

Head Teacher Band 1, 2, 3

- Support compliance
- Implement predesigned tutoring strategies
- Tutorial support for learners



- Discipline expert
- Develops training programs
- Customises delivery and assessment to learner cohort
- Liaises with industry on training needs
- Delivers training and conducts assessments
- Ensures compliance (with HT)
- Designs and develops delivery sessions and assessment instruments (including online materials)

- Designs, validates and carries out assessment in the workplace, campus, RPL
- Implement assessment strategies developed with teachers
- Identify training gaps
- Support compliance

- Delivers training and conducts assessment using predesigned materials
- Customises predesigned delivery and assessment to learner cohort
- Support compliance
- Liaises with industry on training needs

PURPOSE

CHALLENGE

PROPOSAL

SUPPORT



The Trainer position

Proposed salary and conditions

Salary:

	Annual Salary	Hourly rate	Casual hourly rate
1 January 2016 (first pay period on or after)	\$78,643	\$43.06	\$53.83
1 January 2017 (first pay period on or after)	\$80,609	\$44.14	\$55.17

Hours and conditions:

- Hours will be the same as for the Assessor and ESO – see Clause 42 of the 2013 enterprise agreement – attendance of 35 hours a week for 48 weeks a year.
- Working flexibly programmed annualised hours – using the ratio under clause 21.3 of the Modern Award that each contact hour of delivery will count as 1.25 hours of work
- Employment conditions for Trainers will be the same as that provided by the 2013 enterprise agreement for Assessor and ESOs.

	Direct Contact Hours	Administration and consultation duties	Total Annual Hours
Proposed Trainer role	1344	336	1680



PROPOSAL PART 2 – EXISTING STAFF

Refocusing the way we work

The way in which we deliver training and assessment has changed. For example, teachers now undertake assessments throughout the year rather than process marks at the end of each semester.

We propose refocusing the way we work so that we:

- Free up non-teaching weeks so we can better meet the needs of our students, who want education and training delivered **anywhere, anytime**
- **Have a customer-focused workforce** and a team approach to serving our students, industry partners and other customers
- Support an empowered, motivated and proud workforce who feels engaged and accountable to deliver a **high quality learning experience**.

TAFE NSW needs to win in our target markets and remain competitive.

CHANGING THE WAY WE WORK

What won't change?

- **No change** to the 7 weeks agreed non-attendance
- **No change** to the leave entitlements including 4 weeks annual leave
- **No change** to the weekly hours of attendance
- **No change** for accrual of FACs leave
- **No change** to the total annual hours of attendance
- **No change** to face-to-face hours for counsellors and senior counsellors
- **No change** to duties other than teaching for Part-time Teachers
- **No change** in teaching hours for Head Teachers

THE PROPOSAL – CHANGING THE WAY WE WORK

What will change?

Head Teachers

- Offsite related duties will no longer apply*
- 5 non-teaching weeks will be converted to administrative duties for leadership responsibilities (Slide 22)

Counsellors and Senior Counsellors

- Current face-to-face hours annualised over 45 weeks of the year

Teachers

- Deliver 820 direct teaching hours annualised over 41 weeks of the year
- Offsite related duties will no longer apply*
- 5 non-teaching weeks will be converted into teaching and related duties (Slide 22)

Part-time Teachers

- Removal of entitlement to related duties

Special Program Coordinators

- 246 direct teaching hours (same proportion conversion as teachers)(Slide 22)

Working arrangements

- 5 days per week attendance at campuses/colleges/delivery sites
- Clearer definitions about when annual leave is taken
- Amended criteria for FACs leave
- Removal of time-in-lieu for related employees (EO, SEO, CEO, PEO, Cluster Managers)

Everyone will get 2.5% pay increase each year for 2 years from January 2016 if proposed reforms are agreed.

* The current 5 hours offsite related duties must be worked in the workplace (campus or delivery site)

THE RISK WE FACE IF WE DO NOTHING

Change is real and if we don't **respond now** we will face a loss of market share across NSW and beyond:

- Which will increase our unit costs
- Which makes TAFE NSW less competitive
- Which will prevent us from retaining market share
- Which will hinder our ability to provide quality vocational education
- Which will mean fewer job opportunities in the future.

BENEFITS

Transitioning TAFE NSW to a flexible and agile workforce will keep us strong and help us win new business on the basis of quality, not cost, secure more job opportunities in the future and remain competitive.

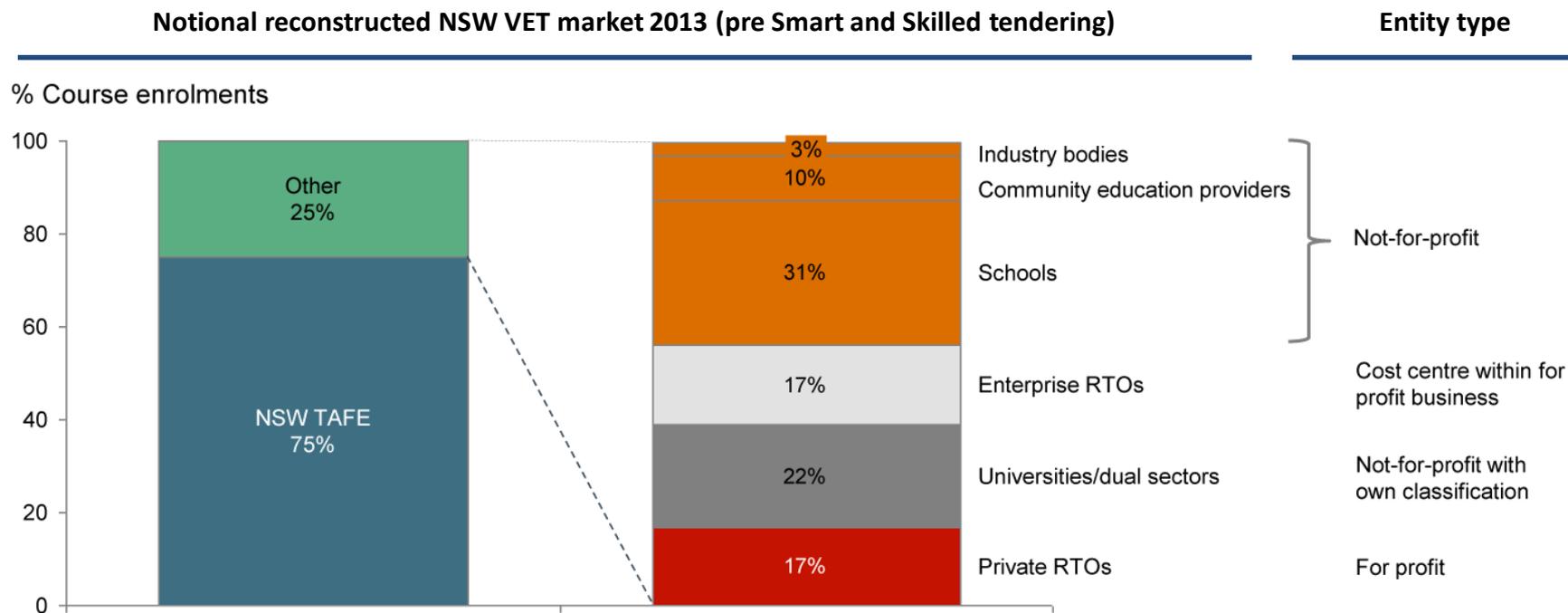
This is not a race to the bottom. We want to continue to provide quality vocational education and training. But if we don't make a change, TAFE won't be able to compete.

Together, we can create a modern TAFE workplace with a flexible workforce that's responsive to our students, industry, employers and the community.

APPENDIX



TAFE NSW is competing against a mix of for-profit private RTOs and a variety of not-for-profit providers

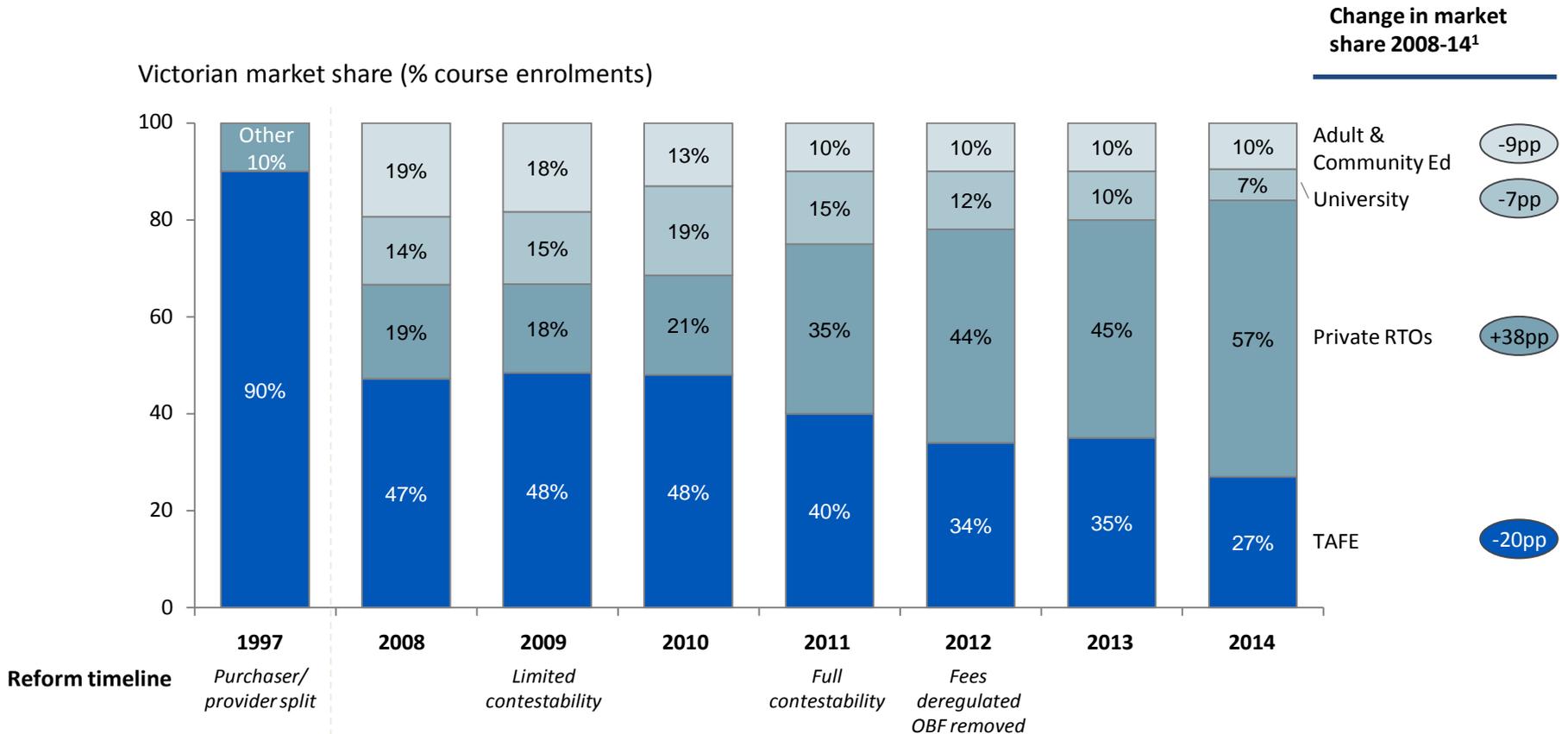


As Smart and Skilled has unfolded, market share has shifted with private RTOs well-placed to grow share

Note: Student enrolments for Enterprise RTOs were not reported until January 2015. We have used Productivity Commission finding of around 100,000 student qualifications issued by Enterprise RTOs each year and applied it Australia wide using the population in NSW. Universities include 5% of Bachelor's Degrees, all Associate Degrees, Other Undergraduate, Enabling and Non-award courses as defined by Department of Education.

Source: NCVET data (2009-2013); Productivity Commission Research Report on Vocational Education and Training Workforce (April 2011); Department of Education Higher Education Statistics (2013)

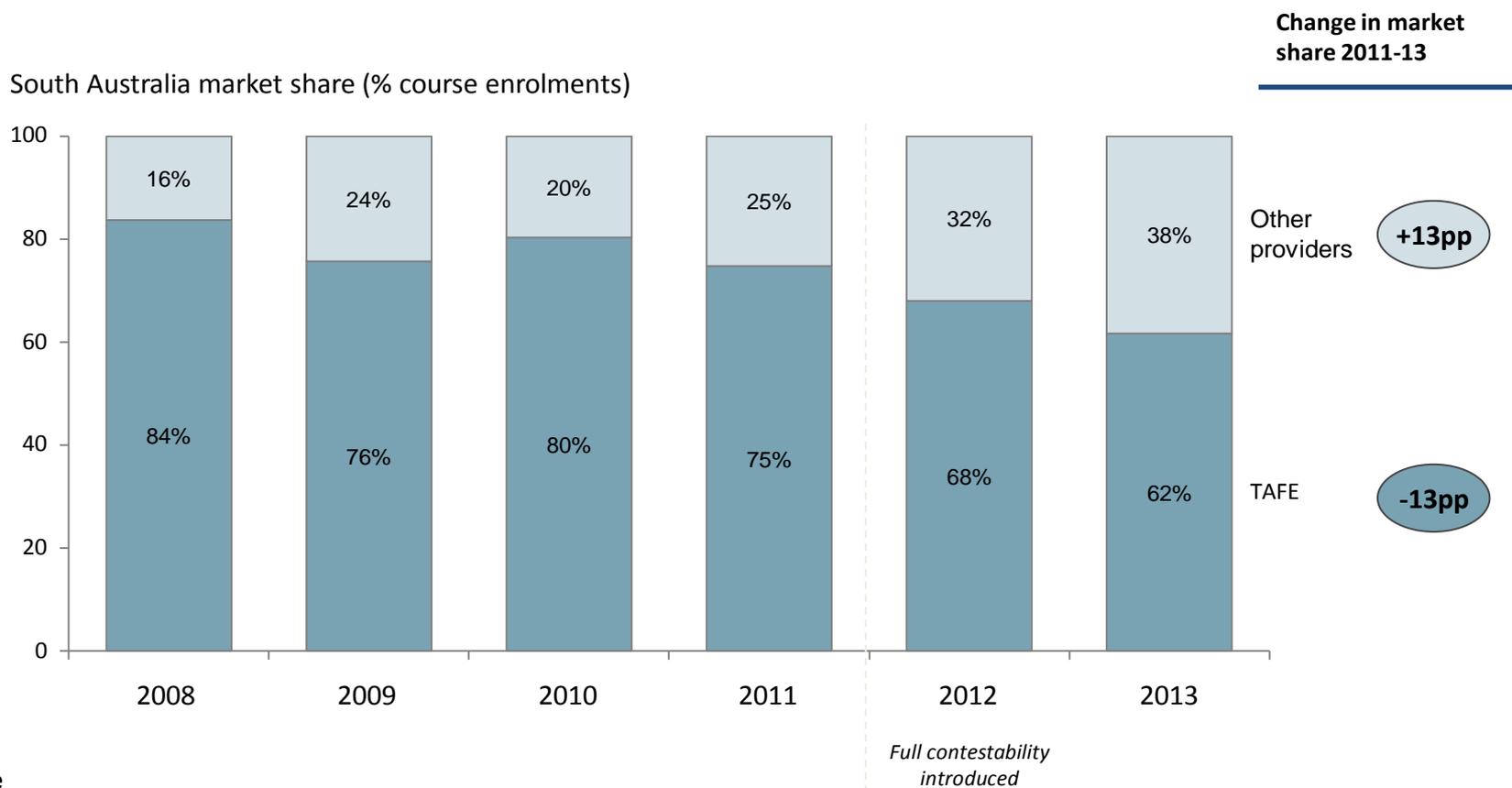
Victorian TAFEs lost nearly half their market share in a growing market, while private RTOs' share trebled



Similar experiences have occurred in other states that have introduced greater competition in their VET markets

1. 2008 and 2009 figures may not be strictly comparable with later years. Source: Victorian Training Market Reports (HY2014 and FY2013); Victorian Government TAFE Reform Panel 2013

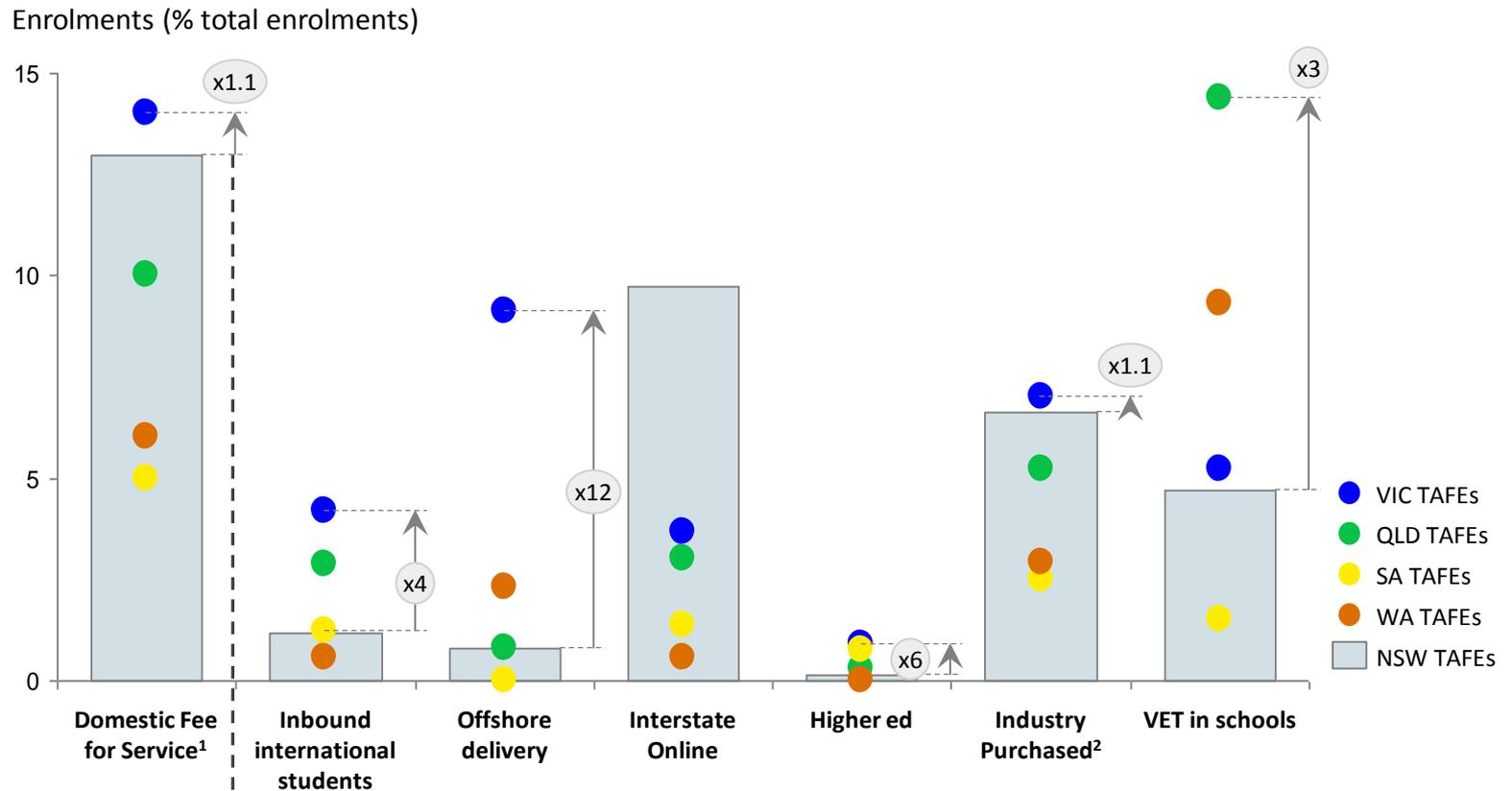
South Australian TAFEs have lost 10–15%pts of market share since full contestability was introduced in 2012



Source: NCVET.

TAFE NSW lags behind other states in share of enrolments in most growth segments

Proportion of total TAFE enrolments in select market segments, by state

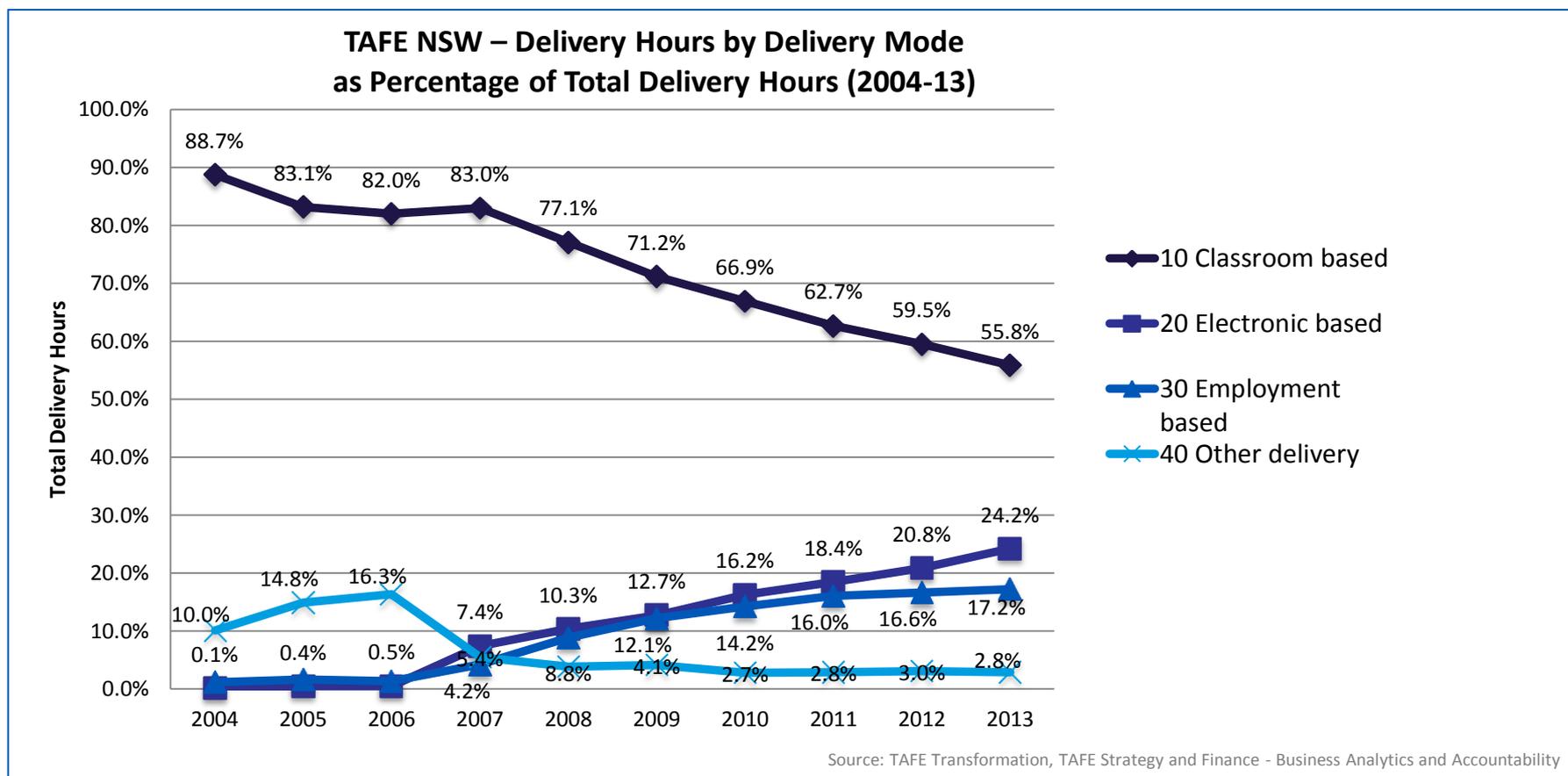


1. Includes both VET FEE Help and Full Fee Paying. 2. Benchmarks assume TAFE NSW split of fee-for-service enrolments between B2C and Industry Purchased. Industry Purchased is all non-government subsidised training purchased by employers

Note: Proportions based on CY13 enrolments for all TAFE Institutes in each state listed. Source: NCVER VOCSTATS database; TAFE NSW enrolment data

COURSE DELIVERY

Already changing, but we're not speeding up to meet the demand



TAFE NSW Proposal – Removal of the 5 non-teaching weeks and redistribution of those hours within existing attendance requirements

Rationale: TAFE NSW is proposing the removal of 5 non-teaching weeks to increase the number of weeks within the 41 week academic year in which courses can be delivered.

Table represents proposed changes to Clause 21 Approved Program from current Enterprise Agreement.

Key = non-teaching week hours that are being re-allocated, current annual hour allocations, proposed annual hour allocations					
Classification	Direct teaching	Duties related to teaching, professional development, and coordination duties	Head Teacher 1 and 2 Administrative, leadership and management duties	Duties related to teaching, during the five non-teaching weeks	Total annual hours
Teachers	820 (720 +100)	615 (540+75)	-	(- 175)	1435
Adult Literacy Officers	369 (324 +45)	1066 (936 +130)	-	(- 175)	1435
Special Program Coordinators, other than consultants for students with a disability Assistant Outreach Coordinators	246 (216+30)	1224 (1079+145)	-	(- 175)	1470
Special Program Coordinators for students with a disability	246 (216+30)	1189 (1044+145)	-	(- 175)	1435
Head Teacher Band 1	504	432	499 (324+175)	(- 175)	1435
Head Teacher Band 2 (*)	360	360	715 (540+175)	(- 175)	1435

(*) Includes a Head Teacher Band 1 supervising >150 weighted hours per week

Table Assumptions

- Zero non-teaching weeks
- No change to current “total annual hours” requirements
- No change to current required weeks of attendance – 41 weeks for teaching classifications covered by the table
- 175 hours currently worked during non-teaching weeks to be re-allocated for teaching classifications, other than Head Teachers, between direct teaching and related duties on a proportional basis. For example – for Teachers 20 hours of teaching and 15 hours of related duties a week applied prior to introduction of annualised hours.
- Head teachers will not be required to increase their direct teaching or related duties hours. Instead, the hours currently worked during non-teaching weeks will be re-allocated to the administrative, leadership and management hours available to head teachers.