

CE4002 POLICY ON TEACHER WORK PRACTICES

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1. PREAMBLE

- 1.1 The Catholic Education Office has demonstrated a commitment to just and fair employment relationships over many years. The Catholic Education Office seeks to work cooperatively with school principals, teachers and staff and with their representative organisations to ensure fair, reasonable and equitable work practices for all employees.
- 1.2 Within the employment relationship, principals, teachers and other staff are called to embody the vision, values and ethos of the authentic Catholic School as defined by the Bishop of Darwin.

2. OBJECTIVE

- 2.1 The objective of this policy statement is to provide a framework which allows both principals and teachers some certainty about work practices, while retaining as much flexibility as possible to suit local school needs, within overall diocesan funding strategy.
- 2.2 The hours indicated in this policy document should in no way be taken to suggest that all the professional duties of a teacher can be limited to that time. Nevertheless, the specific hours should assist the principal when planning to achieve equity across the staff by using the totality of a teacher's quantifiable professional duties to balance work responsibilities across the school and over the year.
- 2.3 It is recognised that, given the diversity in size and curriculum offerings of schools, rigid prescriptions in the organisational structures may limit educational innovation and effectiveness. Such limitations could actually work against the real interest of teachers and children in our smaller schools.

- 2.4 The role of the teacher encompasses: classroom teaching; participation in the religious, cultural and sporting life of the school; pastoral care; administration; supervision of students; curriculum planning; professional development.

3. NORMAL SCHOOL HOURS

3.1 General Principle

- As a rule regular school hours shall normally occur between 8.00 a.m. and 4.00 p.m.
- Schools will set the starting time having regard to the travel and family needs of teachers and students. It is acknowledged that outside circumstances (e.g., bus scheduling) may influence this issue.
- Current demands for flexibility in delivering both of the Northern Territory Certificate of Education and Training (NTCET), Vocational Education and Training in Schools (VETIS), Northern Territory Curriculum Framework (NTCF) and future Australian Curriculum initiatives may require schools to adopt a variety of starting and finishing times.
- If there is a proposal to change the regular starting or finishing time of the school, teachers will be consulted.

3.2 Starting Time

- Unless a teacher has been rostered for before-school supervision or classes, normal starting time for all teachers will be 10 minutes before the first scheduled activity (e.g. teaching, home room or class) other than on occasions where a morning briefing is held.

4. CONSULTATION

- 4.1 Teaching duties shall be allocated after consultation between the principal and the teachers of each school. The final decisions regarding allocations of duties will remain the prerogative of the principal.
- 4.2 All schools need to have a process in place that allows for consultation to occur where class sizes may exceed recommended limits.

5. EQUITABLE TEACHING RESPONSIBILITIES

- 5.1 In determining the allocation of duties for each staff member, it is important that Principals seek as much as possible to allocate equitable responsibilities to all teachers, taking into account:
- The preference of the individual teacher in light of skills qualifications, experience and career direction.
 - The scheduled teaching load of the teacher.
 - Pastoral educational and community demands which require a Teacher's attendance beyond the usual school day.
 - The number of special needs students in each class.
 - The balance need between family and work responsibilities.

6. EXTRAS, RELIEF, SUPPLEMENTARY PERIODS AND CLASSES IN LIEU (SECONDARY SCHOOLS)

- 6.1 Should an assigned class be absent, other classes and duties may be assigned "in lieu" of the assigned classes and shall be treated as a part of a teachers normal face to face allocation and shall not be considered as extras.
- 6.2 To promote equity, supplementary periods will be allocated to teachers who are not timetabled for the number of periods which are deemed to be usual full-time face to face teaching load per week or cycle. Supplementary periods are not extras but are given to 'top up' a teaching load to the full teaching load of the school. Supplementary periods may also be allocated to replace teachers who are absent. Teachers will be advised at the start of the year how many supplementary periods they can expect to receive.
- 6.3 Part-time teaching staff shall be allocated face to face extras pro-rata to their FTE.
- 6.4 Relief teachers, where the subject falls outside their qualifications and experience, shall not be required to supervise a practical class. Where the absence is planned, the subject teacher needs to prepare suitable work for the non-specialist relief teacher.

7. PROFESSIONAL DUTIES (SUPERVISORY)

- 7.1 Non-Face to Face Teaching Duties in schools shall include, but not be limited to:
- Scheduled supervision of students in the school during recess and lunch, before and after school, parent pickup, crossing & bus duty.
 - Scheduled supervision of students in any public place.
 - Meetings, including but not limited to staff meetings and briefings, subject or faculty meetings, planning meetings, year group meetings, committee meetings.
 - Required professional development, lectures or in-services outside of regular school hours.
 - Parent-Teacher interviews, class parent meetings, information evenings.
 - Any time after the first 60 minutes in a given week or equivalent cycle spent on timetabled homeroom duties, school & year assemblies.
- 7.2 Non face to face duties will not normally exceed four hours per week. However, the total of non face to face duties will not exceed forty hours per ten week term (or pro-rata), except in exceptional circumstances.
- 7.3 Where possible no meetings adjacent to school days shall be scheduled in a week requiring evening commitments.
- 7.4 Part-time teaching staff shall be allocated non-face to face duties pro-rata to their FTE.

8. CLASS SIZES

- 8.1 Class sizes shall not normally exceed the following:

Transition and 1	28
2 to 7	30
8 to 10	30
11 to 12	25
Composite classes- Primary	28
Practical Subjects	25

- 8.2 This clause can be varied in exceptional circumstances in a specific school by agreement between the principal and the teacher/s affected.

- 8.3 Practical subjects are among those that require a higher duty of care. They may involve the use of materials and/or equipment, which may be injurious to the health students or have a significant practical (hands on) component. The subjects designated as practical are Visual Arts, Design and Technology, Food Technology, Technical, Music, Drama and related subjects in Year 11 and 12.
- 8.4 Identified special needs students and the nature of the special educational need must be taken into account by the Principal when classes are being arranged. This will mean that class sizes may be reduced below the numbers indicated and/or that some additional support provided to accommodate such students.

9. CO-CURRICULAR ACTIVITIES

- 9.1 Co-curricular activities conducted by teachers are recognised as an integral part of a school's program. The nature and the commitment of the approved co-curricular activities may vary considerably, based on the requirements of the individual school and its mission statement. The time commitment given by a teacher to co-curricular activities will reflect personal circumstances and professional responsibilities. Such commitment should be consistent with that given by most teachers at the school.
- 9.2 Co-curricular activities (which must be approved by the Principal) are held outside regular school hours. Co-curricular activities may involve teachers and/or parents in events, sports or programs at the school or another venue, and may result from a school's involvement in an association or network of schools.
- 9.3 Principals and staff need to take into account when organising co-Curricular activities the following principles:
- Support for the teacher/s involved
 - Teacher skills, experience and special interests
 - The family circumstances of teachers
 - The particular need for the activity
- 9.4 School Camps. As a general principle, teachers who organise and participate in school camps shall be provided with adequate release time to organise to the camp.

10. YEAR 12 TEACHERS IN TERM 4

- 10.1 During Term 4, a teacher who has been teaching Year 12 classes may be assigned other timetabled classes up to one-third in lieu of their Term's 1, 2 and 3 Year 12 class load.
- 10.2 Alternatively, a teacher may be assigned duties up to one-half in lieu of their Term's 1 -3 Year 12 class load.
- 10.3 Term 4 arrangements for Year 12 teachers can commence after timetabled exam supervisions have been completed.

11. PART TIME TEACHERS

- 11.1 Part-time teaching staff shall be allocated all workload entitlements pro-rata to their FTE.
- 11.2 While the allocation of part time duties shall be negotiable between the staff member and the Principal, in allocating part time teaching loads, Principals shall ensure, as much as possible, that staff members are allocated a timetable to reflect their employment. For example, part time teacher employed as 0.8 FTE may be assigned classes on 4 - 5 days, 0.6 or 0.7 FTE may be assigned classes on 3 - 4 days, 0.4 or 0.5 FTE may be assigned classes on 2 - 3 days, and 0.2 or 0.3 FTE may be assigned classes on 1 - 2 days per week.