



TEACHER

AIDES

UNITED

Rights, Recognition & Respect at every school
A KIT FOR DELEGATES

Rights, Recognition and Respect at every school – a kit for delegates

United Workers Union teacher aides campaigned hard for the improvements in the enterprise agreement. Members have been working together in schools to ensure all the hard fought wins are being implemented. Experience tells us unless we keep working together at our schools, there is no guarantee what we have won will be applied consistently across the state.

As delegates, you are the key to getting teacher aides together to stand up for their rights and for respect and recognition at every school – every time.

Inside this kit you will find all the information and advice you need to work with teacher aide members at your school to know your rights, know how to apply them, and know how to keep them.

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Download this kit at uwu.org.au/taschub

1. Message to Delegates

Members winning!

Through your efforts, and the efforts of teacher aide members across Queensland, real improvements around training, career progression and allowances have been achieved in the enterprise agreement. Members have been working together across the State to implement the wins. This builds on existing conditions and rights that should be enjoyed by all teacher aides. Ensuring United Workers Union teacher aides are aware of these rights and conditions and empowered to respond if something seems unfair is a key priority.

As a delegate you have a vital role to play to ensure teacher aide members at your school understand their wins and know how to ensure they are applied.

Delegate kit

We have developed this kit to provide you with all the information and advice you need to undertake this important role in your school, starting with getting members together to explain the benefits of the agreement and how to ensure they are implemented in your school.

This kit will also assist you to have conversations with teacher aides at your school who are not currently members of the union. It provides great opportunities to talk to your colleagues about the real improvements gained by United Workers Union members working together, underlining how we need to be even stronger as we seek to apply what has been won and build on it for next time.

Delegates' rights

The agreement emphasises the important role of delegates in schools – through formal recognition, acceptance and support. The agreement encourages:

- the existence of union delegates and their access to facilities for undertaking union activity.
- teacher aides being given access to union delegates during working hours to discuss any employment matter or seek union advice.
- employees to join the union.

Congratulations again for your achievements and thanks for your continued efforts on behalf of United Workers Union members.



2. Restoring the Balance

Members are well aware of the power imbalance that exists between employers and employees.

The idea of challenging authority figures can feel uncomfortable. Too often, authority figures rely on this to take advantage of employees and push their own position.

This kit is one part of equipping delegates to move the balance back towards the middle, giving you more confidence to assert the rights and entitlements of members.

In workplaces the employer exercises its power in many ways, including policies, directives, and codes of conduct etc. However, many of these documents also explain members’ rights.

Being familiar with these documents and how your rights are outlined is a powerful tool.

But remember, it is always reasonable to question a statement or position of local management until you have been able to refer to the relevant documents. It is also reasonable to ask local management to outline how their position aligns to the relevant documents for your workplace.

Always question management statements. If it does not sound or feel reasonable, it may not be – whether or not it is specifically covered by your enterprise agreement or other document.



SPEAKING UP

- Ask for clarification if a statement from management doesn’t seem reasonable.
- Document it and most importantly get together and seek the views of other union members in your workplace.
- Test if they think management’s position is fair (not necessarily what their knowledge of relevant documents might be).

If members don’t think something is fair then that is grounds to explore it further with local management.

Raising issues with management doesn’t mean disobedience, disrespect or being obstructive. You’re entitled to check with members before accepting management’s position. It is common sense that you and other members are best placed to assess whether what management is proposing is fair, relevant or practical.

You may also simply be better informed than your local management about what is in your agreement or what has changed in the EBA. Ensuring your local management is aware of the rights and conditions teacher aides have and will work together to protect, is a positive contribution delegates can make.

Remember United Workers Union Membership Rights is right there to give you advice and support if you need it on 1800 065 885.

3. Getting Members Together

Getting members together is the most effective way to discuss rights, entitlements and work out a united response to any issues that might arise at your school.

In fact, discussing issues together is the most powerful thing you can do. Get into the habit of gathering at your school to touch base about any issues that might be impacting you as a group.

“ACTING TOGETHER AS A GROUP IS LIKE EXERCISE
the more you do it, the easier it gets and the better it feels!
It will also become the new normal for your local managers.

While group meetings are best, if it is not always possible to get everyone together as a group there are many other ways to find out what members think.

- Talk to members one on one.
- Get members to talk to each other and report back.
- Use email, Facebook groups, What’s App and Zoom meetings.
- Circulate a simple survey or petition to check views.

Remember, reasonable access to members and resources to undertake your work as a delegate is a workplace right you should be using.

Tips for holding meetings

Let members know about the meeting arrangements and purpose:

- ☐ Talk to members directly about the meeting and ask them to commit to attend. If a member says they will not attend ask why. Someone not being able to attend due to the timing of the meeting, or someone not attending because they are not interested, are both useful pieces of information for you as a delegate. Keep a list of those members attending and not attending.
- ☐ Talk to non-members directly about the purpose of the meeting and ask them to join the union so they can participate. *(Consult Section 4 of this kit for further tips about holding this conversation)*
- ☐ Remind members about the meeting as it gets closer.

If you are the only delegate and your school is large or there are multiple campuses, ask other members to assist you getting people to the meeting.

A sample attendance sheet is included on page 28 of this kit to keep a record of attendance at your meetings.

Effective meetings need:

- ☐ an agenda
- ☐ someone to keep it on track
- ☐ participation by the people present
- ☐ decisions or outcomes made and recorded
- ☐ follow-up jobs allocated
- ☐ a clear process for reporting back



Have an agenda for your meeting. This is simply a list of items/activities you intend to take to the meeting to achieve the meeting’s purpose. You can hand an agenda out or write it on a board.

As a delegate you are likely to be chairing the meeting so you can keep the meeting on time and on task.

In keeping with our union’s commitment to reconciliation and to pay respect to the First Nations peoples of Australia, before every meeting or gathering we encourage members to ensure someone present acknowledges the Traditional Owners of the country on which they stand or meet.

Note that an Acknowledgement of Country isn’t necessary when a First Nations person (or people) is present to offer a Welcome to Country.

 There are many ways to give an Acknowledgement of Country. More information and examples of how to acknowledge Traditional Owners at meetings are provided on page 29

After welcoming people to the meeting and thanking them for coming, briefly run through the purpose of the meeting and outline the agenda and meeting length.

Allow opportunities for questions and discussion and encourage participation.

Ensure a record is kept of any decisions, actions or questions that couldn’t be answered immediately. Before the meeting starts ask one of the members to take these notes so you can focus on keeping the meeting on track.

At the end of the meeting, thank everyone for attending and summarise any outcomes or actions that have been agreed upon and the process of follow-up or report-back.

These steps for effective meetings will become second nature the more practice you get running meetings at your school.

4. Getting New Members on Board

United Workers Union teacher aides have a proud history of standing together to fight for respect and recognition. The agreement locks in improved conditions won by members.

Teacher aides who are not yet union members, and new teacher aides coming into your school, need to be asked to join the union to continue to build on and exercise your collective strength.

As teacher aides, delegates are best placed to talk to other teacher aides about why being part of the union has been, and continues to be, so important.

Here are some simple steps to follow to prepare you to have these conversations:



Be prepared:

Know who the potential members are at your school (the union office can provide you with a current list of members).

Know what union members have achieved in the agreement and how union members get together regularly at your school to talk about rights, entitlements and any issues that come up.

Think about who you should approach, when and what you might say.



Inductions:

As a Delegate the school is required to make you aware of any new employees and arrange a meeting with you as part of the Induction process.

This should be a positive experience. Every new Teacher Aide’s introduction to United Workers should highlight their exciting opportunity to build on conditions for their chosen career path.

This is your opportunity to welcome new employees into a team of active and empowered members.



Make contact and invite to join:

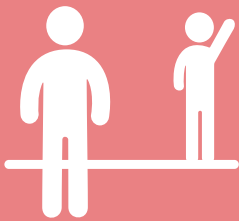
Be personal, friendly and confident but don’t go overboard. Explain this is a union school.

Provide the reasons for joining, what has been achieved together by members, how union members will continue to have a voice and what we can achieve in the future.

Provide opportunities for questions to be asked and answered.

Invite the person to join by completing the membership form: <https://uwu.org.au/p2c>

If the person does not wish to join, explore their reasons and go back to what members have achieved and can achieve in the future.



Closure:

Congratulate the new member for joining. Indicate they will receive a letter from the union office. Advise that you will be their first point of contact in relation to any issues and when members will next be getting together either at school or at a network meeting.

If the person has not joined, thank them for their time and indicate you will advise them of the next union meeting to discuss issues at the school, so that they can decide to join after more thought and participate in future activities.

5. School Based Consultation

Asking someone to join the union – starts with having a chat...



Have a chat.
Let’s talk about union, why it’s important for us to act, and act collectively.



Anger.
What changes would you like to see for your job?
What would it mean to you if these things didn’t happen?
Who makes these decisions? How do they affect you and your workmates? Is this fair?



Hope.
Imagine what your workplace could look like if all of these things are rolled out in your school?
What does a happy workplace look like for you?



Action.
What do you need to do to ensure these things are achieved?
What would the consequences be if there was no union of teacher aides in this school?



Choice.
You can sit back and do nothing and run the risk of not achieving any of these things, or join your union today to ensure the improvements secured in the EBA are implemented at your school.



Summary.
You’ve agreed that... So today you need to take the first step and join your union.



There are really strong consultation rights in your agreement. Like anything in the agreement though, it is only meaningful if you work together locally to ensure you get consulted.

Consultation about any matter that affects teacher aides is perhaps the most important right at your school.

Genuine consultation before decisions get made leads to better decision-making and fewer issues.



*Consultation involves more than an exchange of information.
For consultation to be effective teacher aides must be contributing
to the decision-making process, not only in appearance but in fact.*



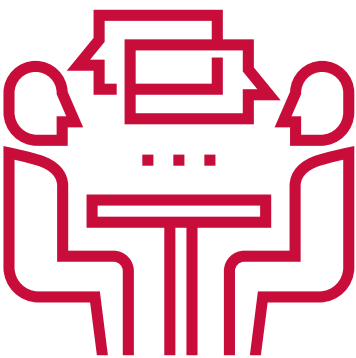
THIS IS NOT CONSULTATION

THIS IS CONSULTATION



6. Key Improved Conditions

CONSULTATION RIGHTS



Management of hours & maximisation

When dealing with the management of hours consultation is MANDATORY.

- ☐ Important first step in process
 - Mandatory group consultation
 - Consultation as a group before a decision is made
 - To occur when most teacher aides are at work
 - Those not at work to be contacted
- ☐ Must occur in distribution of additional hours, regardless of the number or how they become available

Workplace change

- ☐ Workplace initiatives
 - Matters that significantly impact work situation: eg. Covid-19 response
 - Consultation on their initiation, implementation and evaluation.
- ☐ Other job changes
 - Transfers and deployment
 - ADO arrangements
 - Managing ADOs and leave
- ☐ Change of staffing mix
 - Endorsement of majority of teacher aides required
 - LCC endorsement required
 - United Workers Union office endorsement required

Local Consultative Committees (LCCs)

- Every school should have an LCC
- Must meet at least once per term
- Ensure teacher aide involvement in raising, implementing and evaluating proposals affecting them
- Consider matters in the agreement
- A teacher aide or school cleaner delegate on every LCC
- LCC reps to consult with school cleaners and teacher aides about workplace initiatives

If there is not a functioning LCC at your school – talk to the school cleaner, Together and QTU delegate and ask to establish one.

Work, Health and Safety

- Every school should have a teacher aide Health and Safety Representative (HSR)
- Every school should have a Work Health and Safety (WHS) Committee
- Must meet regularly to consult on health, safety and wellbeing
- A teacher aide delegate or Health and Safety Representative (HSR) on every committee

If there is not a functioning WHS Committee at your school – talk to the school cleaner, Together and QTU delegates about a joint request to establish one.

More information about LCCs is included on page 30.



PROGRESSION TA2-TA3

Information:

There are thousands of teacher aides at the top of TA2 that may be eligible for progression to TA3; many of them may have been eligible for some time.

United Workers Union teacher aides argued for significant improvements to the process for progression including better central notification to teacher aides and schools about eligibility and ensuring teacher aides get access to the training they need to qualify.

The eligibility rules have not changed. To progress, a teacher aide must:

Have been permanent or temporary at TA2.4 for at least 12 months

Have a relevant Cert III qualification, equivalent or higher, and

Have a current senior First Aid certificate or equivalent.

Under the agreement the department is required to formally notify teacher aides of their upcoming eligibility. This must occur on an ongoing quarterly basis with a maximum of one notification per year to eligible teacher aides.

As part of the agreement, teacher aides on TA2.4 have access to a simple process for recognition of prior learning (RPL) so they may seek to be assessed as equivalent to a Certificate III level. There are seven approved providers.

Backdating arrangements:

United Workers Union teacher aides also won the right to back pay for those who have been eligible to progress for some time. Teacher aides will be progressed from the date they met the criteria and receive increments as though they had been progressed at that time for a maximum period of six years.

Advice:

The improvements to these progression arrangements are significant. This process is not simply left up to individual teacher aides or schools.

Our priority is to ensure every United Workers Union teacher aide is aware of and accessing these improved progression arrangements. Delegates can assist by ensuring all members are aware of the improvements and identifying all those teacher aides that are eligible to progress and are enrolling in the RPL with an approved provider.

Avoid non-approved providers who are attempting to offer courses to schools.

A mapping tool has been included on Page 26 to assist with this important task.







PROGRESSION TA3-TA4

Information:

Teacher aides who meet the criteria will now be eligible to progress from TA3 to TA4.

To be eligible to progress a teacher aide must:

Have been permanent at TA3.4 for at least 12 months 	Have a relevant Cert III qualification or equivalent or higher 	Have a current senior First Aid certificate or equivalent, and 	Sign an undertaking to perform specified higher duties in a personal action plan. 
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The department must notify teacher aides at TA3.4 and principals annually of the requirements for progression to TA4.

Once the eligibility criteria have been met, it's important to notify payroll services straight away by lodging the signed undertaking using the *Non-Teaching Qualification, Skills or Undertaking Advice Form* on OnePortal. Provided the teacher aide meets the criteria, the progression will be effective from the date the undertaking is signed and submitted. The principal (or delegate) and teacher aide must then sit down to discuss and agree the actions to be undertaken by the teacher aide to be incorporated into their personal action plan.

Indicative duties have been identified and may include higher level duties TA3 teacher aides are already undertaking.

The onus is on the school to make higher level duties available. Where higher level duties cannot be identified this will not prevent the teacher aide from progressing.

The process to finalise a personal action plan will occur as soon as possible but not take longer than four weeks from the date the teacher aide became eligible. The personal action plan may be reviewed each year, if required. Teacher aides will progress through the pay points of TA4 provided they continue to undertake higher level work in accordance with their action plan. Again the onus is on the school to provide access to that work.

Existing TA4 roles

Teacher aides currently in positions classified as TA4 (excluding Auslan Educational Interpreter and Auslan Language Model roles) were personally classified as TA4 from 1 September 2019 and will continue to be classified as TA4 whilst they continue their employment as a teacher aide at that school. The classification also moves with them as they move schools subject to signing an undertaking and agreeing to a personal action plan. Again the onus is on the school to provide access to the higher level duties.

Auslan Educational Interpreter and Auslan Language Model TA4 roles will continue to operate as they currently do.

TA4 Maximisation

The opportunity to maximise hours applies to all permanent TA4 teacher aides.

All TA4 hours that become vacant from 1 September 2019 (excluding Auslan Educational Interpreter and Auslan Language Model roles) will be subject to maximisation in the usual way.

Advice:

This is an incredibly exciting opportunity for experienced teacher aides to progress from TA3 to TA4. Access to these improvements should not rely on the quality of local school management.

Delegates can ensure United Workers Union teacher aides are accessing this progression by letting them know about the arrangements, getting them together to prepare their applications and getting them thinking about the actions they might already be undertaking or would like to undertake as part of their action plan.



A copy of the Progression TA3-TA4 Template (undertaking) is on Page 36 of this kit. The Mapping Tool on Page 26 will help identify teacher aides that may be eligible for progression.



ALLOWANCES

Specialised health procedures

Information:

Under the agreement, members won double the specialised health procedures allowance to \$50 per fortnight flat rate (no longer pro-rata). No other change occurred to the scope of the allowance. **Performance of the procedures remains voluntary** and the allowance is payable subject to a teacher aide performing any of the procedures within a fortnight at least once.

Teacher aides also argued that the scope of the procedure should be widened to reflect diabetes management to mirror the policy of the department. This argument was not successful.

Advice:

The significant improvement to this allowance was won by teacher aides.

There are two responses to the department's failure to recognise the inclusion of diabetes management procedures:

1. Do not volunteer to perform these procedures until they attract the allowance (most effective);
2. Map the teacher aides who are performing diabetes management in your school. Keep a record of each time this procedure is performed so we can quantify the work teacher aides are currently performing free for the good of their students. Delegates can assist by mapping and asking and reminding teacher aides to keep these records. This information will be very useful as we campaign in the lead up to the next EBA.

Special school and special education unit allowance

i Information:

This allowance was increased to \$49 per fortnight. To qualify you must work in a special school or special education facility. Once you qualify, you will receive the full amount regardless of how many hours you work in a special education facility or unit. This is becoming increasingly complex due to inclusion policy.

Advice:

This is a significant improvement to the amount of this allowance for teacher aides. It is not equitable that teacher aides can be working side by side performing the same work and one receives the allowance and the other does not. We need to identify all United Workers Union teacher aides who are in this situation. Delegates can assist with this mapping, which will be very useful as we campaign in the lead up to the next EBA.



ADOS - PROVISIONAL DAYS

i Information:

Under the agreement the number of days teacher aides no longer have to accumulate ADO time for was increased from four to five. This additional day is applied during the autumn, winter or spring vacation period to be agreed as part of the normal annual ADO agreement process. No other changes were made to ADO arrangements. Teacher aides and local management must negotiate how the ADO is accumulated over a 12-month cycle. You cannot lose excess credit.

Advice:

This is a good advance for teacher aides. Teacher aides argued for a range of improvements to ADO that were rejected by the department. ADO will be a priority issue for the next agreement. Delegates should work together with members to ensure all UWU teacher aides are getting the additional day in their ADO agreements. Delegates should advise teacher aides that any excess ADO can't be lost. It must be rolled over.



WAGES

i Information:

Wages increased by 2.5% in 2018 and 2019. In 2020, the Covid-19 wage deferral means the term of the teacher aide EBA will be extended to enable the deferred payment to be made and securing your terms and conditions until August 2022, locking in the terms and conditions that you fought hard for. That means 2.5% in September 2021 under the agreements and the deferred 2.5% six months later on 1 March 2022.



A new SEP allowance mapping tool has been included on Page 27 to assist delegates with this important task.

Teacher Aide Rates 01/09/2021 (2.5% Increase)

Class/Paypoint	Hourly (\$)	Fortnightly (\$) (76hrs)	Fortnightly (\$) (60hrs)	Annual (\$) (76hrs)	Casual (\$) *
TA2.1	26.9474	2,048.00	1,616.84	53,431.00	33.1453
TA2.2	27.5921	2,097.00	1,655.53	54,709.00	33.9383
TA2.3	28.2368	2,146.00	1,694.21	55,988.00	34.7313
TA2.4	28.8684	2,194.00	1,732.10	57,240.00	35.5081
TA3.1	29.2500	2,223.00	1,755.00	57,997.00	35.9775
TA3.2	29.7368	2,260.00	1,784.21	58,962.00	36.5763
TA3.3	30.2632	2,300.00	1,815.79	60,005.00	37.2237
TA3.4	30.8026	2,341.00	1,848.16	61,075.00	37.8872
TA4.1	31.9342	2,427.00	1,916.05	63,319.00	39.2791
TA4.2	32.8684	2,498.00	1,972.10	65,171.00	40.4281
TA4.3	33.8816	2,575.00	2,032.90	67,180.00	41.6744
TA4.4	34.9211	2,654.00	2,095.27	69,241.00	42.9530

Teacher Aide Rates 01/03/2022 (2.5% Increase)

Class/Paypoint	Hourly (\$)	Fortnightly (\$)	Annual (\$) (76hrs)	Casual (\$) *
TA2.1	27.6184	2,099	54,761	33.9706
TA2.2	28.2763	2,149	56,066	34.7798
TA2.3	28.9474	2,200	57,396	35.6053
TA2.4	29.5921	2,249	58,675	36.3983
TA3.1	29.9868	2,279	59,458	36.8838
TA3.2	30.4868	2,317	60,449	37.4988
TA3.3	31.0263	2,358	61,519	38.1623
TA3.4	31.5789	2,400	62,614	38.842
TA4.1	32.7368	2,488	64,910	40.2663
TA4.2	33.6842	2,560	66,789	41.4316
TA4.3	34.7237	2,639	68,850	42.7102
TA4.4	35.7895	2,720	70,963	44.0211

* Casual rates include 23% loading

7. Key Continuing Conditions

HOURS & MAXIMISATION

Information:

Teacher aides won the continuation of maximisation rights under the agreement. The department argued operational requirements should be reintroduced but this was rejected by teacher aide members.

Mandatory group consultation is the starting point for any changes to hours for teacher aides, whether increasing or reducing. This applies all year, not just in the Day 8 process. Group consultation should occur when most teacher aides are available, but all teacher aides must be invited to attend and be paid or receive ADO for attendance if outside their usual roster.

The checklist overpage outlines steps to be followed anytime there is an increase in teacher aide hours.

Advice:

The most important thing to know is there must be group consultation with teacher aides on hours. This is **MANDATORY**. Also documentation outlining hours held by teacher aides is needed to make this consultation meaningful.



If the school refuses to consult teacher aides, or any other steps in the checklist, it is imperative you get teacher aides together to discuss and sign a grievance letter to the principal. The best approach is for all United Workers Union teacher aides to sign the grievance but if the issue is urgent you can lodge the grievance on behalf of all members.



A template hours grievance letter can be found on Page 32 of this kit.

It's important to lodge a formal grievance quickly following discussion with management. Once a grievance is lodged the school must maintain the status quo until it's resolved. The school **MUST NOT** continue with a flawed maximisation process or employ additional teacher aides until the issues are resolved. The grievance process has specific timeframes for management to respond.

After lodging a grievance it's important to keep working together to insist the issues are resolved. The template hours grievance letter calls on the principal to meet with you as a group. You're most powerful if you work together. As a delegate, you have a right to talk to teacher aides about these issues and take their views back to management.

MAXIMISATION CHECKLIST

When setting Priority Learning Areas (PLAs)

- ☐ During Term 4, teacher aides are consulted on the setting of PLAs within the school for the next year. CLAUSE 6.4 (b).
- ☐ PLAs are included in the Annual Operational Plan for the next year. CLAUSE 6.4.

At Day 8 or any other time teacher aide hours become available

- ☐ Has there been a group consultation with all permanent teacher aides to discuss how additional hours are to be allocated? CLAUSE 6.4 (e), Step 1.
- ☐ Has all relevant documentation about changes in the allocation of teacher aide hours been presented at a group consultation meeting? This includes all hours currently held by all permanent teacher aides and the details of any new hours coming into the school. CLAUSE 2.4 (b).
- ☐ Have teacher aides had real input into the decision-making process to distribute additional hours? Consultation does not mean simply advising teacher aides of a decision which has already been made. CLAUSE 2.4 (f).

Have the following steps been adhered to when filling additional hours?

- ☐ Consideration of any required transfers/surplus staff from other schools. CLAUSE 6.4 (e) Step 2.
- ☐ Principal to outline how existing permanent staff are to be maximised and rostered to work within the school's PLAs. (Note: No new teacher aides are to be employed at this stage in order to staff PLAs. However, classes may be rescheduled in order to ensure PLAs are covered.) CLAUSE 6.4 (e), Step 3 (a).
- ☐ Once PLAs have been filled - equitable distribution of all permanent and other hours for the purpose of maximising existing permanent teacher aides to six hours per day or 30 hours per week. (Note: If there are not enough permanent hours in the school to give each permanent teacher aide 30 hours, any other hours are to be used for this purpose before the engagement of temporary staff or the renewal of contracts.) CLAUSE 6.4 (e), Step 3 (b).
- ☐ Only once all permanent staff have had the chance to maximise to six hours per day/30 hours per week, can consideration of any voluntary transfers from others schools take place before proceeding to an open merit selection process. This is the only stage at which additional teacher aides may be engaged or temporary contracts renewed for the year. CLAUSE 6.4 (e), Step 4.

After consultation

- ☐ Have teacher aides had real input into the decision-making process? Consultation does not mean merely being 'advised' of a decision, but actually being involved in the making of one. CLAUSE 2.4 (f).
- ☐ Has the principal provided written details of the outcome of the maximisation process? CLAUSE 2.5.
- ☐ Has each teacher aide received a letter outlining the details of all hours including a breakdown of temporary and permanent hours as well as details of changes in hours, job status or funding source? CLAUSE 4.4.



TEMPORARY TO PERMANENT CONVERSION

Information:

Members won a change to the EBA clause to make clear that teacher aides engaged for 35 school weeks in a 52 week period (as opposed to 35 weeks in a school year) are considered to have worked one year's service towards eligibility for permanence. This reflects the department's practice and benefits temporary teacher aides.

Members can apply for permanency after 1 year of service (non-appealable) and the Department must review all Teacher Aides after 2 years of service in the Department. Casual and temporary service is now counted together.

Permanency is to be based on the current hours worked or the average hours over 2 years, whichever is the greater.

Central office now coordinates this process. Application can be made through OnePortal or a delegate and a group of teacher aide members can make a written application to central office. Temporary I4S funding is not grounds for refusing conversion.



Advice:

Schools continue to engage temporary staff when they should use the hours to maximise permanent teacher aides. There are thousands of temporary aides, many who have been temporary for years.

This is not the fault of the temporary teacher aides and the conversion provisions are there to ensure if a teacher aide has been temporary for two years their circumstances can be reviewed. The way to stop the misuse of temporary employment in schools is for teacher aides to work together and speak up, as outlined in this kit.

Temporary teacher aides are entitled to have all temporary hours considered for conversion.

Your mapping can identify United Workers Union teacher aides who may be eligible for conversion. Encourage them to apply to central office. Talking to teacher aides as a group when you are discussing hours issues should include discussion about how to ensure eligible UWU temporary teacher aides are gaining permanence.

Key Continuing Conditions Rest Pauses & Meal Breaks



INFORMATION:

The following information is provided to help determine the applicable Rest Pauses and Meal Breaks for Teacher Aides.

All hours, including your ordinary Rostered Hours PLUS any ADO time worked counts as time worked.

EXAMPLE 1: Teacher Aide working 4 hours rostered time and 2 hours of ADO (on the same day would be entitled to a half hour unpaid meal break and two 10 minute paid rest pauses.

EXAMPLE 2: Teacher Aide working 3 hours rostered time and 1 hour ADO time would not be entitled to a rest pause.

EXAMPLE 3: Teacher Aide working 4 hours rostered time and 1 hour of ADO time would be entitled to one 10 minute paid rest pause.

EXAMPLE 4: Teacher Aide working 5 hours rostered time and ½ hour ADO would be entitled to a half hour unpaid meal break and one 10 minute paid rest pause.

EXAMPLE 5: Teacher Aide working 5 ¾ hours rostered time and 15 minutes of ADO would be entitled to a half hour unpaid meal break and two 10 minute paid rest pauses.

Time worked must be continuous except for when you take a rest pause or meal break.

Under no circumstances should Teacher Aides be rostered unpaid time other than for the purposes of taking a 30 minute meal break.

This means that you cannot be asked to work 2 hours in the morning, then have 45 minutes unpaid break and then work for another 2 hours.



ADVICE:

Delegates should get teacher aide members together if rest pauses and meal breaks are not being properly applied at your school.

8. Getting Your Rights & Keeping Your Rights

1. Talk to teacher aides about the strong rights that exist if they choose to stand together and insist on them.

For United Workers Union teacher aides this is about getting informed and active. For potential members it is about joining the union then getting informed and active.

This kit is designed to help you focus on some important new conditions that need to be implemented, along with some key existing conditions requiring constant vigilance. More than that though, this kit is about giving you and fellow United Workers Union teacher aides the confidence to know your rights. Whether something is in the agreement or not, if it affects teacher aides, you have a right to come together to question, provide feedback and disagree.

2. The EBA gives you a perfect opportunity to meet with local management to ensure they are also aware of the entitlements members won under the agreement and reminded about existing rights and conditions.

There is a big difference between local management that does the wrong thing because they are not aware of what the right thing is, versus local management that does the wrong thing because they don't agree with or care about what the right thing is. In either case, the first step is for delegates to inform local management about what needs to happen. Ill-informed local management will respond positively at that point. Poor local management will not.

3. Get teacher aides together to respond as a group to local management refusing to do the right thing. Do it early and do it every time.

Lodge a group grievance if the issue relates to something where you need to protect the status quo – such as hours issues. If it is about confronting poor management behaviour and attitude, rather than lodging a formal grievance, think about other actions you can do as a group to demonstrate your unity and strength. Other actions can include:

- Pass a resolution
- Sign a petition calling for specific management action
- Go as a group to meet management or elect a delegation
- All wear a sticker or your union shirt or other visible sign that you are acting together (the union office can produce campaign material like stickers)
- Hand out flyers to parents and other members of the school community seeking support for your issue (the union office can produce campaign material like flyers)
- Hold high visibility actions outside the gate before or after school hours
- Ask United Workers Union school cleaners and members of other unions to support teacher aides
- Ask the other LCC reps to support teacher aides at the LCC meeting.

These actions can also be used if you have lodged a grievance and management have failed to respond or the issues remain unresolved. Be creative – your actions just need to demonstrate that you are united and determined.

4. Ask all teacher aides to be members of the union

This builds strength and unity. Union membership demonstrates that a person cares about the quality of their job, workplace and well-being of their co-workers and students.

5. Remember you are not alone

As a delegate you have a really important role to lead others at your school. You communicate and inform, you bring them together, you represent them with management and you lead them to action. You are not responsible to do all of the work it takes to get and keep your rights.

Teacher aides need to step up. They need to join the union and then they need to get informed and get active.

Your organiser will be working with you and your colleagues to build a strong union culture at your school. The union provides training to assist delegates and members. The EBA provides for access to paid training for teacher aide members and delegates. Make sure you use it!

6. Ask for help if you need it

Rest assured that help is nearby. Talk to your colleagues about issues at school – get their views and ideas.

Contact your local industry committee representative overpage if you want advice from an experienced delegate who has probably handled a similar issue before.

Attend your local United Workers Union network meeting – they happen each term and are a place where teacher aides and school cleaners come to share stories and ideas with each other and build a plan to win.



9. Key Contacts

Member Rights: 1800 065 885
Website www.unitedworkers.org.au
Facebook @TascUnited
Membership enquiries membership@unitedworkers.org.au

Teacher Aide Education Committee Representatives		
Name	Region	Work Email
Juanita Coulston	North Brisbane	jcoul28@eq.edu.au
Rebecca Dale-Exelby	North Queensland	rdale42@eq.edu.au
Therese Daly	Sunshine Coast	tdaly6@eq.edu.au
Amanda Dewey	Far North Queensland	adewe1@eq.edu.au
Anne Doo	Gold Coast	adoo1@eq.edu.au
Kay Drew	Central Qld	kdrew8@eq.edu.au
Natalie Edler	Logan	nedle1@eq.edu.au
Maria Halwood	South Brisbane	mhalw1@eq.edu.au
Christine Hook	North Queensland	chook6@eq.edu.au
Glenn Huntington	Wide Bay	ghunt27@eq.edu.au
Sandra Jennings	Ipswich	sjenn18@eq.edu.au
Wanita Limpus	Logan	wlimp1@eq.edu.au
Roslyn Litzow	Wide Bay	rlitz1@eq.edu.au
Gayle O'Halloran	Far North Queensland	gohal4@eq.edu.au
Miriam Osborne	Toowoomba	Mosbo47@eq.edu.au
Julie Pascoe	South Brisbane	jpasc45@eq.edu.au
Jillian Quinn	Ipswich	jquin48@eq.edu.au
Kirsty Reed	Gold Coast	kreed37@eq.edu.au
Susan Rewald	Sunshine Coast	srewa1@eq.edu.au
Jodi Vass	North Brisbane	jvass15@eq.edu.au
Dianne Ward	Wide Bay	dward89@eq.edu.au
Janet Williams	Toowoomba	jwill30@eq.edu.au
Vicki Wright	North Brisbane	vwig3@eq.edu.au
Felicity Wright	Far North Queensland	fwig24@eq.edu.au
Deborah Wynne	Central Qld	dmusc2@eq.edu.au

10. Delegates' Role

Recruit

- Ask new starters and other potential members to join United Workers Union
- Talk to every new teacher aide about joining the union as part of the induction process
- Find helpers to get active in the union
- Talk to un-financial members
- Know your workplace, other delegates and helpers and where your strengths and weaknesses are



Represent

- Provide initial advice to members with questions about the EBA
- Educate and assist members to find information for themselves in the EBA
- Represent members by raising their issues
- Negotiate with management
- Get members together, find out about their issues and what they want done and raise them with management
- Map your workplace and pass on information from members to the union office
- Make sure members' views are heard by management
- Represent your workplace in network meetings
- Lobby a politician



Mobilise

- Invite members to take part in union meetings
- Organise workplace union events
- Organise members to take part in local and broader union actions and campaigns
- Motivate members to sign petitions and surveys
- Communicate with members about current issues (noticeboard/social media/emails)
- Motivate members to vote in an election or ballot



11. Key Milestones

February/ March – 2021

Priority learning areas have been discussed and set by start of school year
Mandatory group consultation re hours
Maximisation process occurs
ADO agreements finalised



1 September 2021

Third 2.5% pay rise takes effect



1 March 2022

Final 2.5% pay rise takes effect
Negotiations for a new EBA commence



31 August 2022

Nominal expiry date of EBA

12. Helpful Resources

In this section, you will find a number of helpful resources, forms and templates that you can tailor to use at your school:

- Mapping Template
- SEP/SWD Mapping Sheet
- Attendance Sheet
- Acknowledgment of Country
- Local Consultative Committees
- HSR Election Tool
- Grievance Letter Template
- Petition Template
- Membership Form
- Meeting notice Template
- Progression TA3-TA4 Template
- Teacher Aides video: http://bit.ly/TA_vid2020



Download copies of these documents by visiting: uwu.org.au/taschub
Other useful links - ppr.det.qld.gov.au and www.forgov.qld.gov.au/directives-policies-and-guidelines



SCHOOL MAPPING

TEACHER AIDES

School										
Date										
UWU Delegate/s										
QTU Delegate/s										
Together Delegate/s										
Name	Employment Type	Pay level and pay point	How long have you been employed?	Allowances	How often do you perform diabetes management?	Qualifications	Have you experienced occupational violence?	Email	Mobile	Are you a Member of UWU?
	<div><input type="radio"/> Perm</div> <div><input type="radio"/> Temp</div> <div><input type="radio"/> Cas</div>			<div><input type="radio"/> Special Health</div> <div><input type="radio"/> First Aid</div>	<div><input type="radio"/> Never</div> <div><input type="radio"/> Daily</div> <div><input type="radio"/> Weekly</div> <div><input type="radio"/> Monthly</div>	<div><input type="radio"/> First Aid</div> <div><input type="radio"/> Cert III</div> <div><input type="radio"/> Enrolled in Cert III RPL</div> <div><input type="radio"/> Cert IV</div> <div><input type="radio"/> HSR Training</div>	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>			<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>
	<div><input type="radio"/> Perm</div> <div><input type="radio"/> Temp</div> <div><input type="radio"/> Cas</div>			<div><input type="radio"/> Special Health</div> <div><input type="radio"/> First Aid</div>	<div><input type="radio"/> Never</div> <div><input type="radio"/> Daily</div> <div><input type="radio"/> Weekly</div> <div><input type="radio"/> Monthly</div>	<div><input type="radio"/> First Aid</div> <div><input type="radio"/> Cert III</div> <div><input type="radio"/> Enrolled in Cert III RPL</div> <div><input type="radio"/> Cert IV</div> <div><input type="radio"/> HSR Training</div>	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>			<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>
	<div><input type="radio"/> Perm</div> <div><input type="radio"/> Temp</div> <div><input type="radio"/> Cas</div>			<div><input type="radio"/> Special Health</div> <div><input type="radio"/> First Aid</div>	<div><input type="radio"/> Never</div> <div><input type="radio"/> Daily</div> <div><input type="radio"/> Weekly</div> <div><input type="radio"/> Monthly</div>	<div><input type="radio"/> First Aid</div> <div><input type="radio"/> Cert III</div> <div><input type="radio"/> Enrolled in Cert III RPL</div> <div><input type="radio"/> Cert IV</div> <div><input type="radio"/> HSR Training</div>	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>			<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>
	<div><input type="radio"/> Perm</div> <div><input type="radio"/> Temp</div> <div><input type="radio"/> Cas</div>			<div><input type="radio"/> Special Health</div> <div><input type="radio"/> First Aid</div>	<div><input type="radio"/> Never</div> <div><input type="radio"/> Daily</div> <div><input type="radio"/> Weekly</div> <div><input type="radio"/> Monthly</div>	<div><input type="radio"/> First Aid</div> <div><input type="radio"/> Cert III</div> <div><input type="radio"/> Enrolled in Cert III RPL</div> <div><input type="radio"/> Cert IV</div> <div><input type="radio"/> HSR Training</div>	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>			<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>
	<div><input type="radio"/> Perm</div> <div><input type="radio"/> Temp</div> <div><input type="radio"/> Cas</div>			<div><input type="radio"/> Special Health</div> <div><input type="radio"/> First Aid</div>	<div><input type="radio"/> Never</div> <div><input type="radio"/> Daily</div> <div><input type="radio"/> Weekly</div> <div><input type="radio"/> Monthly</div>	<div><input type="radio"/> First Aid</div> <div><input type="radio"/> Cert III</div> <div><input type="radio"/> Enrolled in Cert III RPL</div> <div><input type="radio"/> Cert IV</div> <div><input type="radio"/> HSR Training</div>	<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>			<div><input type="radio"/> Yes</div> <div><input type="radio"/> No</div>

SEP/SWD ISSUE MAPPING

United Workers Union teacher aides are seeking the special school and special education unit allowance to be applied to all teacher aides working with verified special needs students in schools regardless of the funding source.

What can you do?

Delegates need to work with members and map the following information in your school.

Name	How many hours per week do you perform SEP/SWD duties?	Please list SEP/SWD duties you undertake.	Do you receive the Special School and Special Education Unit Allowance

TEACHER AIDE

Name

Acknowledgement of Country

Why do we do it?

The meaning of Country includes land, sea, skies and animals, as they are important in the Songlines and Dreaming of First Nations peoples.

The United Workers Union encourages all of its offices, committees and members to acknowledge the Traditional Owners of the country on which they stand and/or conduct meetings.

This acknowledgement recognises the unique position of First Nations peoples in the culture and history of Australia as the Traditional Owners.

It is important that their unique position is recognised and incorporated into official protocol to enable the wider community to share in First Nations cultures and to encourage better relationships between First Nations peoples, and the wider community.

Acknowledgements

The following are suggestions on acknowledging Traditional Owners at meetings:

Where the names of the Traditional Owners have been officially determined:

“We acknowledge the Traditional Owners, the [name of the group] people, and pay our respects to their Elders past, present and future and thank them for their continued custodianship of Country and culture.”

Or...

Where the names of the Traditional Owners are yet to be officially determined

“In opening this [name of meeting] we acknowledge the Traditional Owners on whose country this meeting takes place and pay our respects to their Elders past, present and emerging and thank them for their continued custodianship of Country and culture.”

HEALTH & SAFETY REPRESENTATIVES (HSRS)



LOCAL CONSULTATIVE COMMITTEES

A Local Consultative Committee (LCC) provides a forum within a school for management and employee representatives to jointly discuss any workplace issues that may affect employees.

Under current Department of Education policies, all schools with 20 or more employees are required to have an LCC. However, UWU encourages all schools to have an LCC so they can always have input into the school's decision-making process. LCCs are required to meet at least once each term.

Who is represented on an LCC?

LCCs are made up of equal representation from management and unions. The management side consists of the principal and other reps that the principal appoints. The union side draws together representatives from United Workers Union, Queensland Teachers Union (QTU), and Together Union.

For example, a typical LCC may look like this:

- 4 Management and 4 Union Reps – 1 Together, 1 UWU, and 2 QTU or
- 5 Management and 5 Union Reps – 1 Together, 2 UWU (1 TA + 1 SC), and 2 QTU

How is UWU represented?

Sitting on an LCC is one of the designated duties of UWU TASC delegates. Where a worksite doesn't have a delegate, UWU members elect one of their own members to represent them on the LCC. School Cleaners and Teacher Aides can have one rep each or one rep for both. This decision is up to the members at the school (not management).

What topics are discussed by an LCC?

The topics and issues most frequently discussed by LCCs include:

- Workplace reform
- Occupational Health & Safety
- Funding additional resource allocation
- Pupil free days

Can I add topics to the agenda?

Yes. Every union member has the right to add an item to the agenda. It's important for Delegates and LCC reps to get members in your school together regularly to talk about the issues to be raised at your next LCC meeting, and then for you to meet again afterwards to report back on how the LCC meeting went.

Working with other unions

A key component of the LCC process is supporting other union members on the committee and within the school. Unions are most effective when they present a united front to school management. UWU LCC reps should be aware of important issues being raised by other unions so they can offer support and vice versa.



Date: _____

School Name: _____

Request to form work groups and elect Health and Safety Representatives (HSRs)

Under the Work Health and Safety (WHS) Act QLD 2011 United Workers Union (UWU) members request the following workgroups and the election of one HSR from each workgroup:

- **Teacher Aide Work Group** *(list the teacher aide work groups here)*

- **School Cleaner Work Group** *(list the school cleaner work groups here)*

We notify the school that we have requested the UWU to assist in the discussion to determine these Work Groups and to further assist by conducting the election for HSRs.

We request that the election for school cleaner and teacher aide HSRs be conducted by the UWU and take place on:

Election date: _____

Signed: **United Workers Union Members**

MEMBERSHIP APPLICATION



Direct Debit/ Credit Card Form

About you

First name	Surname	Gender <input type="radio"/> M <input type="radio"/> F <input type="radio"/> Other
Preferred name	Phone	Date of birth
Email	Street address	
Suburb	Post code	State/ territory

About your job

Employer/ Labour hire	Occupation
Worksite/ suburb	
Payroll/ Employee No. (if known)	<input type="radio"/> Full time <input type="radio"/> Part time <input type="radio"/> Casual <input type="radio"/> Junior/ Apprentice/ Trainee

Diversity is important to our union and we'd like to know a bit more about you

<input type="radio"/> Aboriginal <input type="radio"/> Torres Strait Islander	Country of birth	Languages
---	------------------	-----------

There are a number of ways you can pay your membership fees and become a member of the United Workers Union

Please tick your preference and add the details.

<input type="radio"/> OPTION 1 – Direct Debit	<input type="radio"/> OPTION 2 – Recurring Credit Card Payment Authority
Financial institution	<input type="radio"/> Mastercard <input type="radio"/> VISA <input type="radio"/> AMEX
Name(s) on account	Card number
BSB number	Expiry date
Account number	Name on card
<input type="radio"/> OPTION 3 – Employer Release I authorise my employer to give my bank account details, employment and contact details to the United Workers Union	

I authorise the United Workers Union (APCA User ID Number 604133) to debit/charge funds from my nominated bank account or bank account provided by my employer as authorised above at the intervals specified below. This authorisation includes where changes to that account/institution occur, and is in force until I give further notice in writing. I acknowledge that I have been informed of my fee amount and that the Union's fees may be revised from time to time. This authority shall stand in respect of the above specified account/card and in respect to any card issued to me in renewal or replacement thereof, until I notify the Union in writing of its cancellation.

I wish to make payments ☐ Weekly ☐ Fortnightly ☐ Other _____ Date to begin payments: _____ / _____ / _____

This payment request is subject to the terms and conditions set out in the Union Membership Agreement.

What Else Do I Need To Do?

I apply for membership of the United Workers Union* and declare the information provided is true and correct. I agree that if admitted as a member, I will abide by the Rules of the Union. I authorise the United Workers Union to act on my behalf with my employer. I acknowledge that the membership fee may be adjusted from time to time.

SIGN HERE:

DATE:

THE SMALL PRINT - *The Union's Membership Agreement and Privacy Policy are available at: unitedworkers.org.au/notices. The Union is bound by the Privacy Act 1988 and the information on this form is used in accordance with our Privacy Policy. Eligible members in NSW, WA, Tas & Qld will by this application also become members of respectively United Voice, New South Wales Branch, United Voice WA, United Voice, Tasmanian Branch or United Voice, Industrial Union of Employees, Queensland.

Organiser	Delegate/ member
Worksite	Fee notes

MEETING United Workers Union

School:

Who:

Discussion Agenda:

Meeting Location:

Date:

Time:

unitedworkers.org.au

Your union delegate is: _____

Progression TA3-TA4 Template

Pursuant to Clause 13.10 of this Agreement, as a TA4 Teacher Aide I commit to performing higher level duties in accordance with a Personal Action Plan that is consistent with the generic TA4 Teacher Aide role description.

The following list of indicative actions are provided to assist in the development of the Personal Action Plan, but are not intended to be an exhaustive list of actions that may be agreed for each criteria.

- Hold an elected position on a departmental and/or school committee, project board or taskforce.
- Responsibility for larger work groups or functions, field groups or district operations as directed by the Principal (or delegate).
- Disseminate information and host presentations at my school about departmental and/or school initiatives as directed by the Principal (or delegate).
- Manage school inventory and resources as directed by the Principal (or delegate).
- Deliver departmental inductions and mentor other staff members as directed by the Principal (or delegate).
- Provide frontline support to staff members in respect of departmental systems and practices.
- Develop training packages and other professional development activities as directed by the Principal (or delegate).
- Join a professional body and share my knowledge and expertise with the school community.
- Develop teaching and learning resources (or participate in a working group to develop such resources) as directed by the Principal (or delegate).
- Coordinate programs (e.g. wellbeing, youth pathways, homestay, choices not chances).
- Assist in the delivery of specialised learning programs (e.g. STEAM, STEM, REM).
- Assist the Principal (or delegate) by providing specialist insight into matters which require the Principal’s review or consideration.
- Coordinate promotional campaigns for school activities (e.g. school carnivals and showcases) as directed by the Principal (or delegate).

I understand that my role as a TA4 Teacher Aide can extend beyond the actions in the Personal Action Plan and that I may undertake other duties in accordance with the generic TA4 Teacher Aide role description.

.....
(Employee name)

.....
(Employee ID No.)

.....
(Employee signature)

.....
(Date DD/MM/YY)

Personal Action Plan

Using the indicative list of duties from the Undertaking identify at least one action against each criteria below. The actions can record higher level duties already being performed.

TA4 Teacher Aide Personal Action Plan
Criterion 1: I will demonstrate high level professional expertise to assist and support teachers in the preparation and delivery of effective teaching and learning programs, and behaviour management practices in accordance with the generic TA4 Teacher Aide role description in the following ways:
Actions: Identify at least 1 action
Criterion 2: I will demonstrate high level expertise to contribute substantially to the school plan and/or priorities in accordance with the generic TA4 Teacher Aide role description, in the following ways:
Actions: Identify at least 1 action
Criterion 3: I will exercise high levels of initiative, independence and/or responsibility for work groups or functions in accordance with the generic TA4 Teacher Aide role description, in the following ways:
Actions: Identify at least 1 action
Criterion 4: I will engage positive communication and interpersonal skills to liaise and communicate with a diverse range of students, teacher aides, teachers and stakeholders, in the following ways:
Actions: Identify at least 1 action

As a TA4 Teacher Aide, in accordance with my undertaking I will perform higher level duties in accordance with this Personal Action Plan that are consistent with the generic TA4 Teacher Aide role description.

I understand that my role as a TA4 Teacher Aide can extend beyond the actions in the Personal Action Plan and that I may undertake other duties in accordance with the generic TA4 Teacher Aide role description.

Where higher level duties are unable to be identified, this will not impede my progression.

.....
(Employee name)

.....
(Employee ID No.)

.....
(Employee signature)

.....
(Date DD/MM/YY)

.....
(Principal name)

.....
(Principal signature)

.....
(Date DD/MM/YY)

NOTES:

[illegible]

NOTES:

[illegible]



Authorised by Sharron Caddie, Public Sector Director, United Workers Union, 27 Peel Street, South Brisbane, Qld 4101