



STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Mary Porter AM MLA (Chair), Steve Doszpot MLA (Deputy Chair),

Yvette Berry MLA, Giulia Jones MLA

Public Hearings

Annual and Financial Report 2011-2012

Questions Taken on Notice at Hearing

Friday, 22 February 2013

Ministerial Replies

Question No.	Agency/body	Questioner
QToN 1	ET&YA Directorate	Mr Doszpot MLA
QToN 2	ditto	Mr Doszpot MLA
QToN 3	ditto	Mr Doszpot MLA
QToN 4	ditto	Mr Doszpot MLA
QToN 5	ditto	Mrs Jones MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Education and Training Directorate Annual Report Hearing 2011-12
held on Friday 22 February 2013

ANSWER TO QUESTION TAKEN ON NOTICE **DURING PUBLIC HEARINGS**

Asked by MR DOSZPOT on Friday 22 February 2013: Mr Mark Huxley, Chief Information Officer, Information, Communications and Governance, took on notice the following question(s):

Ref: Hansard Transcript 22 February 2012, Page19 - 20

In relation to: Number and cost of leased computers

How many computers are currently being leased by the Education and Training Directorate and what is the dollar value of this? (pg.296)

JOY BURCH MLA: The answer to the Member's question is as follows:—

Referring to Note 28 on page 296 of the 2011-12 Education and Training Annual report, there are no computers being leased under finance lease arrangements by the Education and Training Directorate. The figures relating to finance leases reflect commitments in relation to photocopiers and motor vehicles only.

In terms of how many computers are rented by the Education and Training Directorate from Shared Services, I can advise that 2,353 computers are rented as at 31 December 2012. This comprises:

- 527 used in Central Office areas,
- 1503 for Computers for Teaching for school staff,
- 323 rented by Schools.

The total dollar value is of the rental of the computers is approximately \$67,000 per month and the lease cost is reflected through the Service Level Agreement with Shared Services.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

Signature:

A handwritten signature in black ink, appearing to be "Joy Burch", written over a large, stylized circular flourish.

Date: 14/3/13

By the Minister for Education and Training Joy Burch MLA

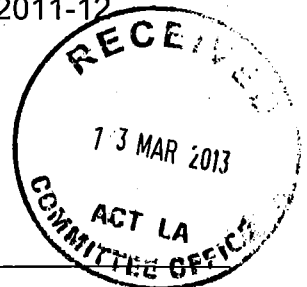


LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Education and Training Directorate Annual Report Hearing 2011-12
held on Friday 22 February 2013

ANSWER TO QUESTION TAKEN ON NOTICE DURING PUBLIC HEARINGS



Asked by MR DOSZPOT on 22 February 2013: Mr Stephen Gniel, Executive Director, Learning, Teaching and Student Engagement took on notice the following question(s):

Ref: Hansard Transcript 22 February 2013 PAGE 27-28

In relation to: Students with Autism

Mr Gniel: Sorry, the exact training details or the number of—

MRS JONES: Places that you have referred to for children.

Mr Gniel: So the numbers of kids that are in each of the different ones? Look, it is a long list, so I can get that list for you, if you would like, around the census of where those kids are attending.

MRS JONES: Please. That would be great.

JOY BURCH MLA: The answer to the Member's question is as follows:—

Students who meet the ACT Education and Training Directorate's student disability criteria for Autism Spectrum Disorder (ASD), are able to access a range of programs to meet their individual needs.

When a student meets criteria, the School Psychologist works in consultation with the parent(s)/carer(s) to ensure that the student is placed in the program that will best meet their needs. All students who meet eligibility criteria will have access to support.

Based on the eligibility criteria that students meet, the following programs are available for students with an ASD diagnosis.

Disability Education Program	Units	Students per Unit	Total student capacity
Specialist School	<i>Based on need</i>		
Inclusion Support Program (ISP) – In mainstream with support	<i>Based on need</i>		
Autism Intervention Unit (AIU) – Early intervention program	7	4	28
Learning Support Centre (LSC) – Primary	16.5	14	231
Learning Support Centre (LSC) – Secondary	14	16	224
Learning Support Unit (LSU)	20.5	8	164
Learning Support Unit: Autism Specific (LSUA)	29.5	6	177
Total	87.5	48	824

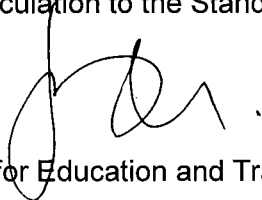
Note: Children aged 3 -5 are also able to access a range of other early intervention programs across the ACT, including play groups.

As of the February 2013 census, students who meet the criteria for ASD are accessing the following programs:

Disability Education Program	Academic Years	Current Number of student with ASD
Autism Intervention Unit (AIU) – Early intervention program	3 – 5 <i>years of age</i>	24
Inclusion Support Program (ISP) – In mainstream with support	K – 12	308
Learning Support Centre (LSC)	K – 12	20
Learning Support Unit (LSU)	K – 12	40
Learning Support Unit: Autism Specific (LSUA)	K – 10	163
Specialist School Placement	K – 12	120
Total Students		675

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

Signature:



Date: 12.3.13

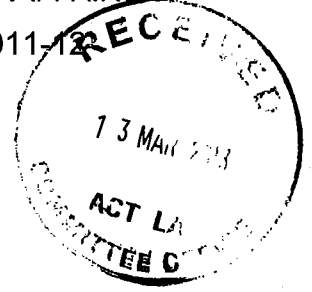
By the Minister for Education and Training Joy Burch MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Education and Training Directorate Annual Report Hearing 2011-12
held on Friday 22 February 2013



ANSWER TO QUESTION TAKEN ON NOTICE **DURING PUBLIC HEARINGS**

Asked by Mr Steve Doszpot MLA (Deputy Chair) on 22 February 2013:

Mr Rodney Bray, Director, Schools Capital Works, took on notice the following question(s):

Ref: Hansard Transcript 27 June 2012 PAGE 1060 1061

In relation to: Florey Primary School traffic safety:

1. Has the Directorate received a letter in November 2012 from the Florey Primary School P&C re: traffic safety around the Florey Primary School
2. How is ETD working with TAMS regarding traffic safety regarding traffic safety at Florey Primary and schools in general?

JOY BURCH MLA: The answer to the Member's question is as follows:-

1. The Education and Training Directorate did not receive a letter in November 2012 from the Florey Primary School P&C regarding traffic safety around the school. However, I understand the matter was raised with Mr Shane Rattenbury, Minister for Territory and Municipal Services.
2. The Education and Training Directorate will work closely with Territory and Municipal Services Directorate, the school, the school community and other relevant stakeholders to investigate the issue and implement solutions.

In regard to schools in general, there is an ongoing program of school traffic management and safety works including review of traffic safety and parking at ACT school sites. If a particular concern is brought to the attention of the Education and Training Directorate regarding traffic safety at a school, the Directorate works closely with the school, school community, TAMS and other stakeholders to address the identified concerns.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

Signature:

Date: 12-3-13

By the Minister for Education and Training Joy Burch MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Education and Training Directorate Annual Report Hearing 2011-12
held on Friday 22 February 2013

ANSWER TO QUESTION TAKEN ON NOTICE DURING PUBLIC HEARINGS

Asked by MR DOSZPOT on 22 February 2013: Mr Stephen Gniel, Executive Director, Learning, Teaching and Student Engagement took on notice the following question(s):

Ref: Hansard Transcript 22 February 2013 PAGE 43

In relation to: Provision of nurse at specialist schools

Ms Burch: I will take it on notice to see what systems, but if there is no skilled, trained appropriate nurse available for that, it could be a very unfortunate circumstance. I am not saying it is ideal, but I am certainly quite happy to talk with the executive about how we manage those things. Because the same would apply to any setting. If we are moving to a model of responding to need, regardless of the setting, that would be something that we would need to work through.

JOY BURCH MLA: The answer to the Member's question is as follows:-

ACT Health provides nursing care in specialist schools. When the regular nurse is unable to attend work at a specialist school, the nurse notifies ACT Health, as their employer. ACT Health makes every effort to identify another nurse to attend the school. In the rare circumstance when there was to be no alternative nurse available, ACT Health then would contact the family directly to inform them of the situation and would then contact the school to notify them that the nurse would not be attending.

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

Signature:

A handwritten signature in black ink, appearing to be "Joy Burch", written over a large, stylized, looped flourish.

Date: 2.4.13

By the Minister for Education and Training Joy Burch MLA



LEGISLATIVE ASSEMBLY FOR THE AUSTRALIAN CAPITAL TERRITORY

STANDING COMMITTEE ON EDUCATION TRAINING AND YOUTH AFFAIRS

Education and Training Directorate Annual Report Hearing 2011-12
held on Friday 22 February 2013



ANSWER TO QUESTION TAKEN ON NOTICE DURING PUBLIC HEARINGS

Asked by MRS JONES on 22 February 2013 : Ms Coralie McAlister, Director, Human Resources took on notice the following question(s):

Ref: Hansard Transcript 22 February 2013 PAGE 31

In relation to: Appeals process for Teachers

Mrs Jones asked for a document in which appeals processes for the Annual Professional Discussion were outlined for teaching staff.

JOY BURCH MLA: The answer to the Member's question is as follows:-

I provide you with the Annual Professional Discussion guidelines which are agreed between the Directorate and the Australian Education Union. Attachment D to these guidelines outlines the process for placement end date dispute resolution, and is provided.

The Guidelines agreed between Education and Training Directorate and Australian Education Union can be located at
https://index.det.act.gov.au/resources/pdf/pp_annualprofessionaldiscussionguidelines.pdf

Approved for circulation to the Standing Committee on Education, Training and Youth Affairs

Signature:

A handwritten signature in black ink, appearing to be 'J. Burch'.

12.3.13
Date:

By the Minister for Education and Training Joy Burch MLA



ACT
Government

Education and Training

Annual professional discussion guidelines

Introduction

The annual professional discussion between individual classroom teacher and principal and/or supervisor affirms and draws together practices that support and recognise teacher development and promote a capable and sustainable teaching workforce. These practices include:

- Professional Pathways
- career planning by teachers
- teacher transfer
- classroom teacher incremental progression.

At a convenient time during terms one or two each year, individual classroom teachers have a professional discussion with their principal and/or supervisor focusing on the teacher's performance, career plans and, where applicable, transfer options and incremental progression. This discussion may be continued at further points during the year, as required.

These guidelines are designed to assist principals, supervisors and teachers to conduct the professional discussions. They should be read in conjunction with clauses R6 and O8 and Section S of the *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014*.

Purpose of the annual professional discussion

Teaching excellence develops with experience, opportunities and support. The annual professional discussion is a forum for each classroom teacher and their principal and/or supervisor to reflect on and discuss the teacher's current performance and professional responsibilities at the school and to plan opportunities for continuing improvement and professional growth.

The annual professional discussion enables the principal and/or supervisor to give the teacher supportive feedback on achievements and areas for development and, where appropriate, work through any performance issues. Opportunities are explored for the teacher to undertake professional roles and responsibilities within the school in accordance with their Professional Pathways and career plans.

The principal plans with the teacher the optimum time for them to use transfer, with regard to the teacher's career plans and the needs of the school to sustain and renew educational programs. Incremental progression, where applicable, is discussed in relation to expectations of performance and professional responsibilities outlined in clause R6 in the Agreement (and in Attachment A to these guidelines). An overview of the process is at Attachment B to these guidelines.

Guiding principles

The annual professional discussion will:

- promote a dynamic public education system, which develops skilled and resilient teaching staff
- support classroom teachers to continually improve their performance
- be linked to the provision of professional development and support
- promote the professional empowerment of all teaching staff in career planning and development

- value individuals and their capacity to positively contribute to schools and the ACT public education system
- promote workforce planning at the school level by principals in discussion with staff to sustain and renew schools' educational programs.

Definitions

<i>Agreement</i>	<i>ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014.</i>
<i>Annual professional discussion</i>	A professional discussion taking place at least annually between individual classroom teachers and their principal and/or supervisor, focusing on the teacher's performance, career plans, transfer options and incremental progression, in accordance with clauses R6 and O8 and Section S of the Agreement.
<i>Career plans</i>	Any planning for career development or advancement undertaken by a classroom teacher, for example, as part of their Professional Pathways plan.
<i>Classroom teacher</i>	A permanent or long term temporary teacher employed in the Classroom Teacher classification, in accordance with clauses N1, N2, R4, R6, 148 and Annex A2 in the Agreement.
<i>Expectations of performance</i>	Expectations of classroom teacher performance in the three stages of New Educator, Experienced Teacher 1 and Experienced Teacher 2 specified in clause R6 in the Agreement (and in Attachment to these guidelines).
<i>Expectations of professional responsibilities</i>	Expectations of classroom teacher professional responsibilities in the three stages of New Educator, Experienced Teacher 1 and Experienced Teacher 2 specified in clauses R61 and Q1 in the Agreement (and attached to these guidelines).
<i>Incremental progression</i>	Increments are annual salary steps within the Classroom Teacher classification. In accordance with clause N1 in the Agreement, teachers are placed on the classroom teacher increment scale based on recognition of qualifications and prior experience. Movement through the increment scale is based on performance and is in recognition of competence, developing expertise and the assumption by the teacher of broader professional responsibilities, as detailed in clauses O8 and R6 in the Agreement (and in Attachment A to these guidelines).
<i>Pathways to Improvement</i>	An early intervention program to assist permanent school based teachers improve their professional practice and work performance in a positive, constructive and non-threatening climate and manner, in accordance with clauses R12-R14 in the Agreement.
<i>Placement end date</i>	The final date of a teacher's placement in a school or central office position (26 January following the final year of placement) at which the teacher will take up a new placement either in the same position or in another position through transfer.
<i>Professional Pathways</i>	A dynamic, forward planning tool aimed at providing teachers with feedback and advice on their performance and development in a supportive and confidential environment, in accordance with

	clauses R9-R11 in the Agreement.
<i>Transfer</i>	Provisions applying to all teaching classifications for transfer between schools, as specified in clause S3 in the Agreement and in the <i>Procedures for filling classroom teacher vacancies</i> agreed between the directorate and the AEU.
<i>Underperformance action</i>	Actions that may be undertaken by Director Human Resources, in accordance with clause R15 in the Agreement, following assessment of the work performance of a teacher as unsatisfactory at the end of a Pathways to Improvement period and recommendation by the principal/manager.

References

ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014, in particular, clauses

O8	Classroom teacher incremental progression
Q1	Individual workloads and professional responsibilities
R3	Annual professional discussion
R4	Developing classroom teachers
R5	New Educator support
R6	Expectations of performance and professional responsibilities
R7	Professional learning
R8	Personal and career development
R9-R11	Professional Pathways
R12-R14	Pathways to Improvement
R15-R16	Under-performance action
S3	Teacher transfer
V8	Managing employee absences

Assessment of Contract Teachers and Probationary Teachers Handbook

Mandatory procedures for managing employee absences

Pathways to Improvement Guidelines for ACT public school teachers

Procedures for filling classroom teacher vacancies

Professional Pathways Guidelines for ACT public school teachers

Public Sector Management Standards 2006, Section 281

Procedures

1. Participants

Each individual staff member employed in the Classroom Teacher classification at the school, other than short term temporary and casual teachers, must be given the opportunity to participate in an annual professional discussion with the principal and/or supervisor.

The principal should participate in the annual professional discussions as far as possible. In circumstances where this is not practicable due to the large number of staff, a deputy principal or supervising executive teacher may delegate for the principal, as required.

In particular, the principal should participate in the annual professional discussion when planning a teacher's transfer or when concerns about a teacher's performance or fulfilment of professional responsibilities will be discussed.

The principal or classroom teacher may ask the teacher's supervisor to participate in the discussion with them, as appropriate. The teacher may request that a colleague accompany them at the discussion.

2. Scheduling

Principals should aim to schedule annual professional discussions with classroom teachers during the first semester (terms 1 and 2) where possible. This is to ensure that:

- the decision concerning teachers' continuation of placement or transfer is communicated to the teacher before the end of term 2 prior to the transfer process commencing in term 3
- there is time to address any performance issues identified, with appropriate support, e.g. through a Pathways to Improvement Plan.

An annual professional discussion may be scheduled in second semester when:

- the teacher is on extended leave during first semester
- the teacher is appointed to the school in second semester.

Annual professional discussions should be scheduled at a convenient time for all participants and allow time for extended conversation.

Principals/supervisors and teachers may wish to conduct a follow-up from an earlier professional discussion, for example, to review the teacher's progress towards agreed professional goals at any stage during the year.

3. Professional focus

The annual professional discussion is a forum for the participants to discuss *professional* matters concerning the teacher's performance, career plans, transfer options and incremental progression.

The climate for discussion should be open and collegial, involving exploration of issues and evidence to reach mutual understanding and sound professional judgements.

Discipline issues or personal matters should not be raised except when these are clearly relevant to the professional matters being discussed.

Keep a record of any decisions and agreed actions arising from the discussion (see Attachment C to these guidelines) and attach this to the teacher's Professional Pathways Plan.

4. Four elements of the discussion

Teaching performance and professional responsibilities

Expectations of classroom teacher performance and professional responsibilities in the three stages of New Educator, Experienced Teacher 1 and Experienced Teacher 2 are specified in clauses R6 in the Agreement (and in Attachment A to these guidelines).

The discussion should focus on how well the classroom teacher is currently meeting these expectations at the appropriate stage in their teaching career.

Evidence for meeting expectations can be drawn from a range of sources including, but not limited to:

- the teacher's own reflections
- teaching plans and records
- recent and current Professional Pathways Plans
- probation and contract assessments
- observations by principal, supervisor and colleagues
- records of students' learning achievements.

Principals and supervisors should use the discussion as an opportunity to provide teachers with evidence-based and supportive feedback on their professional growth, achievements and contributions.

Within this context, any concerns about performance and/or fulfilment of professional responsibilities should be explored with the teacher, with a view to jointly planning actions and support needed to address them, e.g. through the teacher's Professional Pathways Plan or a Pathways to Improvement Plan. A record of issues and actions should be made to assist implementation and future review. This record should be attached to the teacher's Professional Pathways Plan.

The outcomes of this discussion will inform judgements by the principal concerning planning of transfer and incremental progression (see below).

Career plans

Career planning by teachers is included in Professional Pathways because of its benefits for the individual teacher and for schools and the system in developing a capable and sustainable teaching workforce.

The annual professional discussion provides a forum for a classroom teacher to discuss their career plans with their principal and/or supervisor.

The discussion should explore opportunities within the school for the teacher to take on professional roles and responsibilities that will assist in gaining experience and skills to support their career development.

The teacher's career plans will also be an important consideration in planning transfer options (see below). By transferring to new settings regularly throughout their careers, teachers gain a broad experience and contribute to the renewal of school communities through incorporation of new perspectives.

Transfer

The annual professional discussion is a key process for achieving the objectives of teacher transfer, in particular:

- the professional empowerment of all teaching staff in career planning and development
- workforce planning at the school level to sustain and renew educational programs.

Principals plan the optimal placement time of individual teaching staff through the annual professional discussions with reference to the teacher's Professional Pathways and career plans and the needs of the school to sustain and renew educational programs. Decisions about when the teacher will apply for transfer should be based on these discussions.

Transfer must not be used to solve performance issues. Teachers who are experiencing performance issues will not be permitted to transfer until they have undertaken sufficient development with principal and colleague support (see above).

All placements of teachers are for a maximum of five years. The placement end date is 26 January, after the final year of placement. Generally, a teacher's or school leader's first placement in a school or central office position will be for five years. Graduate teachers are initially placed for five years, including any period of temporary position placement or contract at the school to which they are appointed. Subsequent placements for all teachers are for periods up to five years. There is no limit on the number of times a teacher's placement at a school can be continued for periods of up to five years.

The principal will review a teacher's placement end date through the annual professional discussion early in the year prior to its effect. This review will determine whether the teacher:

- (a) will continue their placement at the school for another period of up to five years, or
- (b) must apply for transfer, to take effect from 27 January in the following year.

The principal will give due consideration to a teacher's personal circumstances and needs in making decisions concerning teacher transfer or continuation of placement. The principal will advise the teacher in writing of the decision concerning their placement end date following the annual professional discussion and no later than the end of term 2.

A teacher may seek to have the grounds for the decision concerning their placement end date reconsidered by informing their principal (or school network leader) within 14 days of receipt of the decision. The reconsideration will be undertaken by a panel comprising a school network leader, a principal from another school and an AEU nominee. Attachment D to these guidelines outlines the process for placement end date dispute resolution.

Please refer to Section 5 in the Agreement and the *Procedures for filling classroom teacher vacancies* for further details of placement, transfer and provisions for exceptional circumstances.

Incremental progression

Movement through the classroom teacher increment scale is based on performance and is in recognition of competence, developing expertise and the assumption by the teacher of broader professional responsibilities.

Expectations of classroom teacher performance and professional responsibilities in the three stages of New Educator, Experienced Teacher 1 and Experienced Teacher 2 are specified in clauses R6 and Q1 in the Agreement (and in Attachment A to these guidelines).

On the basis of discussion of the teacher's fulfilment of these expectations at the relevant stage (see above), principals, where applicable, should discuss their incremental progression.

This discussion is not applicable to classroom teachers at the top increment level (3.2).

Classroom teachers on increments 1.1-3.1 who meet these expectations at the relevant stage should progress to the next increment level on 27 January the following year (teachers' common increment date). This will be the case for the majority of classroom teachers.

Where a teacher on an increment 1.1-3.1 is failing to meet expectations of performance and/or professional responsibilities, despite clear direction, supervision and support being

put in place for an appropriate period of time (see above), the principal should form a judgement, in discussion with the teacher, about whether or not to recommend deferral of salary payment of the next increment.

The delegation exists under the *Public Sector Management Standards* to defer incremental advancement based on the teacher's '*diligence, efficiency or attendance for duty or if disciplinary procedures have been commenced*'.

With respect to this focus of the annual professional discussion, the principal may recommend to Director Human Resources that salary payment of a teacher's next increment be deferred for a specified period of time in certain circumstances. These may include non-fulfilment of professional responsibilities (which may also be a discipline matter), such as:

- a pattern of non-attendance without submitting the required leave documentation (unauthorised leave), in contravention of clause V8 in the Agreement and the *Mandatory procedures for managing employee absences*
- non-participation in Professional Pathways or Pathways to Improvement, in contravention of clauses R9-R14 in the Agreement
- non-attendance at required professional learning days, in contravention of clause R7 in the Agreement.

When a principal decides to recommend deferral of salary payment of an increment, they should document the reasons for the decision, including the outcomes of the discussion with the teacher, and give notice in writing to the teacher.

The teacher has the right under clause G2 of the Agreement to appeal the principal's decision to defer salary payment of an increment.

5. Confidentiality

Matters discussed in the annual professional discussion should remain confidential to the participants, except as otherwise agreed by the participants or disclosure to a relevant Directorate officer is required.

Attachment D: Placement end date dispute resolution

Placement end date planning

Principals and managers plan the optimum placement end date of individual teachers, and subsequent transfer, through the annual professional discussions, with reference to the teacher's career plans, personal circumstances and needs and school workforce planning requirements to sustain and renew educational programs. Planning for a principal's placement end date will be done in discussion with their school network leader. Such discussions will be conducted in accordance with:

- *ACTPS Education and Training Directorate (Teaching Staff) Enterprise Agreement 2011-2014, Section S – Workforce planning, and*
- *Annual professional discussion guidelines* agreed between the Directorate and the AEU and listed at clause M2 of the enterprise agreement.

A teacher may seek to have the grounds for the decision concerning their placement end date reconsidered by informing their principal within 14 days of receipt of the decision. The principal will then contact their school network leader to convene a dispute resolution panel. Similarly, a principal may seek reconsideration of a school network leader's decision concerning their placement end date.

Dispute resolution

For a teacher disputing a principal's decision concerning their placement end date, the dispute resolution panel will comprise:

- a school network leader (chair)
- a principal from another school
- an AEU nominee.

Depending on operational requirements, a panel may be established to resolve disputes across the system or in a network or for an individual case.

For a principal disputing a school network leader's decision concerning their placement end date, the dispute resolution panel will comprise:

- Director Office for Schools (chair)
- another school network leader
- an AEU nominee.

Panel considerations

The panel will consider evidence that the correct procedures were followed:

- The review of the teacher's placement end date occurred during the annual professional discussion early in the year prior to its effect.
- The principal advised the teacher of the decision concerning their placement end date following the annual professional discussion and no later than the end of term 2 in the year prior to its effect.

The panel will reconsider the reasonableness of the grounds for the principal's decision concerning placement end date, including:

- the teacher's perspective, career plans, personal circumstances and needs.
- the school's workforce planning requirements to sustain and renew educational programs.

Outcome

The chair of the dispute resolution panel will communicate in writing the outcome of their reconsideration of the grounds for the decision concerning placement end date to both parties involved. The attached template may be used for this written communication.

Placement end date dispute resolution report

Date: _____

School:

Principal 1:

Teacher:

Procedures used

The review of the teacher's placement end date occurred during the annual professional discussion early in the year prior to its effect.

YES / NO

The principal advised the teacher of the decision concerning their placement end date following the annual professional discussion and no later than the end of term 2 in the year prior to its effect.

YES / NO

Notes on panel's consideration:

Grounds for the decision

Due consideration was given to the teacher's perspective, career plans, personal circumstances and needs.

YES / NO

The decision was reasonable on the basis of the school's workforce planning requirements to sustain and renew educational programs.

YES / NO

Notes on panel's consideration:

Outcome

In reconsidering the grounds for the principal's decision concerning the teacher's placement end date, the dispute resolution panel accepts the principal's decision on the basis that correct procedures were undertaken and the grounds for the decision were reasonable in that _____

OR (delete whichever is not applicable)

In reconsidering the grounds for the principal's decision concerning the teacher's placement end date, the dispute resolution panel does not accept the principal's decision on the basis that _____

Dispute resolution panel

School network leader (chair):

Principal 2:

AEU nominee:

Name

Signature

Chair to retain and forward copies to: Principal 1, Teacher, Director Human Resources.

Placement end date dispute resolution report

Date: _____

Network:

School network leader 1:

Principal:

Procedures used

The review of the principal's placement end date occurred during the annual professional discussion early in the year prior to its effect. YES / NO

The school network leader advised the principal of the decision concerning their placement end date following the annual professional discussion and no later than the end of term 2 in the year prior to its effect. YES / NO

Notes on panel's consideration:

Grounds for the decision

Due consideration was given to the principal's perspective, career plans, personal circumstances and needs. YES / NO

The decision was reasonable on the basis of the network's workforce planning requirements to sustain and renew educational programs. YES / NO

Notes on panel's consideration:

Outcome

In reconsidering the grounds for the school network leader's decision concerning the principal's placement end date, the dispute resolution panel accepts the school network leader's decision on the basis that correct procedures were undertaken and the grounds for the decision were reasonable in that

_____.

OR (delete whichever is not applicable)

In reconsidering the grounds for the school network leader's decision concerning the principal's placement end date, the dispute resolution panel does not accept the principal's decision on the basis that _____

_____.

Dispute resolution panel

	Name	Signature
Director Office for Schools (chair):		
School network leader 2:		
AEU nominee:		

Chair to retain and forward copies to: School network leader 1, Principal, Director Human Resources.