



# Christ Church Grammar School

PERTH, WESTERN AUSTRALIA

## THE AGREED WORK OF A TEACHER AT CHRIST CHURCH GRAMMAR SCHOOL

EBA 2018 - 2020

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### **PREAMBLE**

The work of a Teacher at Christ Church Grammar School is of a holistic nature in support of the School's Mission and Aims.

The work has three identifiable aspects: the academic, the pastoral and the co-curricular, each of which is fundamental to the role of a Teacher at the School.

All staff are expected to attend the following major School events as part of their work as a Teacher at the School:

- Founder's Day Celebration (as identified in each particular year)
- Prize Giving Assembly at the end of each year (Preparatory or Senior School)
- The Valedictory Dinner (Senior School Staff)
- Parent Information Evening (Preparatory School)

An across the board loading of 40% of the Promotional Allowance (8% of Step 13 on the Salary Scale) is added to the salary rate applicable for the Teacher. School Council introduced and has maintained this loading in recognition of the responsibilities of all members of the Teaching Staff over and above the involvement normally expected of a Teacher in a school of this kind. The loading applies whether or not the Teacher is in receipt of another allowance for a position of responsibility.

### **PRINCIPLES**

While the Teacher has particular responsibilities for a number of groups of students on a continuing basis, there are also responsibilities to colleagues and the wider School community. These include involvement in meetings, duty rosters, attendance at school community events, as well as covering for colleagues who are absent on occasions. There is an expectation that the Teacher will be familiar with, and implement, School policies, and be involved in ongoing professional development. In general, such professional development is considered to be 50% work time and 50% personal time.

It is agreed that a Teacher's work has pastoral, academic and co-curricular dimensions where particular learning objectives are the focus and outcomes are expected to be achieved.

In each of these dimensions the Teacher's responsibilities may include:

- face-to-face meeting times with the students, as determined by the timetable of the day
- teaching and implementing learning programs
- advising, managing and supervising boys

- familiarity with the background of boys in their care
- communicating and liaising with boys, parents, Teachers and support persons in appropriate ways
- planning, preparation and presentation of material
- assessing student work and performance
- maintaining records and reporting

It is agreed that there is a need to quantify in some way the aspects and expectations of the Teacher's work to enable a practical way of determining the degree to which a teaching load may be described as 'full-time' or 'part-time'. The description of 'An Agreed Teaching Load' can be achieved by the use of an index that embraces the principles outlined above. This use of an index to describe 'An Agreed Teaching Load' exists outside of the EBA, for reasons that it increases flexibility for the School and for staff (collectively and individually), enabling changes and improvements to be made in the program and workplace during the life of an EBA.

*The reference to 'An Agreed Teaching Load' can be found in Section 12 - Working Conditions - of EBA 2009 - 2011, Sub-Section (1) Professional Responsibilities of Teachers, Part (c).*

It is agreed that any quantum measure of the 'full-time' teaching role is affected by the combination of a great range of factors at a particular point in time which may include:

- the external factors influencing the educational context in which the School exists
- the pastoral, academic and co-curricular offerings and needs of the School
- the responsibilities of the person as described in the letter of appointment
- the number of groups of students for whom the Teacher has responsibility on a continuing basis and the make-up of these groups
- the activities in which the Teacher and groups are involved and the nature of these activities
- the number of face-to-face meetings required to ensure effective communication within the organisation
- the timetable of the day.

It is agreed that the numbers of variables affecting an individual Teacher's work are large and complex and vary from time to time, over time, in the context of a person's employment at the School. It is accepted, therefore, that comparisons between individuals at a singular point in time may be difficult to measure and are left to the management of the School to determine.

For practical reasons, any comparative measure has to be a 'rule of thumb' that does not identify all components of the role of a Teacher at the School, but instead uses a simplified index to measure aspects of the role and consequent responsibilities.

## **THE AGREED INDEX**

In both the Senior and Preparatory Schools it is agreed that the full-time Teaching Load is measured by an index equivalent to 46.

In the Preparatory School it is agreed that for the purpose of calculating salary for part-time Teachers the calculation will be based on the number of face-to face contact classes as it relates to the particular role of the Teacher (class/specialist) indicated on the Teacher's timetable or as a fraction of the total of a week that is worked.

In the Preparatory School it is agreed that the index is reflective of the following:

- The timetable of the day
- Comparability of work for Years Pre-Primary - Yr 6 across all learning areas

A Class Teacher on a 'full-time' load has responsibility for teaching a class where preparation, assessment, reporting and pastoral care are required over the timetable.

A Specialist Teacher has responsibility for teaching in their specific area, where preparation, assessment and reporting is required. It is expected that a level of pastoral care will be conducted, commensurate with being a member of the Preparatory School specialist teaching team.

Based on the above, the academic and pastoral responsibility is measured by an index equivalent to 46. Class Teachers, therefore, are expected to have equivalent to 40 periods per fortnightly cycle of contact with their class. Specialist Teachers, therefore, are expected to have equivalent to 46 periods per fortnightly cycle of contact with a class. Variations to these periods may occur from time to time.

All academic teaching staff are members of the Preparatory School teaching team and this index embraces the associated professional obligations that such membership implies, eg collegial support and administrative meetings.

In the Secondary School it is agreed that for the purpose of calculating salary for part-time Teachers the calculation will be based on the number of face-to face contact classes indicated on the Teacher's timetable plus an additional six should they have the total responsibility for a Tutorial Group.

In the Secondary School it is agreed that the index is reflective of the following:

- The timetable of the day
- Comparability of work for Years 7 – 12 across all learning areas
- That a Teacher has the capacity to teach a mix of classes across Years 7 – 12
- That Tutor groups are approximately equal in size (between 15 and 20 students).

A Teacher on a 'full-time' load has responsibility for the equivalent of up to 40 periods of teaching where preparation, assessment and marking is required over the ten day timetable and a tutorial group of students. Based on the above, the academic responsibility is measured by an index equivalent to 40 timetabled face-to-face contact periods, the 'balance' of which may be periods of in-class student supervision (where a group may be supervised without prior preparation, assessment or marking). The number of periods making up the 'balance' of the academic responsibility will reflect the actual teaching load of the individual. All academic teaching staff are members of an Academic Department and this index embraces the associated professional obligations that such membership implies, eg collegial support and administrative meetings.

The pastoral responsibility is the responsibility for a Tutorial Group and is measured by an index of 6. All pastoral tutorial staff are members of a House and this index embraces the associated professional obligations that such membership implies, eg collegial support and administrative meetings.

## **THE CO-CURRICULAR LOAD**

The co-curricular refers to all those activities undertaken by students outside of the academic and pastoral roles across the whole School. There are many co-curricular activities offered by the School.

All Teachers are involved in some co-curricular activity and as a consequence, join other Teachers and possibly other members of the school community in activities which will embrace associated professional obligations eg, collegial support and administrative meetings. The School will consult with a Teacher with respect to the nature of their participation in the co-curricular offerings of the School. Where possible the particular skills and interests of the Teacher will be taken into consideration in the allocation of their co-curricular commitment, balanced against the School's need to adequately staff the activities on offer.

In the letter of appointment and through the process of interview, the expectations and understandings of an individual's commitment to the co-curricular is explained.

In the Secondary School the co-curricular load for a Teacher will involve the following:

Responsibility for the coaching and training of a team in each of the sporting seasons, one of which will be a team at Year 7, 8 or 9 level that usually has a fixture after lunch on Friday and the other a team at Year 10, 11 or 12 level that usually has a fixture on a Saturday.

Where the Teacher is involved in a co-curricular activity other than sport, the commitment and responsibility will be considered equivalent to that required in coaching sport above.

Staff should anticipate a weekend involvement at some time for some part of the year. This is usually sport, but may include camps or other types of commitments depending on the nature of the particular activity and the needs of the School at the time, balanced against the intent of creating equity of commitment between all staff.

In addition, all staff are required to assist with supervision or act as an official at a number of School events:

- Either the Inter-School Swimming Carnival at Challenge Stadium or the Inter-School Athletic Carnival or a Social organised by the School on our premises or organised by another school for the benefit of our students and requiring supervision.
- A Quadrangular Swimming or Athletics Carnival every second year when the School is the host.
- Inter-House events, including the House Arts events, and competitions in Swimming, Athletics, Cross Country and Teams Carnival. .

In the Preparatory School the Co-Curricular Load for a Teacher will involve the following:

Responsibility for training once a week for about an hour to an hour-and-a-half before or after the school timetabled day and coaching and refereeing of a game as a part of normal Thursday sport. Where the Teacher is involved in a co-curricular activity other than sport, the commitment and responsibility will be considered equivalent to that required in coaching sport above. Where scheduled, a class Teacher will have a shared responsibility with the School's Outdoor Education staff for an outdoor education camp. At times, aspects of the program may involve overnight and extended commitments.

Preparatory School staff are expected to attend the weekly staff/co-ordinator meeting once a week for an hour to an hour-and-a-half after the school timetabled day.

In addition, all staff are required to assist with supervision or to act as an official at a number of School events. These include sporting, cultural and community events at both inter school and intra-school levels reflecting the program of the School at the time:

- The Inter-School Swimming Carnival or the Inter-School Athletic Carnival or a Social organised by the School on our premises or organised by another school for the benefit of our students and requiring supervision.
- Inter-House events and competitions in Swimming, Athletics, Cross Country, Winter Sports and Summer Sports.
- Special Events and activities organised by the School and its affiliates for the benefit of our students and requiring supervision

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