

Implementation Guide

Management of Teacher Workload:
2023–24 school year

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Preface

This guide has been developed to support schools in preparing for new provisions on the management of teacher workload. In line with the *Victorian Government Schools Agreement 2022*, the proposed Catholic Education Multi-Enterprise Agreement (the agreement) is expected to incorporate new provisions on the management of teacher workload through the introduction of the 30 + 8 model, reductions in scheduled class time, and the introduction of time in lieu for teachers for hours worked in excess of a normal 38-hour week which are directed by the principal.

The agreement has not yet been formally ratified and has not yet taken effect. However, teacher workload provisions will commence in 2023, with the specific date to be communicated to schools by employers covered by the proposed agreement. This guide has been developed to inform consultation and school preparation on the management of teacher workload.

The 30 + 8 model and the new time in lieu provisions represent a significant paradigm shift for Catholic schools. The agreed changes provide structure to manage the workload of teachers.

These new workload management practices require schools to fundamentally review and rethink the way they manage workload and plan for activities, in particular, discretionary activities that teachers perform outside the learning and teaching program. Many schools started planning for these changes in advance of them commencing. Schools that are yet to implement some or all of the changes will need to commence planning to enable appropriate consultation, information sharing, and support for teachers and administration staff.

The employers covered by the agreement recognise teachers' workload demands, and the reduction of scheduled class time and introduction of the 30 + 8 model are strategies being implemented to support workload balance for teachers.

Background

The purpose of this guide is to outline proposed changes which will take effect in the agreement.

The agreement will replace the *Victorian Catholic Education Multi-Enterprise Agreement 2018* (VCEMEA 2018). The replacement agreement will cover schools in the Archdiocese of Melbourne, Diocese of Ballarat, Diocese of Sandhurst and Lavalla Catholic College, Traralgon.

A number of changes have occurred between the VCEMEA 2018 and the agreement, including the introduction of a formal time in lieu process, a reduction in scheduled class time hours and the introduction of the 30 + 8 model for teacher workload.

This guide will focus on the introduction of the 30 + 8 model, and the associated reduction in scheduled class time and professional practice time. The guide aims to provide clarification and guidance for the implementation and management of the 30 + 8 model for schools. Principals and school leadership teams can refer to this guide for help understanding the nature of the changes and how they should be applied in their school.

Overview

The agreement contains a commitment to support all employees to fulfil their responsibilities in the professional contexts in which they work, in order to increase the educational attainment of Victorian Catholic school students. The agreement also provides for the local management of teacher work within reasonable and transparent parameters that recognise the changing nature of work organisation in Catholic schools. Within these parameters, which are set out in this guide, each school will decide how best to deploy teachers to deliver quality education.

Preparation and planning, high-quality content and assessments are major factors impacting on improving instructional practice. Teachers should have the opportunity to perform all their duties within a reasonable timeframe, and have fair and reasonable conditions, and students should have ready access to their teachers. In this context, the work allocated to a teacher should, as far as practicable, provide for an equitable distribution of work across all teachers in the school.

Learning and teaching is a complex process and numerous factors contribute to this process, including:

- scheduled class time
- preparation, planning, collaboration, assessment, meetings, student supervision and organisational duties
- the implementation of education initiatives and curriculum development
- class sizes, curriculum mix, range of ability and age of students, individual needs of students, complexity of health needs, behavioural presentations, resources available and facilities
- structured school activities such as parent–teacher meetings, camps, concerts, excursions and parent information sessions
- student management including wellbeing and mental health
- engagement with parents/carers.

The agreement provides a teacher with scheduled class time at the maximum number of hours (defined in the '30 + 8 model' section) allocated as follows:

- **30 hours per week** to be used for a teacher to undertake the work directly related to the learning and teaching program of their class(es) (such as scheduled class time, planning, preparation, collaboration and assessment). The 30 hours per week comprise the maximum scheduled class time and class focus time. The teacher has professional autonomy for duties undertaken in class focus time. (These hours will apply pro rata to teachers employed part-time)
- **8 hours per week** remaining to be used for 'other' directed tasks and duties, such as yard duty, meetings and lunchbreaks. (These hours will apply pro rata to teachers employed part-time).

Under the new agreement, teachers will be released during the school day throughout the course of the school year from their scheduled duties, including scheduled class time teaching, for:

- professional practice time of 10 hours, equivalent to two days in 2023
- professional practice time of 5 hours, equivalent to one day in 2024 and 2025.

Professional practice time will be applied pro rata for a teacher employed part-time.

It may be allocated in a variety of ways, such as whole days, part days or time across the school year.

Professional practice time will be provided to allow teachers to focus on the improved delivery of high-quality learning and teaching. The work undertaken on these days will be consistent with employer and school priorities, and selected from the following areas: planning, preparation, assessment of student learning, collaboration, curriculum development, relevant professional development, and peer observation including feedback and reflection.

Schools should seek to reach agreement with teachers on the timing and focus of the professional practice time. Where agreement cannot be reached, the teacher can determine the focus of the work within the professional practice time and the principal can determine when the time is provided.

Key changes

The 30 + 8 model is a new construct for Victorian Catholic schools and will bring significant changes to schools covered by this agreement regarding the management of teacher workload and hours. Key changes are included below.

Alignment of duties and activities to the 30 + 8 model – Previously, teachers' hours have been categorised by professional expectations and scheduled class time, with release time provided throughout the year. Teachers' activities are now classified into scheduled class time, class focus and other.

Thirty hours for 'learning and teaching' – The agreement explicitly provides 30 hours a week (pro rata for part-time teachers) for a teacher to spend on work directly related to learning and teaching for their class(es). These 30 hours are split between scheduled class time and class focus:

- Scheduled class time comprises the hours provided for regular timetabled teaching sessions and direct student instruction for a course of study approved by the employer, within the learning and teaching program.
- Class focus comprises the hours dedicated for work directly related to learning and teaching, including preparation, planning, collaboration and assessment, which falls outside scheduled class time yet within paid hours. This is now quarantined within the 30 hours. Class focus time is teacher-directed.

Eight hours for 'other' tasks and duties – The agreement assigns 8 hours a week (pro rata for part-time teachers) for tasks and duties that are not directly related to the learning and teaching of a class, such as meetings, yard duty and lunch.

Reduction in scheduled class time – From 2023, teachers will have one hour less of scheduled class time per week, increasing to one-and-a-half hours in 2024.

The reduction in scheduled class time will provide a benefit to teacher workload if it results in a meaningful reduction to their class load. Unfortunately, there is currently a teacher shortage across the state which is causing a significant impact on Catholic schools. This means that some schools may not be in a position to provide the reduction in scheduled class time in a meaningful way at this time. There are examples already of schools being able to manage the reduction, including some primary schools where full-time teachers were performing a maximum teaching time below or at 21.5 hours in 2022 and therefore no change was required to be made to their scheduled class time in 2023.

Due to the teacher shortage, some schools will need to look at other temporary options to ensure that the reduced maximum scheduled class time can be applied. Schools that have not done so already should refer to their consultative committee on how to ensure the new maximum scheduled class time is applied as soon as possible.

Some temporary options available to schools may include:

- a slight reduction in the length of the instructional day
- a slight increase to recess or lunchbreaks
- an increase in the length of specialist classes.

These temporary options are recommended to support schools that are unable to implement the reduction in a meaningful way due to the current teacher shortage.

Schools that implement temporary measures will need to review these measures prior to the conclusion of the 2023 school year in order to apply the reduction in a meaningful way in 2024.

Teacher working hours 2023 – quick reference guide

The purpose of this summary sheet is to provide a snapshot of primary and secondary school teachers' workload distribution across 2023.

What is the 30 + 8 model?

The 30 + 8 model explicitly separates the hours a teacher spends on work directly related to learning and teaching for their class(es), and those spent on other activities such as meetings, yard duty and lunch. Thirty hours per week will be quarantined (pro rata for a part-time teacher) for the work teachers need to complete in relation to the learning and teaching program of their class(es).

The remaining eight hours of the work week (pro rata for part-time teachers) are to be spent on other activities not directly related to the learning and teaching program of their classes. These activities must be distributed in an equitable manner.

What are the hours?

Scheduled class time maximum hours:

- 21.5 hours per week (primary school)
- 19 hours per week (secondary school).

Class focus maximum hours:

- 8.5 hours per week (primary school)
- 11 hours per week (secondary school).

Other minimum hours:

- 8 hours per week.

What is scheduled class time?

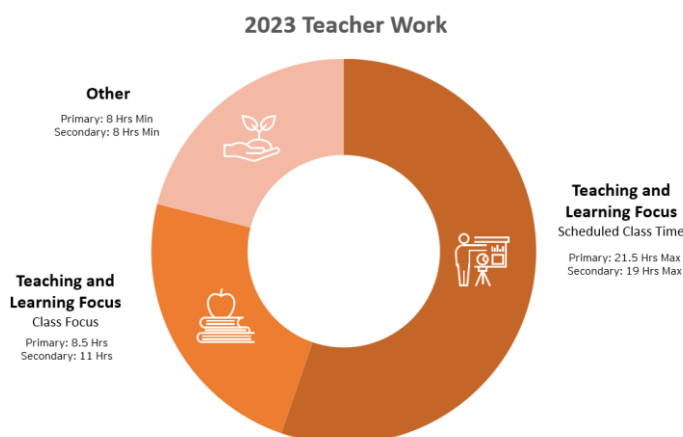
- all scheduled classes allocated to the teacher, whether classes consist of a single student or a group of students
- activities scheduled during normal class time
- replacement classes
- all scheduled classes allocated to the teacher from the time that students are required to be in attendance (primary school)
- scheduled assemblies
- scheduled homeroom duties (secondary school).

What are class focus activities?

- planning
- preparation
- assessments
- collaboration
- teacher-directed professional development and professional learning
- extras in secondary schools.

What are other activities?

- meetings outside the school day (capped at two per week)
- whole-school curriculum development
- implementation of government education initiatives
- teacher lunchbreaks
- employer-directed compliance and professional development
- required school events and activities within the school day, outside of attendance at school Mass
- student supervision (such as yard duty, bus duty, detention, before and after school, and students eating lunch).



Teacher working hours 2024 and beyond – quick reference guide

The purpose of this summary sheet is to provide a snapshot of primary and secondary school teachers' workload distribution across 2024 and beyond.

What is the 30 + 8 model?

The 30 + 8 model explicitly separates the hours a teacher spends on work directly related to learning and teaching for their class(es), and those spent on other activities such as meetings, yard duty and lunch. Thirty hours per week will be quarantined (pro rata for a part-time teacher) for the work teachers need to complete in relation to the learning and teaching program of their class(es).

The remaining eight hours of the work week (pro rata for part-time teachers) are to be spent on other activities not directly related to the learning and teaching program of their classes. These activities must be distributed in an equitable manner.

What are the hours?

Scheduled class time maximum hours:

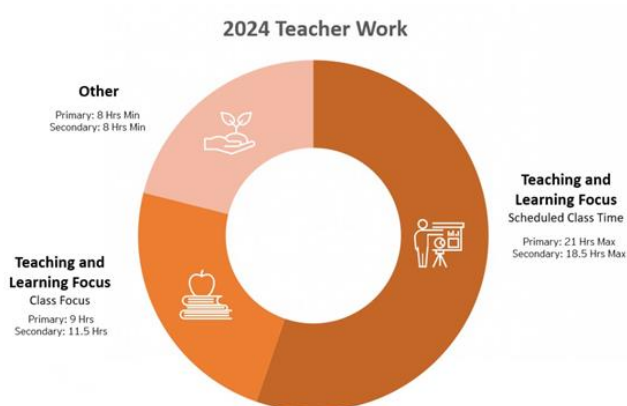
- 21 hours per week (primary school)
- 18.5 hours per week (secondary school).

Class focus maximum hours:

- 9 hours per week (primary school)
- 11.5 hours per week (secondary school).

Other minimum hours:

- 8 hours per week.



What is scheduled class time?

- all scheduled classes allocated to the teacher, whether classes consist of a single student or a group of students
- activities scheduled during normal class time
- replacement classes
- all scheduled classes allocated to the teacher from the time that students are required to be in attendance (primary school)
- scheduled assemblies
- scheduled homeroom duties (secondary school).

What are class focus activities?

- planning
- preparation
- assessments
- collaboration
- teacher-directed professional development and professional learning
- extras in secondary schools.

What are other activities?

- meetings outside the school day (capped at two per week)
- whole-school curriculum development
- implementation of government education initiatives
- teacher lunchbreaks
- employer-directed compliance and professional development
- required school events and activities within the school day, outside of attendance at school Mass
- student supervision (such as yard duty, bus duty, detention, before and after school, and students eating lunch).

Workforce planning

Schools were encouraged during 2022 to prepare for the reduction in scheduled class time in 2023. Schools that have not yet moved to the reduced scheduled class time should plan for this reduction during Term 1, 2023. The specific date by which the reduced scheduled class time must be implemented will be communicated to schools by individual employers. For the additional reduction of scheduled class time in 2024, schools will need to prepare in Term 4 of 2023.

Planning activities will include:

- understanding enrolments, class sizes and required teaching workforce
- understanding school activities, and the allocation of tasks and duties to teachers within the 30 + 8 model
- planning the allocation of teacher work to individuals to ensure reasonable allocation of scheduled class time, class focus and other activities
- planning each term's timetable to enable appropriate implementation of the 30 + 8 model.

Annual planning should follow the school's usual process in collaboration with the school consultative committee. Moving forward, schools are encouraged to undertake planning in Term 4 of each year in preparation for the following school year. Typical annual planning for schools includes planning the school calendar, curriculum and pedagogical planning, workforce planning, timetable planning, and planning for school improvement initiatives and other key priorities relevant to the school's education program and community.

Allocation of teacher work

The allocation of teacher work is to be managed by the principal at the school in accordance with the agreement. The organisation of teacher work is to be determined by the principal with the school consultative committee.

In considering the allocation of work to teachers, the following components must be taken into account:

- scheduled class time teaching, including timetabled classes
- work directly related to the learning and teaching program of a teacher's class(es) (such as planning, preparation, assessment of student learning and collaboration)
- other duties related to the operation and organisation of the school (such as meetings, student supervision and implementation of government education initiatives)
- other factors including class size, curriculum mix, range of ability and age of students, individual needs of students, complexity of health needs, behavioural presentations, resources available and facilities
- structured school activities such as parent-teacher meetings, camps, concerts, excursions, parent information sessions and after-school sport
- student management including wellbeing and mental health
- engagement with parents/carers.

These components must be considered together when determining the reasonableness of a teacher's overall workload. As far as practicable, work should be equitably distributed, and the work of an individual teacher is not to be unreasonable or excessive.

30 + 8 model

The 30 + 8 model has been introduced as a way to explicitly separate the hours a teacher spends on work directly related to learning and teaching for their class(es), and those spent on other tasks and duties such as meetings, yard duty and lunch.

Teachers are now provided 30 hours per week (pro rata for a part-time teacher) for the work they need to complete in relation to the learning and teaching program of their class(es). Any time within the 30-hour component, beyond scheduled class time, must be used on work directly related to learning and teaching for their class(es) such as planning, preparation, assessment and collaboration with colleagues, with the tasks and duties undertaken in that time to be determined by the teacher.

Within the 30 hours per week component, scheduled class time will be reduced by one hour in 2023, commencing in Term 2, and a further 30 minutes from 2024 onwards to provide more time for tasks and duties related to learning and teaching for classes.

The remaining 8 hours of the work week (pro rata for part-time teachers) are to be spent on other tasks and duties not directly related to the learning and teaching program of their classes. These tasks and duties must be distributed in an equitable manner, and include yard duty, attendance at meetings, before-school and after-school supervision, whole-school curriculum development, employer-directed compliance and teacher lunchbreaks.

A clear understanding of what falls within the 30-hour and 8-hour components is necessary. A list of key duties and tasks for each component is provided within this guide; however, this list is not exhaustive. It is critical the principal and the school consultative committee discuss the allocation of teacher work in the 30-hour and 8-hour components prior to long-term planning decisions. Ongoing review of the work expected of teachers is also important to ensure their time continues to be best used to focus on learning and teaching.

What is scheduled class time?

- all scheduled classes allocated to the teacher, whether classes consist of a single student or a group of students
- activities scheduled during normal class time
- replacement classes
- all scheduled classes allocated to the teacher from the time that students are required to be in attendance (primary school)
- scheduled assemblies
- scheduled homeroom duties (secondary school).

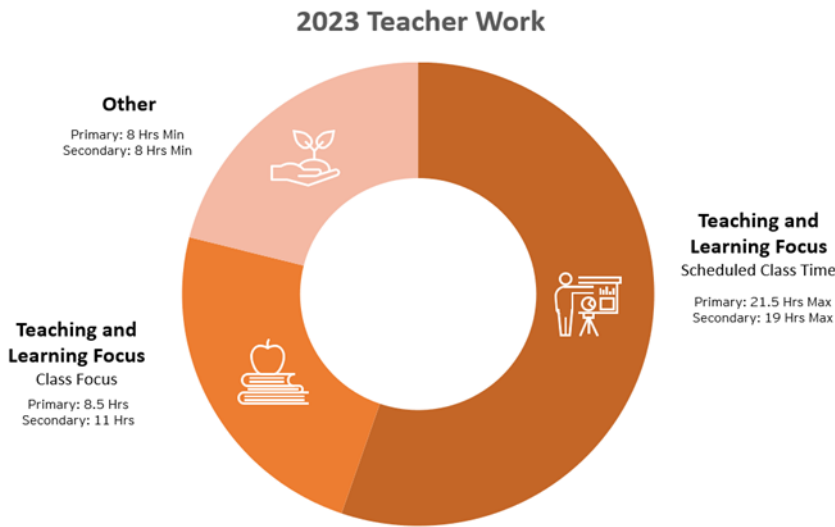
What are class focus activities?

- planning
- preparation
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- collaboration
- teacher-directed professional development and professional learning
- extras in secondary schools.

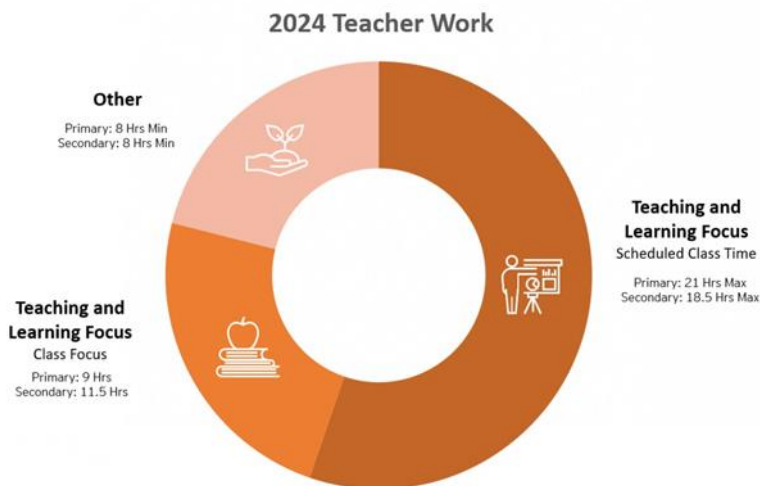
What are other activities?

- meetings outside the school day (capped at two per week)
- whole-school curriculum development
- implementation of government education initiatives
- teacher lunchbreaks
- employer-directed compliance and professional development
- required school events and activities within the school day, outside of attendance at school Mass
- student supervision (such as yard duty, bus duty, detention, before and after school, and students eating lunch).

Hours and workload distribution of a full-time teacher for a 38-hour week for 2023 can be depicted as follows:



Hours and workload distribution of a full-time teacher for a 38-hour week for 2024 and beyond can be depicted as follows:



Note: School masses held during scheduled class time will replace the individual teacher's scheduled class time or class focus time.

Scheduled class time

Scheduled class time is defined as regular timetabled teaching sessions in a documented course of study approved by the employer for which the teacher has primary responsibility for educational delivery; and includes sessions of direct student instruction timetabled or otherwise required by the employer, whether these consist of a single student or a group of students.

Scheduled class time tasks and duties include:

- all scheduled classes allocated to the teacher, whether classes consist of a single student or a group of students
- activities scheduled during normal class time
- replacement classes
- all scheduled classes allocated to the teacher from the time that students are required to be in attendance (primary school)
- scheduled assemblies
- scheduled homeroom duties (secondary school).

The agreement outlines parameters for scheduled class time for primary and secondary teachers, with a reduction in scheduled class time across 2023, and 2024 and beyond.

Primary school

The agreement specifies that the maximum scheduled class time that a principal may assign to a primary school teacher will reduce by one hour in 2023 to be 21.5 hours per week.

A further half-hour reduction will occur in 2024 and beyond to be not more than 21 hours per week.

The allocation of scheduled class time should provide the opportunity for teachers to perform all their required duties within a reasonable timeframe, and must not exceed 21.5 hours per week in 2023 or 21 hours per week in 2024 and beyond.

In primary schools, a teacher in their first year of experience may be allocated a maximum of 20 hours of scheduled class time per week averaged over a term in 2023.

In 2024, this maximum reduces by a further 30 minutes to 19.5 hours of scheduled class time per week averaged over a term in a teacher's first year of experience.

Secondary school

The agreement specifies that the maximum scheduled class time that a principal may assign to a secondary school teacher will reduce by one hour in 2023 to be 19 hours per week.

A further half-hour reduction will occur in 2024 and beyond to be not more than 18.5 hours per week.

The allocation of scheduled class time should provide the opportunity for teachers to perform all their required duties within a reasonable timeframe, and must not exceed 19 hours per week in 2023 or 18.5 hours per week in 2024 and beyond.

In secondary schools, a teacher in their first year of experience may be allocated a maximum of 17 hours of scheduled class time per week averaged over a term in 2023.

In 2024, this maximum reduces by a further 30 minutes to 16.5 hours of scheduled class time per week averaged over a term in a teacher's first year of experience.

Averaging

Primary school

Total scheduled class time per week may be averaged over a term, but it cannot normally be more than 23 hours in any one week.

Secondary school

Total scheduled class time per week may be averaged over a semester, but the maximum in any term or semester should not exceed 20 hours in any one week or 21 hours with the agreement of the teacher.

If averaging over a year is proposed, this should first be the subject of consultation with the consultative committee and recommendation to the principal.

It is not intended that the averaging provisions contained in the agreement are used to avoid a reduction in scheduled class time.

Class focus

Teachers are required to undertake a range of duties consistent with their classification level and directly related to the learning and teaching program of their class(es), outside scheduled class time. These include tasks and duties such as preparation, planning, assessment and collaboration, with the duties undertaken within that time determined by the teacher. This gives teachers trust and professional autonomy to use their time to do the work needed to deliver the best program to their students.

Class focus tasks and duties include:

- planning
- preparation
- assessments
- collaboration
- teacher-directed professional development and professional learning
- extras in secondary schools.

A teacher can determine how they use their class focus time and can elect not to collaborate during times set aside by the principal; however, schools can continue to facilitate peer collaboration within the 30 hours per week component. It remains a teacher's professional responsibility and a requirement of their role to collaborate with colleagues.

Collaboration, peer observation, coaching, planning, preparation and assessment are key elements of a teacher's professional practice. If a teacher decides not to use the time set aside for collaboration with their colleagues, it is the teacher's responsibility to find suitable alternative time to collaborate. Furthermore, it is an expectation that teachers continue to meet their professional responsibilities and remain up to date with their educational compliance requirements, including to ensure compliance with Victorian Institute of Teaching (VIT) registration.

A teacher allocated the maximum scheduled class time hours is to be allocated 30 hours per week (inclusive of scheduled class time) to undertake the work directly related to the learning and teaching program of their class(es). On this basis, the following time is available each week to undertake the work directly related to the learning and teaching program of a teacher's class(es):

- for a primary teacher:
 - 8.5 hours in 2023, pro rata for part-time teachers
 - 9 hours in 2024 and beyond, pro rata for part-time teachers
- for a secondary teacher:
 - 11 hours in 2023, pro rata for part-time teachers
 - 11.5 hours in 2024 and beyond, pro rata for part-time teachers.

Note: The time available between a teacher's face-to-face teaching and the 30 hours directly related to the learning and teaching program of their class(es) should be allocated in useable blocks of time for the purpose of preparation, planning, assessment and collaboration.

Other

In addition to the learning and teaching components, a teacher may be directed to undertake other duties not directly related to the learning and teaching program of their classes.

Other tasks and duties include:

- meetings
- whole-school curriculum development
- implementation of government education initiatives
- teacher lunchbreaks
- employer-directed compliance and professional development
- required school events and activities within the school day, outside of attendance at school Mass (which replaces instructional time)
- student supervision (such as yard duty, bus duty, detention, before-school and after-school supervision, and supervision of students eating lunch).

In the distribution of these duties, the following factors are to be taken into account:

- as far as practicable, the equitable distribution of other duties within the school
- the relative importance of the various duties to be undertaken
- the time required to perform the duty
- the range and frequency of tasks to be performed
- the classification, salary range, qualifications, training and experience of the teacher.

It is critical that these duties are distributed in an equitable manner to ensure schools can continue to meet their obligations and teachers' workloads are consistent.

Note: Two-and-a-half hours per week or 30 minutes a day free from duties (pro rata for part-time teachers) must be allocated for lunchbreaks.

There is a cap on meetings held outside the school day to a maximum of two per week of one hour in length, unless otherwise agreed to by the consultative committee.

Part-time teachers' calculation

A teacher allocated the maximum scheduled class time hours is to be allocated 30 hours per week to undertake the work directly related to the learning and teaching program of their class(es), with the remaining 8 hours available for other tasks and duties. The actual number of hours for each component (i.e. the 30 hours and the remaining 8 hours) for any individual teacher will vary according to the proportion of scheduled class time teaching in line with the following formula:

$$(\text{actual scheduled class time} \div \text{maximum scheduled class time}) \times 30 \text{ hours}$$

These provisions apply on a pro-rata basis to teachers employed part-time.

A [30 + 8 Model and Scheduled Class Time Calculator](#) is available on the Catholic Education Commission of Victoria Ltd (CECV) [website](#) to assist schools in calculating the various components of teacher work.

Extras in secondary schools

An extra in a secondary school is defined as any class taken by a teacher in addition to their maximum scheduled class time. These extras do not include classes which are taken in lieu of a teacher's scheduled classes. Classes allocated to a teacher who has a scheduled class time load which is below the maximum amount (19 hours in 2023 and 18.5 hours in 2024 and beyond, pro rata for part-time teachers) are replacement classes and are not considered extras.

Unless a teacher agrees, there should be a maximum of 10 hours of extras per annum for full-time teachers in 2023, with no more than one extra per week (part-time teachers should have a pro-rata maximum).

The consultative committee must develop a local policy on extras which considers the following factors:

- equity of distribution
- individual staff preferences
- pastoral care issues.