

17 May 2021

**Application by the Independent Education Union of Australia  
(AM2018/9)**

Further to the Directions issued by the Fair Work Commission on 10 May 2021, we set out below issues for discussion at the conference scheduled for Monday, 24 May 2021 before Deputy President Dean.

	<b>Topic</b>	<b>Proposed Issues for Discussion at Conference</b>
1.	Translation of current award structure to proposed structure	Timeframe/operative date for implementation and phasing-in of wage increases.
2.	Classification Criteria and accreditation processes.	<p>a) Accreditation is a school based, structured induction to the teaching profession, with supervisor support, guidance and feedback. The process appears to differ between the States. For example, in NSW, a minimum of 160 days of teaching would enable a provisionally or conditionally accredited teacher to meet the requirements for Proficient Teacher accreditation. In Victoria, a provisionally registered teacher is required to complete 80 days of teaching. In Queensland, the requirement is to complete a minimum of one year (defined as 200 days) of teaching.</p> <p>Does this have implications for different classification outcomes?</p> <p>b) Maintenance of accreditation. NSW teachers maintain their proficiency accreditation by engaging in professional development; they must complete a minimum of 100 hours of professional development (PD) in each maintenance period including a minimum of 50 hours of NESA accredited PD across all priority areas (delivery and assessment of NSW curriculum/early years learning framework, student/child mental health, student/children with disability and Aboriginal education and supporting Aboriginal students/children).</p> <p>Are the timeframes for re-accreditation compatible with the new classification levels?</p>

	<b>Topic</b>	<b>Proposed Issues for Discussion at Conference</b>
3.	Level 3 & 4 in proposed classification structure refers to 'after three years' satisfactory service at Level 2/3'	<p>a) What is the meaning of 'satisfactory service' and how is it to be assessed, for the purposes of progression from level 2 to level 3 and from level 3 to 4 of the proposed classification structure?</p> <p>b) How is 'satisfactory service' to be determined and by whom for the purposes of progression from level 2 to 3 and level 3 to level 4 of the proposed classification structure?</p>
4.	Level 2 in the proposed classification structure refers to 'Teacher with proficient accreditation or equivalent'	What is an equivalent of a proficient accredited teacher?
5.	Level 1 of the proposed classification structure appear to translate to level 3 in the current structure in the award	How do 2-year and 3-year trained teachers translate in the proposed classification structure?

Yours faithfully,



Shue Yin Lo  
Australian Federation Employers & Industries