Dear Colleague

As you are aware, the new Middle Leadership structure and operational provisions for Queensland Catholic schools has been negotiated as part of EB7. These arrangements will come into effect on 1 January 2015, replacing the current PAR provisions at that time.

Middle Leader School Consultative Committees will need to begin the process of engaging, consulting and deliberating on this matter from the commencement of 2014 (if not earlier).

A number of collaboratively developed resources and tools are available on both the QCEC and IEU websites to assist Middle Leader School Consultative Committees and school communities to successfully undertake the process of moving towards a new ML structure for Queensland Catholic schools.


WHAT’S NEW?

(New) Joint Briefing

The Joint Briefing, provided in more than 20 locations across the state in Terms 3 and 4 last year, explaining the new Middle Leadership structure, is now available to view online. Or click on: https://www.dropbox.com/s/krnfujmlex63dra/Joint%20briefing%20on%20ML%20-%20with%20audio%20-%202.wmv
(New) Excel spreadsheet with various ‘additional flexible hours per year’ conversion options

Where the principal and ML SCC agree, they have the option to convert up to half the ‘additional flexible hours per year’ for their nominal school enrolment size back into extra Middle Leadership Units, to use in the development of their new structure. Explore what that could mean for your school by viewing the prepared excel spreadsheet on either the IEU or QCEC websites (also see attached).

(New) Step by step process explaining what’s involved and where your school should be right now

Feedback from the joint briefings identified that further support was desired regarding practical step-by-step advice as to ‘what to do’ at school level to ensure a smooth transition - and guidance as to ‘where your school should be right now’ in this process. The following is a suggested timeline:

<table>
<thead>
<tr>
<th>STEP 1: Record the current story, using the ‘Easy Calculator’ excel spread sheet</th>
<th>2013</th>
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<tr>
<td>Begin by finding out what PAR roles your school currently has - and how many PAR points for time and money are allocated to each. Check this accounts for the full allocation of PAR points appropriate for your school size. (If school management currently takes a decision to spend more on PAR, note this additional resourcing. There is no reason why they shouldn’t continue to take the same decision).</td>
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<tr>
<th>STEP 2: Establish a Middle Leader School Consultative Committee (ML SCC)</th>
<th>2013</th>
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<tr>
<td>The new ML SCC comprises:</td>
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<td>• 2 persons nominated by the employing authority / principal;</td>
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<td>• 1 union member elected by the school chapter of IEUA-QNT; and</td>
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<td>• 1 staff member elected by the teaching staff other than members of Senior Leadership.</td>
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<tr>
<th>STEP 3: Project likely student enrolment numbers - and thence minimum available ML units - for January 2015, when Year 7s join Secondary.</th>
<th>Early 2014 (if not done in 2013)</th>
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<td>A very basic calculator would use the average year level cohort size (that is, Years 8, 9, 10, 11, 12 total students divided by 5). However, some schools will have a larger year level cohort size at Year 11 and 12 which would distort the average across the whole school. The best thing to do is to use the average across the school as a guide, but it would really need a site level analysis to confirm the number of classes in a year level typically in that school for a more accurate analysis. (For example, the school typically has four classes for each of Years 8-10 so a Year 7 cohort if the same – 120 students approx. 4 x 30 to give 120).</td>
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<td>The careful estimation of a ‘nominal student enrolment’ figure for 2015 enables the ML SCC to identify the minimum number of ‘Middle Leadership Units’ and ‘Number of additional flexible hours to distribute over a school year’ for their projected school size. This work naturally will inform the ML SCC’s deliberations and the development of option(s) and recommendations for a proposed Middle Leadership structure for the school.</td>
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<tr>
<td>Note that Brisbane Catholic Education have provided the ‘notional student enrolment’ figure to BCE Diocesan schools by mid-February 2014. Other Diocesan employing authorities also</td>
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indicated their intentions to provide a ‘notional student enrolment’ projection of the school's total anticipated student enrolment for 2015, including the Year 7 cohort.

**STEP 4: Principal has a high-level engaged conversation with the ML SCC**

The principal will inform the ML SCC on key considerations underpinning the development of a new ML structure, including: educational vision; strategic directions; particular programmes, emphases and needs of the school; and any government initiatives that may impact in the foreseeable future. This fundamental first step ensures the appropriate opportunity for a high-level engaged conversation between the principal as educational leader and the ML SCC tasked with the development of the recommendations.

**STEP 5: Advice to current PARs on what the new structure means for them**

PAR role holders should be aware that all PAR positions will cease as of 31 December 2014 - and the details of their access to negotiated ‘transitional arrangements’ if they are not successful in applying for a new Middle Leadership position at that time.

**STEP 6: PARs should apply for ET6 status this year**

Every PAR who is eligible for ET6 status, but has not applied, should do so this year.

There are two ET6 application rounds each year. The first round of applications should be submitted by 5 pm on the second Friday after the resumption of Term 2 (with successful applicants to be paid from the first full pay period on or after 1 July that year). The second round of applications are to be submitted by 5 pm on the second Friday after the resumption of Term 4 (with successful applicants to be paid from the first full pay period of the next school year).

A teacher may make application for ET6 classification in the 12 months before they are eligible to receive the ET6 allowance. (Where such an application is successful, the allowance will be paid subsequent to the date of eligibility on either the first pay period on or after 1 July or the first pay period in the next school year).

**STEP 7: ML SCC and principal consults with entire teaching staff**

A more rigorous and transparent consultation is a fundamental feature of the new Middle Leadership structure. The entire teaching staff must have an opportunity to share input, ahead of deliberations commencing. (Diocesan EB7, S4.19 – S4.20, pg 145 – 146 or RI EB7, S4B.19 – S4B.20, pg 144 – 145)

**STEP 8: ML SCC meets to deliberate and formulate recommendations**

It is the role of the ML SCC to develop recommendations for a new Middle Leadership structure (both ‘positions’ and suggested ‘tier designations’) along with the additional release time allocations (and suggested ‘timing’ for the provision of such additional release), based on the minimum available Middle Leader units and the number of additional flexible hours to distribute over a school year, as appropriate to the structure they have suggested for their projected school enrolment size.
This process of consultation, deliberation and formulation of recommendations will include considerations such as:

- **Re-imagining the mix of ML positions your school will need;**
- **Reading the classification overview**
  
  (Diocesan EB7, S4.20.2, pg 145 – 146 or RI EB7, S4B.20.2, pg 145 – 146);
- **Reading the criteria guidelines in Table 4, to ascertain probable Tier appropriate**
  
  (Diocesan EB7, pg 147 – 152 or RI EB7, pg 147 – 152);
- **Consideration of Table 4 criteria guidelines, in light of qualifying clauses following**
  
  (Diocesan EB7, S4.20.3 (a), (b) and (c), pg 153 – 154 or RI EB7, S4B.20.3 (a), (b) and (c), pg 152 – 153);
- **Consideration of whether a complexity loading is warranted – and can you afford it?**
  
  (Diocesan EB7, S4.18.3, pg 143 or RI EB7, , S4B.18.3, pg 142); and
- **Consideration of the allocation of additional flexible hours over the year**
  
  (Diocesan EB7, S4.18.4, pg 143 – 144 or RI EB7, S4B.18.4, pg 143 – 144).

Where the ML SCC and principal both agree, there is also the option to convert up to half of the additional flexible hours over the year back into ML units to spend on the development of the school’s Middle Leadership structure.

**STEP 9: Principal considers the ML SCC’s recommendations and makes a determination**

The principal, following consultation with the ML SCC, shall determine the Middle Leadership structure for the school (‘positions’ and ‘tier designations’), including the distribution and timing of the additional flexible hours for the various Middle Leadership positions.

Best practice at this point would support the principal publishing a draft structure and inviting any feedback from the ML SCC and teaching staff more broadly at this stage.

**STEP 10: Final Middle Leadership structure is published to all teaching staff**

The final Middle Leadership structure is widely published to teachers; including listing all Middle Leadership positions, appointments/vacancies, unit allocation, weekly time release, annual financial allowance and the number of additional flexible hours per year given. An example of a table that may be used for this purpose is detailed in EB7:

<table>
<thead>
<tr>
<th>Middle Leadership Position</th>
<th>Unit allocation</th>
<th>Weekly time release</th>
<th>Annual financial allowance</th>
<th>Flexible hours allocation</th>
<th>Name of existing appointee or ‘position vacant’</th>
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**STEP 11: Principal invites applications for all Middle Leadership roles**

Early Term 3, 2014
Once known, PARs should also be directly advised of the employing authorities’ intended recruitment process, selection criteria and expected timelines. Tables 5, 6 and 7 in the Positions of Leadership Schedule detail guidelines for ‘Responsibilities, Attributes and Duties’ for each of the Curriculum Leader, Pastoral Leader and Program Leader roles. This may guide the development of role descriptions and key selection criteria developed as part of this process.

The provisions of EB7 prescribe the following ‘Fundamental principles of the appointment process’: “As a minimum, the fundamental principles forming a transparent appointment process shall include:

- Advertisement of promotional position vacancies to existing staff;
- Opportunity to provide written response to key selection criteria;
- Interview of short listed applicants;
- In circumstances where an existing employee is unsuccessful in application for a vacant promotional position, the employee may request employer feedback on aspects of their written application and/or interview performance.”

Schools would also wish to take an opportunity to recognize and celebrate the contribution of outgoing PAR role holders at this time.

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**OTHER IMPORTANT RESOURCES**

**Joint practical user guide**

This collaboratively developed document explains the new Middle Leader provisions through the use of practical examples, explanatory notes and relevant formulas. This booklet also has an extensive FAQ section, along with an extract of the Positions of Leadership Schedule from EB7. (There are separate booklet versions for Diocesan and Religious Institute schools). Each school was posted 6 hard copies of this booklet. They are also available to view online at [http://www.qieu.asn.au/campaign-updates/catholic-positions-of-added-responsibility/](http://www.qieu.asn.au/campaign-updates/catholic-positions-of-added-responsibility/) or on the QCEC website [http://www.qcec.catholic.edu.au/news/current-issues/middle-leadership-structure](http://www.qcec.catholic.edu.au/news/current-issues/middle-leadership-structure).

**‘Easy calculator tool’ excel spread sheet**

We look forward to working together with schools to progress this significant change to better recognise the importance of middle leadership to school success.

Kind regards

TERRY BURKE
SECRETARY

MIKE BYRNE
EXECUTIVE DIRECTOR

Attachment