

EB11 Log of Claims Development - Motions to QTU Executive

Name of Branch/Area Council:

Meeting Date: / /

MOTION:

1. THAT the QTU advocate for a dedicated technical officer role for Technologies where specialist knowledge is required and is at increased risk*. using an allocative model that is no less than 30hours per 1000 students with 1 full time technical officer as a minimum for small schools for Design Technology (ITD) and Food and Fashion Specialisations similarly. Ie. A minimum of 60hours per 1000 students for FTD and ITD combined.
2. THAT the QTU advocate for time for Technologies teachers to receive correct and adequate time to complete the duties required under WHS legislation which is specific to the high risk nature of Design Technologies*
3. That class sizes of Technology classes align with the NCC legislation requirements of 5sqm per person*.
4. THAT the QTU advocate for the development of a code of practice (COP) similar to the [BS 4163 - Health and safety for design and technology in schools and similar establishments](#) or the withdrawn [AS 1485 - Safety and Health in Workrooms of Educational Establishments](#)
5. THAT the QTU advocate for the review and update of all Technologies learning space specifications to account for WHS legislation, regulations and code of practice*.
 - a. Room sizes must take into account footprint of machinery, equipment, storage and clearways before class sizes can be allocated. This motion could be counter by the introduction of a code of practice that would detail such requirements to departments of education, architects and consultants*.
6. THAT the QTU advocate that student / teacher ratios for all vocational and applied subjects be aligned with those in the TAFE sector*

7. THAT the QTU advocate for the allocation of a Technologies time allowance in order to meet WHS compliance actions (CARAs, RAs, SOPs etc.)
8. THAT the QTU advocate that work hours recognised competency training and professional learning be immediately provided to any teachers required to teach out of field without recognised qualifications or equivalent experience in an associated field.

Argument: (All motions to Executive MUST have a supporting argument.)

1. It is widely accepted that the Design Technologies subject has an increased risk and workload upon teaching staff to ensure a safe and quality learning environment in the Design Technology space specialist knowledge is required to maintain and keep up to date the facilities to comply with legislation. A dedicated technical officer role would provide the necessary support for teachers and students. The proposed allocative model of no less than 60 hours per 1000 students, with 2 full-time technical officer as a minimum for small schools (one in Food and Textiles specialisations and one in Design Technology), is a reasonable approach to ensure schools have adequate support based on student numbers. Currently it is often up to Teacher Aides outside of their job description and qualifications or teachers to cut up materials, make repairs, conduct many WHS legislated requirements such as Risk Assessments, Plant and Equipment Risk assessments, Equipment Maintenance Records, inductions, training and workshop maintenance. This motion is about ensuring equity and excellence in Technology education, and I urge your support.
2. Design Technologies teachers play a crucial role in delivering practical, hands-on learning experiences, but often face challenges in meeting their Work Health and Safety (WHS) obligations due to inadequate time allocation. These subjects involve high-risk activities that require careful planning and oversight to ensure student and teacher safety. Advocating for these teachers to receive the correct and adequate time to fulfill their WHS duties is essential not only for legal compliance but also for promoting a safe and effective learning environment. By providing sufficient time, we can help prevent accidents and injuries, ensuring the well-being of everyone involved in Design Technologies education.
3. Reducing class sizes in Design Technology classes to align with the legislative requirement of 5 square meters per person is paramount for ensuring student and teacher safety. By adhering to Building and Fire regulations and the Building Code of Australia, we not only comply with legal standards but also create a safer and more effective learning environment. With smaller class sizes, there is better supervision, reduced risk of accidents, and improved opportunities for hands-on learning. It is imperative to prioritize these changes to uphold safety standards and enhance the quality of education in Design Technology classes.
4. The development of a comprehensive Code of Practice (COP) for Design and Technology, similar to the BS 4163 or the withdrawn AS 1485, is essential for ensuring the health and safety of students and teachers in practical learning spaces. These codes provide specific formulas for room sizing and class numbers, ensuring that practical learning environments meet minimum safety requirements.

A COP would centralize all relevant codes and standards, simplifying the reference process for departments, schools, architects, and consultants involved in the design, construction, refurbishment, maintenance, and operation of practical learning spaces. By advocating for the development of such a COP, the QTU is promoting a standardized approach to health and safety

in Design and Technology, ultimately creating safer and more efficient learning environments for all.

5. The review and update of Technologies learning space specifications to align with WHS legislation is crucial for ensuring safety. Room sizes must consider machinery, equipment, storage, and clearways before class sizes are determined. This proactive approach ensures compliance with WHS legislation and fosters a culture of safety, creating safer learning environments.
6. Vocational subjects that schools run is at the same level of difficulty and qualification requirements that TAFE undertake with adult learners and often young adults similar to the clientele schools are faced with. TAFE have well established ratios based on pedagogical best practice and the practical needs of vocational education. It is critical that we recognise the increased risk large class sizes especially in practical subjects and the risk it places on teachers.
7. Technologies teachers have an increased workload compared to that of their colleagues a Technologies time allocation to meet the WHS compliance actions is required so that the increased workload is able to be completed and requirements of the PCBU are met. Technologies teachers need to complete Plant and Equipment Risk assessments, an increased number of Curriculum Risk Assessments, Review of Training, Induction and skills development, management of induction and practical demonstration documentation and many other tasks that are above curriculum and delivery compared to other areas. This time is not currently recognised or time provided to complete these tasks.
8. Recognising the challenges faced by teachers required to teach out of their field without recognized qualifications or equivalent experience, the Queensland Teachers' Union (QTU) must advocate for immediate provision of recognized competency training and professional learning. Teaching out of field can place significant strain on teachers, impacting both their professional well-being and the quality of education delivered to students. Providing access to relevant training and professional development opportunities not only supports these teachers in developing the necessary skills and knowledge but also ensures that students receive the high-quality education they deserve.

Moved:

Seconded:

	In Favour	Against	Abstained
By number of votes:			

Name of Branch Office Holder

Signature

Name of Branch Office Holder

Signature

Please send your completed motion form to qtu@qtu.asn.au

Motions without the arguments and/or signatures will not be accepted.

Signatures can include a digital signature or a written acknowledgement by email confirming the motion.