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Mr David Genford

President

Australian Education Union: Tasmanian Branch

By email: aeupresident@aeutas.org.au

Dear David

Without Prejudice Offer to the Australian Education Union (AEU) – Teachers Agreement 2025

Following productive negotiation meetings, including focussed joint workshops through the second half of 2025 and early 2026, this letter outlines the Government's offer in respect to a new Teachers Agreement.

This offer comes following detailed consideration of the AEU's log of claims and the Department for Education, Children and Young People's (DECYP) Workforce Strategy 2025-2030. The offer reflects the dedicated and collaborative discussions between the parties regarding priority issues such as teacher workload, staff safety, senior staffing and professional staff support and a range of operational matters that are essential to supporting teachers and improving student learning outcomes across Government schools.

The offer proposes the following terms:

Period of Operation of Agreement

The term of the Agreement would be for 3 years.

Date and period of operation is from 20 September 2025 and remaining in force until 19 September 2028.

The new Agreement will cancel and replace the Teachers Agreement 2023 (the '2023 Agreement'). All terms not superseded by this offer, currently provided by the 2023 Agreement will be brought forward into the new Agreement.

Salary and allowance increases

- 3.0% Salary increase with effect from the first full pay period commencing on or after (ffppcooa) 1 March 2026 (pay day 25 March 2026).
- 3.0% Salary increase with effect from the ffppcooa 1 March 2027.

- 2.75% Salary increase with effect from the ffppcoa 1 March 2028.

Structural Adjustments

- \$500 paid into base salary for B1L13 teachers employees from ffppcoa 1 March 2026
- \$400 paid into base salary for Advanced Skills Teachers from ffppcoa 1 March 2026
- \$250 paid into base salary for Assistant Principals from ffppcoa 1 March 2026

Note: structural adjustments to be made before the salary increase is applied.

It is also noted that in the event that whole-of-Service standard conditions are agreed to as part of PSUWA 2025, they will also be provided to Teachers.

Current Agreement Clauses

It is proposed that the following clauses from the 2023 Agreement will be brought forward and be unchanged:

- Clause 9 (Band 1 Level 13)
- Clause 10 (VET Specialist Teacher Classification Scale)
- Clause 11 (Salary Sacrifice)
- Clause 13 (HDA for Principal Classifications)
- Clause 14 (Corrections Allowance)
- Clause 15 (Support School/Tier Four Allowance)
- Clause 17 (Incentives in Isolated Schools)
- Clause 18 (Adjustment of Wage Related Allowances)
- Clause 19 (Minimum Hours of Work)
- Clause 20 (Unpaid Lunch Break)
- Clause 23 (Teacher Workload Reference Group)
- Clause 24 (Workloads)
- Clause 25 (Family Friendly and Flexible Workplace Arrangements)
- Clause 26 (Paid Time to Attend to Urgent Personal Business)
- Clause 27 (Non-Approval of Discretionary Leave)
- Clause 32 (First Year Teacher Induction Program)
- Clause 33 (Beginning Teacher Time Release (BETTR) Program)
- Clause 34 (Consultation and Change)
- Clause 35 (Workplace Union Delegates)
- Clause 36 (Industrial Relations Principles)
- Clause 37 (Grievance and Dispute Settling Procedure)
- Clause 38 (No Extra Claims)
- Schedule 1 – Incentives in Isolated Schools
- Schedule 3 – Specialist VET Teacher Classification Scale

Improved Teaching Service Conditions

The following **Agreement matters** also form part of this comprehensive proposal:

MATTER	DETAILS
PAYMENTS, ALLOWANCES AND INCENTIVES	
OVERNIGHT STUDENT ACTIVITY ALLOWANCE	A new “Overnight Student Activity Allowance” will be introduced to recognise situations where teachers are required to supervise and have responsibility for students during overnight school activities (including camps (excluding tent, hut or similar type of accommodation)). This includes overnight trips associated with interstate or intrastate competitions, tours or performances. This allowance acknowledges that the additional time worked during these activities is not otherwise compensated (e.g. through TOIL, overtime and/or inconsistently regarded as Professional Activity Days). This allowance will be set at \$44.95 per night. This new allowance will be effective from ffpcooa after the date of registration. Claims to be submitted within 10 working days of return, guidance will be provided by DECYP, and DECYP will work towards developing a payment system to fast track payments within 12 months to facilitate timely reimbursement.
REDUCE THE PERIOD FOR HIGHER DUTIES ALLOWANCE WHEN EMPLOYEES ACT IN PRINCIPAL ROLE	Higher Duties Allowance to be payable from day 1 when an Assistant Principal or Advanced Skills Teacher is directed to act as Principal due to their planned or unplanned leave arrangements. This will be effective from ffpcooa after the date of registration. This is payable for each day up to 20 consecutive working days before standard acting appointment processes apply.
INCREASED RELIEF COORDINATOR ALLOWANCE	Increase in the Relief Coordinator Allowance on the following basis: In year 1 of the Agreement: a. Schools classified as Level 4/5/6 – \$75 per Term; b. Schools classified as Level 2/3 – \$50 per Term; and c. Schools classified as Level 1 – \$25 per Term.

The increased Allowance amounts will be effective from ffppcooa date of registration.

In year 2 of the Agreement:

- d. Schools classified as Level 4/5/6 – \$75 per Term;
- e. Schools classified as Level 2/3 – \$50 per Term;
- and
- f. Schools classified as Level 1 – \$25 per Term.

The second increase will occur 12 months after the first takes effect.

The existing wage related allowance mechanism will apply to this allowance.

PROFESSIONAL LEARNING ALLOWANCE

Introduce a new “Professional Learning Allowance” for teachers at B1L13 to recognise the specialised professional learning undertaken by experienced employees and further supporting the need to develop future professional experts and leaders and contributing to upskilling of the workforce.

Allowance will also apply to Education Support Specialists (level 4 only) in recognition of the pathway being supported into the profession.

\$300 per annum, pro rata with the allowance to be paid fortnightly.

ADDITIONAL INSTRUCTIONAL LOAD

Replace clause 31, which provided additional flexibility with staff arrangements due to the impact of COVID.

Introduce broader applicable flexibility in the school, that provides a payment for teachers who undertake instructional load above the Award maximums. Payment will be at 182% of the ordinary rate for each additional hour worked.

Eligibility will rely on each instance being as a direct result of a recorded planned or unplanned staff absence or vacancy.

Approvals will be with Principals, supported by termly reporting to Learning Services, and use will remain limited to situations where relief cannot reasonably be sourced.

Eligibility will extend to those Assistant Principals and ASTs once they exceed an equivalent 50% instructional load for their sector.

REDUCTION IN AFTER SCHOOL MEETING REQUIREMENTS

The annual cap for teachers will reduce from 100 to 80 hours upon registration of the Agreement. The cap will further reduce to 70 **60** hours in 2027. ~~In addition, each school will be required to have one meeting free week per Term.~~

Guidance to be provided to schools on running efficient meetings including meetings not regularly going beyond one hour.

Professional Activity time (see below) will not be able to be used to extend or supplement weekly meeting time beyond the annual limits.

EARLY CHILDHOOD INSTRUCTIONAL LOAD (LAUNCHING INTO LEARNING)

Amend early childhood instructional load settings by formally recognising the program: Launching into Learning (LiL), as instructional load.

Replace the 0.7 FTE reference at clause 30 of the Agreement, with a contemporary model. This will align early childhood instructional loads with those provided for primary staff.

Introduce an instructional load reduction of up to 5% ~~for LiL and Kindergarten teachers~~, pro-rata.

For Launching into Learning teachers, clarity of allocation for LiL with distribution of allocation as follows:

- 50% of allocation for program delivery (includes facilitating session, excursions, individual/small group transition sessions for families experiencing vulnerability)
- 25% Planning and development (includes preparation/set up/pack up of sessions, administration tasks, professional learning requirements)
- 25% Outreach and communication with families (includes responding to CHaPS referrals, text and email follow up with families, working with early years partners such as CFLCs, ECIS, NGOs)

The revised instructional load provisions will operate from the commencement of Term 1 2027.

PROFESSIONAL ACTIVITY DAYS

Reduce annual Professional Activity (PA) days from 4 days (i.e. 28 hours) to **3 days (ie. 25-21 hours per annum)**, with a requirement for each school to publish an Annual PA Plan by Week 3 of Term 1. This would be effective from Term 1 2027.

PA time cannot be used to extend or supplement weekly after-school meeting caps, and any after-hours PA activities must be scheduled with a minimum of 10 working days' notice.

IN-CLASS SUPPORT

Strengthen the current “In-Class Support” clause in the Agreement to support mediated outcomes that consider a range of contextual factors for each school; and enhance guidance for school principals on available support options and introduce a clear, timebound escalation pathway.

The revised clause will include:

- Where a teacher requests a discussion about increased in-class support, the matter is required to be discussed within 10 working days (unless this is not reasonably possible due to planned or unplanned absence);
- Guidance on appropriate options to be considered for school level adjustments/increased support (e.g. targeted TA/ESS allocation, short term release time, co-teaching arrangements or re-grouping strategies);
- The matter can be escalated by either the principal or the employee to an appropriate pathway to seek support to work through available options.

Commitment to include an AEU representative in the escalation pathway. Panel to be co-constructed between AEU and DECYP within 3 months of registration of the agreement.

Funding to be made available to support the implementation of the in-class support clause and escalation pathway.

EARLY CAREER TEACHER SUPPORTS (FOR EMPLOYEES WITH A LIMITED AUTHORITY TO TEACH)

Teachers employed on a Limited Authority to Teach (LAT) in their final year of study will be entitled to a 90% instructional load.

Maintain the existing supports provided in clause 28 of the 2023 Agreement for First and Second Year Teachers post-qualification. In addition, introduce a specific reference to pre-service teachers on a LAT, who will be entitled to the same 10% instructional load reduction currently provided to First- and Second-Year Teachers.

This expands the scope of the current provision to enable pre-service teachers on a LAT receive appropriate workload relief during their final year of study and continue to be supported for more than two years where they remain in classroom teaching roles with DECYP.

**CREATE NEW DEPUTY
PRINCIPAL ROLE**

The Deputy Principal role will provide substantial operational leadership across HR, finance, compliance, facilities, wellbeing and community engagement.

The new role will deputise fully for the principal when required, providing meaningful workload relief and strengthening leadership sustainability.

A classification descriptor and salary point will be provided for in the Agreement.

**VARY THE HARD TO STAFF
SCHOOLS INCENTIVE PILOT
PROGRAM AGREEMENT 2024**

Consistent with clause 7.3 of the *Hard-to-Staff Schools Teacher Incentive Pilot Program Agreement 2024*, and following review with the AEU, it is proposed to maintain the existing list of 9 Hard to Staff schools for 2026, with additional funding to enable the 3 Jordan River Learning Federation primary schools to be included on the list, effective from ffppcooa in Term 1, 2026.

A one-year transition payment of 50% of the Hard to Staff Incentive entitlement, to be considered for employees where a school may be re-assessed and be removed from the list. This transition payment will be available from Term 1 2027.

The Hard to Staff Incentive Pilot Program, will be reviewed in 2028, prior to the end of the pilot, to assess the objectives, criteria and any ongoing requirements including funding availability, noting the original terms of the agreement considered a consistent number of schools would be prioritised to remain within the funding allocated for this program. Clause 7.3 of the *Hard-to-Staff Schools Teacher Incentive Pilot Program Agreement 2024* will result in the hard to staff schools being assessed again for 2027.

**DUTIES OTHER THAN TEACHING
(DOTT) TIME**

Under the Planning, Preparation and Assessment clause of the Agreement, an additional subclause will be added that stipulates DOTT/SDT ~~is to be provided~~ will be as follows:

A minimum of 30 minutes from Term 3 2026.
~~wherever possible.~~

A minimum of ~~35~~ 40 minutes from 2027

A minimum of 40 minutes from 2028

**EARLY CAREER SCHOOL
PSYCHOLOGISTS TIME RELEASE
(NEW)**

Include a specific clause that provides a minimum of two hours per fortnight of additional time release for

	planning for first year school psychologists (similar to BeTTR time that exists for early career teachers).
LEAVE RESERVE MATTER NEW NON SCHOOL BASED PRINCIPAL 3A/3B CLASSIFICATION SCHEDULE	Proposal to develop a dedicated classification schedule for Non School Based Principal 3A and 3B roles, replacing reliance on internal guidance materials and improving clarity and defensibility of classification decisions. The schedule will include clear role descriptions, defined work value factors, level descriptors differentiating 3A from 3B roles, transparent decision rules with required evidence, and a statewide moderation and review process. The classification details will be developed in consultation with the AEU and leadership cohorts. Prior to implementation, DECYP will progress through normal processes, for inclusion in the Agreement, before the end of Term 4, 2026.

Non-Agreement

In conjunction with the above conditions matters there were a range of specific non-agreement matters and commitments that were considered as part of the union claims and form part of this comprehensive proposal.

These will be actioned within the first 12 months of the new agreement unless indicated otherwise.

MATTER	DETAILS
INCREASED RESOURCING ACROSS GOVERNMENT SCHOOLS	
VIOLENCE IN SCHOOLS STAFFING UPLIFT	Additional 8.6 FTE overall, including 4.0 FTE school-based roles to implement the Violence in Schools Action Plan. Announced plan in February 2026 comprised of a total package that averaged \$2.6M annual investment over three years. Resourcing to increase up to \$4M in both Year 2 and 3 with the appropriate allocation of funding to create a pathway to broader school support, informed by evidence of demand.

	DECYP commit that any unspent funding in Years 1 and 2, carried forward to Year 3 to fulfill the full \$10.6M investment over 3 years.
SENIOR STAFFING UPLIFT	Additional 11.8 FTE senior staffing provided across 29 identified schools, consisting of a targeted uplift of 7.4 FTE Assistant Principals and 4.4 FTE AST positions.
DEPUTY PRINCIPAL PILOT	Introduce a 12-month pilot of 6.0 FTE Deputy Principal roles in large and diverse school settings. The pilot responds directly to evidence from DECYP's AST/AP Review, national jurisdictional comparisons, and feedback from over 200 middle leaders indicating that a discrete number of Tasmanian Government schools require an additional leadership tier due to significant breadth of operational responsibilities (e.g. birth to 18 learning, trade training centres, school farms, staff accommodation, and co-located Child and Family Learning Centres). The senior staffing uplift and pilot of a Deputy Principal role resolves the outstanding commitment at clause 12 of the 2023 Agreement. The parties commit to ongoing consideration of how the Deputy Principal role aligns to DECYP's major reform program (including School Groupings and Multi-School Organisations), and opportunities for leadership pipeline development.
SCHOOL PSYCHOLOGICAL ASSESSMENT HUB	Establishment of a Statewide School Psychological Assessment Team/Hub with an additional 7.0 FTE (to include 1.0 FTE Advanced Skills School Psychologist and 6.0 FTE School Psychologists) dedicated School Psychologists to reduce long wait times, increase equity of access, and free school-based psychologists for core early intervention and wellbeing activities.
STUDENT LEARNING PLANS	Continue the DECYP and AEU Disability (subgroup of the Teacher Workload Reference Group) to the end of Term 4, 2026. Co-develop a shared framework defining core expectations for student learning plans, ensuring plans remain targeted, proportionate and fit for purpose; and consider the scope of Support Teacher roles, including potential alignment with Safeguarding Lead functions and exploring an Advanced Skills Teacher classification where warranted. System data will be used to issue clearer guidance on expected scope and length of plans to reduce

	unnecessary administrative burden while preserving flexibility for when more detailed planning is required.
SCHOOL TERM DATE ALIGNMENT	DECYP and the AEU commit to finalise recommendations to the Minister for DECYP schools sectors alignment of school term dates for the period 2028-2038, with a clear commitment to avoid final weeks consisting of only one or two student attendance days. The multiyear schedule will be published within 6 months of Agreement registration to provide long-range predictability for schools, families and communities.
STAFF WELLBEING	Each school will include a staff wellbeing priority, with proactive strategies to promote and support staff, within its annual school staff professional learning plan. Guidance and expertise will be provided centrally from DECYP to support school principals to enact this.
ATTENDANCE FOLLOW UP	AEU and DECYP to co-construct clear guidance and flow charts for schools that reduces the teachers role in the attendance follow up process. Work will commence as a priority with oversight provided by the Teacher Workload Working Party, which includes AEU representatives. This will demonstrate administrative staff and professional staff responsibilities, opportunities for digital solutions to ensure teacher intervention at a later/critical point. Guidance will specify clarify consistency and time provision (e.g. staff meeting time) is provided to do this work, when required. Department to commence this work in March 2026 with updates including guidance documents to be provided to the Teacher Workload Reference Group.
LOCAL AGREEMENTS (SCHOOL-LEVEL IMPLEMENTATION)	All schools will be required to formalise and lodge a Local Agreement with DECYP during 2026 for implementation in 2027. Local Agreements will provide clarity for school staff by confirming site specific application of key conditions, including timetables, DOTT, staff meetings, the PA Plan, supervision arrangements and escalation pathways for workload issues.
IMPROVED EMPLOYEE TRANSFER ARRANGEMENTS	The parties agree to the development of a contemporary Employee Mobilisation Policy by the end of 2026, including consideration of a process for

	ESS. A policy pilot to be conducted in 2027 aligned to MSO/school grouping implementation. On pilot completion, retire the 2013 Teacher Transfer/Assignment of Permanent Duties Agreement which only refers to teachers.
TEACHER WORKLOAD REFERENCE GROUP	Commitment to maintain current Teacher Workload Reference Group (clause 23 of the 2023 Agreement) and provide guidance to ensure an AEU VET representative position is included as well as a DECYP Executive Leadership Team member and in addition, a disability sub-group is to be continued.
COLLAPSED CLASSES	Regional HR to update the staffing escalation matrix ensuring collapsed classes are a Tier 4 strategy. DECYP to distribute the escalation matrix to school leaders and plan ways through MSOs/School Groupings to enable further oversight, guidance and consistency in application.
COMPLEX CLASSES	DECYP commits to conducting a trial encompassing one school grouping to assess in more detail, issues relating to complex classes and the provision of in class supports e.g. learning plans, behaviour, attendance, with a view to informing where to best target guidance and initiatives that may support cultural change. DECYP will write separately to AEU and provide ToR for a Complex Class Taskforce. The Taskforce will operate on the basis of the following principles: • Evidence-based and data-informed advice • Teacher workload sustainability • Improved student outcomes • Practicality and scalability • Good-faith collaboration And will examine and provide recommendations on a range of matters.
CAMP ALLOWANCE AND OVERNIGHT ACTIVITY ALLOWANCE	To be funded centrally through a partial adjustment to school resource packages. Guidance and communication to be developed to support implementation.
EDUCATION SUPPORT SPECIALIST STATEMENT OF DUTIES REVIEW	Commitment to complete a review of this Statement of Duties within 12 months of registration of the Agreement.
PLANNING TIME	Prior to the commencement of the school year, the equivalent of one day must be provided for individual teacher planning and preparation, pro rata.

SCHOOL IMMERSION POLICY

DECYP will write separately to AEU and provide an outline of new Policy to support cultural change and implementation of Agreement matters.

This overall package has been achieved through offsets from reprofiling of capital funding, existing funding arrangements, and efficiencies.

It supports the shared objectives of both parties to improve learner outcomes through measures to address Violence in Schools, Workload Management, reduced administrative burden on Teachers. It contributes to enhancing the recruitment and retention of our valued teacher workforce.

I understand the Agency will continue to work with employees and the AEU in relation to the ongoing implementation of these matters.

This offer applies to all current employees covered by the 2023 Agreement, provided they remain employed at the time the new Agreement is registered.

I encourage your full consideration of the offer and to recommend it to your members. I understand it represents the productive and genuine conversations that have occurred throughout the negotiations. The offer will remain open until 5.00pm on 20~~5~~ March 1 April 2026 for you to provide your in-principle or full support, to enable a salary increase to be effective from ffppcooa 1 March 2026, on this basis I respectfully request that you lift all current industrial action, while you take this to members.

If this 3 year package is not accepted, it is Government policy that any salary increases will only apply from the first full pay period commencing on or after date of registration of the agreement. acceptance.

In the meantime, if you have any questions in relation to the offer, please contact Ginna Webster (Secretary, DECYP).

I look forward to your response.

Yours sincerely



Kathrine Morgan-Wicks PSM
Head of the State Service

30 March 2026

Copy to: Ginna Webster (Secretary, DECYP)
Adam Clifford (A/Director Workplace Relations, DECYP)
Kiralee Gates (Deputy Director, State Service Management Office)