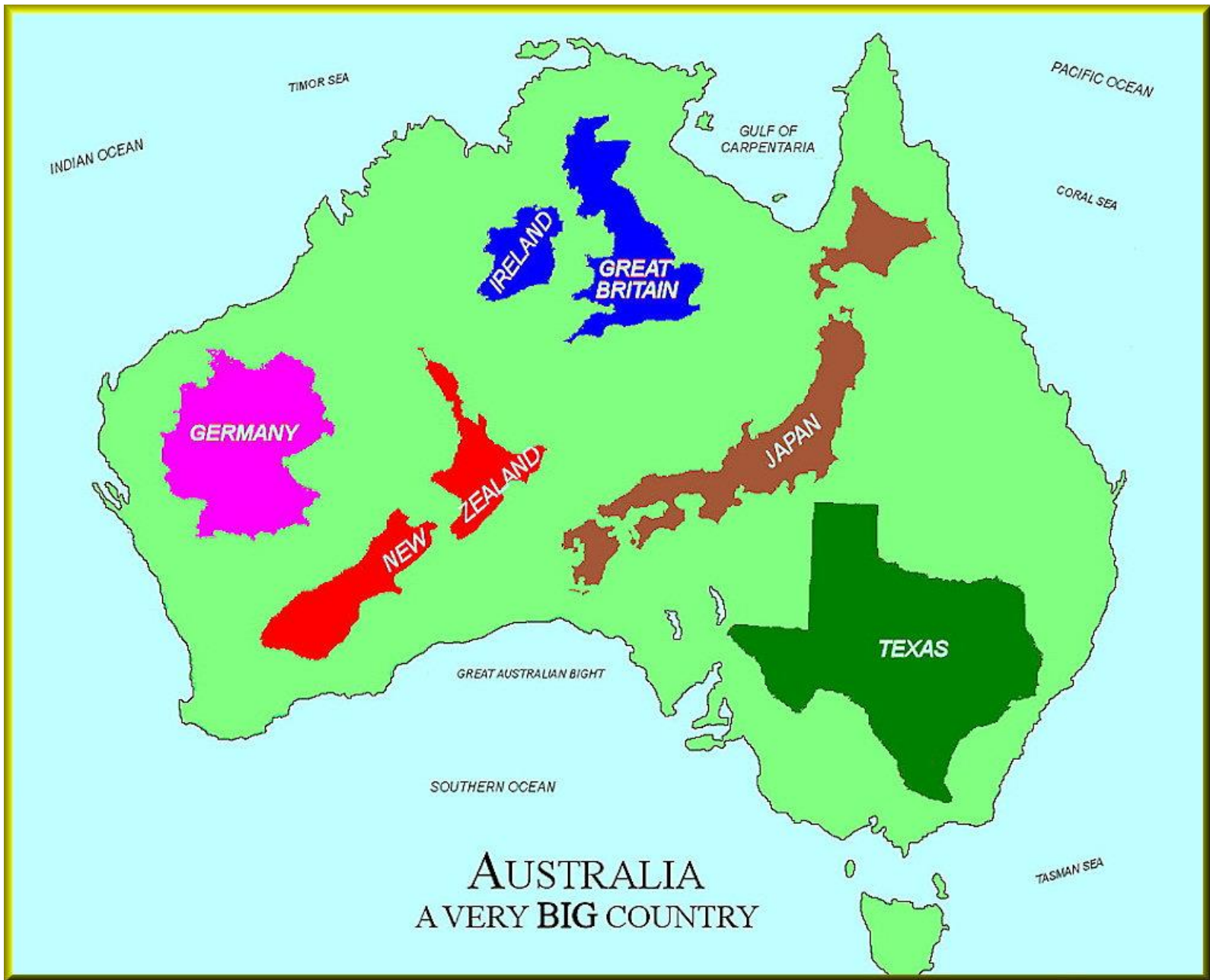


# The Role of Teachers' Unions in the Professional Development of Teachers

## The Western Australian Experience



**SSTUWA**  
State School Teachers' Union of WA



# Western Australia is the largest state



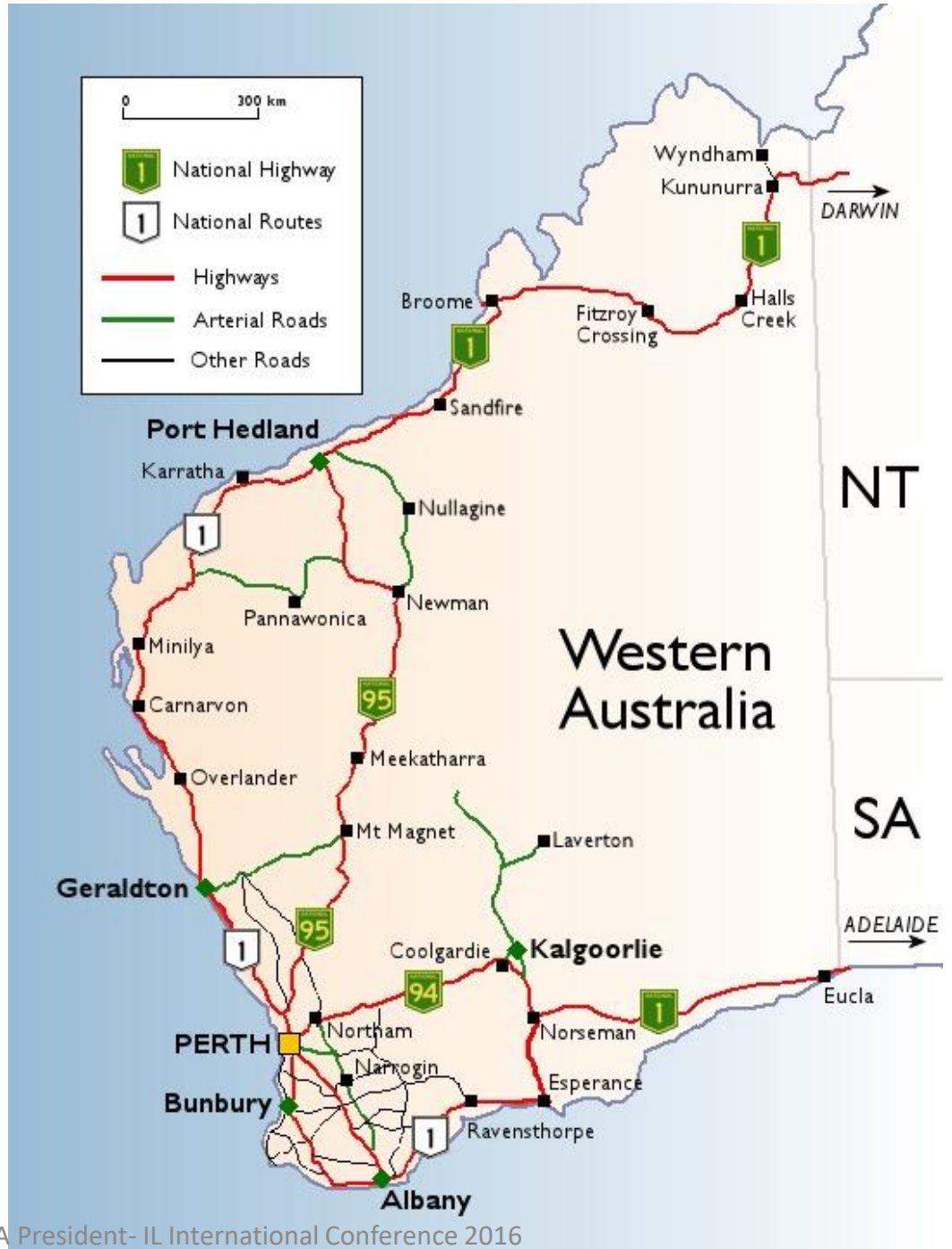
# Western Australian

- Total land area of 2,529,875 square kilometres.
- 2.6 million inhabitants.
- Significant part of it is sparsely populated.
- 92% of the population lives in the south-west corner of the state.

# Western Australian Public Schools

798 schools  
300,000 students  
45,000 staff

Perth to Wyndham DHS  
3225km  
34 hours and 6mins driving



# Types of Public Schools

- Kindergartens
- Pre-Primary
- Junior primary
- Primary
- Secondary
- Senior colleges
- Senior high schools
- District high schools
- Education support centres
- Language development schools and centres
- Agricultural education colleges
- School of Distance education
- Schools of the air
- Remote community schools

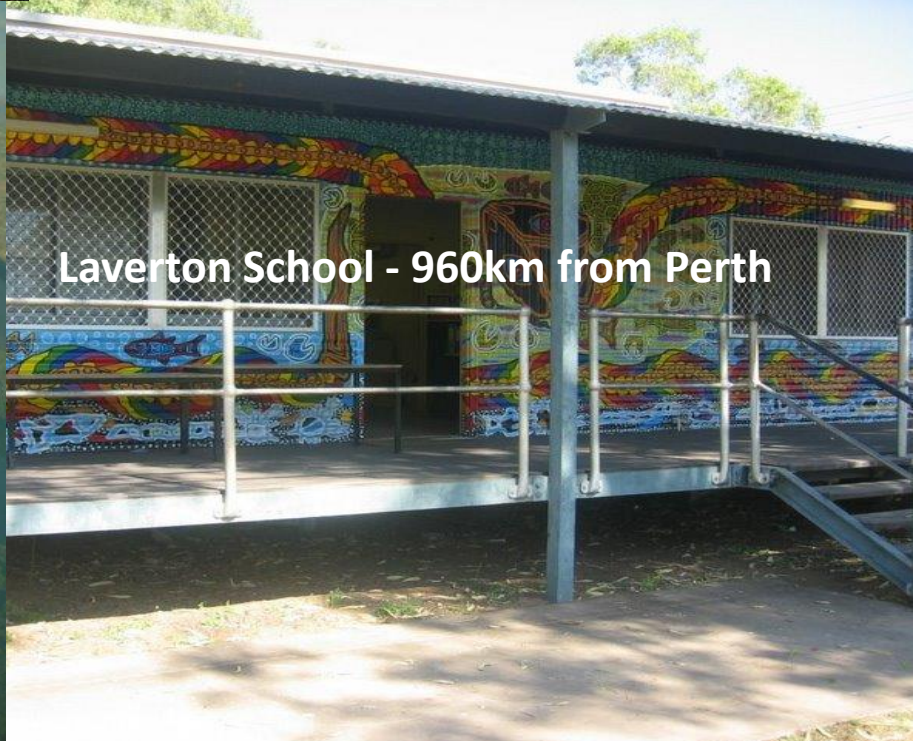
**Perth Modern High School**  
2km from Perth



**Baldivis Secondary College**  
40km from Perth



**Flying to: A Remote Community School**  
2,679km from Perth



**Laverton School - 960km from Perth**

# Beginnings (1)

- 1997 - Right people; right time:
  - Curriculum change
  - Insufficient department support
  - Industrial unrest – government attempt to split union
  - Core group of SSTUWA Executive members -  
Arguments about “doing the department’s job”  
and “not core business”.
  - Dovetailed with Union strategic plan – influencing the education agenda.
  - Union as the voice of the profession has a role in determining and promoting good professional practice.



# Beginnings (2)

- \$10,000 – union approached Barrie Bennett to run Co-operative Learning workshops in 1998.
- No plan at this stage other than to “see how it goes”.
- 1998 – first workshops and discussions with Barrie re: ongoing work on condition that we would commit to local capacity building.
- SSTUWA committed to a three year program.
- No buy-in from other stakeholders – universities, education department.

# Outcomes (1)

- Huge membership take-up of courses – they were what teachers wanted rather than what department wanted!
- First actual contact with union for many members.
- Trained approximately 3,000 teachers over the first three years.

# Outcomes (2)

- SSTUWA began publishing texts:
  - Co-operative Learning Where Heart Meets Mind
  - Classroom Management - Barrie Bennett and Peter SmilanichAvailable to members and non-members (at higher price).
- In 1999 began formal discussions with department in lead up to next collective agreement which:
  - Aimed at providing specific funding for behaviour management programs in schools.
  - Tried to further limit class sizes in secondary schools.

# Outcomes (3)

## Collective Agreement 2000

### Clause 26. Student Behaviour Management

An allocation of \$1.5million per annum will be provided for the life of this Agreement commencing in 2001 for student behaviour management programs, particularly for Year 8 and 9 students.

# Outcomes (4)

## Collective Agreement 2004

### **Clause 26.2 Student Behaviour Management**

Effective from February 2004 an allocation of \$3million per annum over the life of the Agreement will be provided to expand the Behaviour management and Discipline Strategy into targeted primary schools for Years 4 to 7.

This will enable the programs to be expanded into 100 primary schools from February 2004 and a further 100 primary schools joining in 2005.

# Outcomes (5)

## Collective Agreement 2006

### Clause 22.2 Student Behaviour Management

The strategy funding will be maintained at the current level of \$16.5 million per annum.

- For targeted reduction in class sizes.
- 20 FTE Teacher Consultants operating through District Offices.
- Professional Development for teachers.
- School-based staff to provide support for effective classroom management.

# Outcomes (6)

## Collective Agreements 2008, 2011 and 2014

- Retained commitment to strategy to behaviour management strategy but without class size commitment.
- Retained funding for 20FTE Teacher Consultants operating through District Offices

# Issues(1)

- **Members only?**

Model relies on co-operation/collaboration

Introduced user pays – discounted for members.

- **Costs**

Major logistical issues – ran courses in Albany in the south; Kalgoorlie in the east; and Broome in the north. Teachers flew in, drove in – hundreds of kms in some cases.



# Issues (2)

- Unprepared for success – became union's major training focus.
- Logistics of preparing materials; getting them to locations outside Perth.
- For the first time introduced notion into collective agreements that one size does not fit all – targeted programs.

# Outcomes (7)

- Formal establishment of SSTUWA Education and Training Centre (ETC) in 2003.
- Provided high quality learning and support for members in a range of educational areas and across the spectrum of a teachers' career.
- The scope of the courses included:
  - Industrial Training
  - Professional Learning
  - OSH Courses
  - Financial Seminars

# Education and Training Centre - 2016

## Courses, Conferences, Forums and Workshops for...

- Elected Union Delegates
- General Membership
- Regional Educators
- Principals and other school leaders
- New Educators and Beginning Teachers
- Early Childhood Educators
- OSH Representatives
- Women
- Relief Teachers
- School Psychologists
- Members moving into Retirement
- TAFE members



**SSTUWA**  
Education and Training Centre

# Sample of Current Courses

## Industrial Learning Courses

### Union Delegate Training

Union Representative Training Level One & Level Two  
Women's Contact officer Training  
Women in Leadership Development  
Managing to Resolve Grievances for Union Reps

### General Membership Training

Assertiveness for Women in the Workplace  
Industrial Development for New Educators  
Know Your Rights : General Agreement 2014  
Managing Workload in the Workplace  
Resolving Conflict in the Workplace  
Returning to Work from Maternity/Parental Leave  
Workplace Bullying and Violence in Schools  
Performance Management – Law, Policy and Process

### Occupational Safety and Health Training

Education Specific OSH Introductory Course  
Education Specific OSH Refresher Course  
Keeping Our Workplace Safe (KOWS)

## Professional Learning Courses

### Behaviour Management

Addressing Behaviour Challenges in the Classroom  
Classroom Management for Relief Teachers

### Technology

Interactive Whiteboards  
Using iPads for Teaching and Learning

### Literacy and Numeracy

Explicit Teaching of Comprehensions Strategies  
Spelling in the Spotlight  
The Essentials of Teaching the WA Curriculum  
Getting Decoding Right for the Beginning Reader  
Language Learning in the Early Years

### Career Development

Writing Job Applications for Teaching Positions  
Writing Job Applications for Promotional Positions  
Interview Skills for Teaching Positions  
Applying for Level 3 Classroom Teacher Positions  
Teacher Registration Board Regulations and Requirements

# In 2016...

- Over 70 different courses on offer.
- 150 days of events offered

January 2016 - July 2016 TOTAL NUMBER OF COURSES AND ATTENDEES			
	Number of Events	Attendee Nos	Relief Teachers attended
CONFERENCES & FORUMS	7	371	25
FINANCIAL	1	20	3
INDUSTRIAL	22	366	7
PROFESSIONAL	29	521	142
<b>TOTAL</b>		<b>1278</b>	<b>177</b>

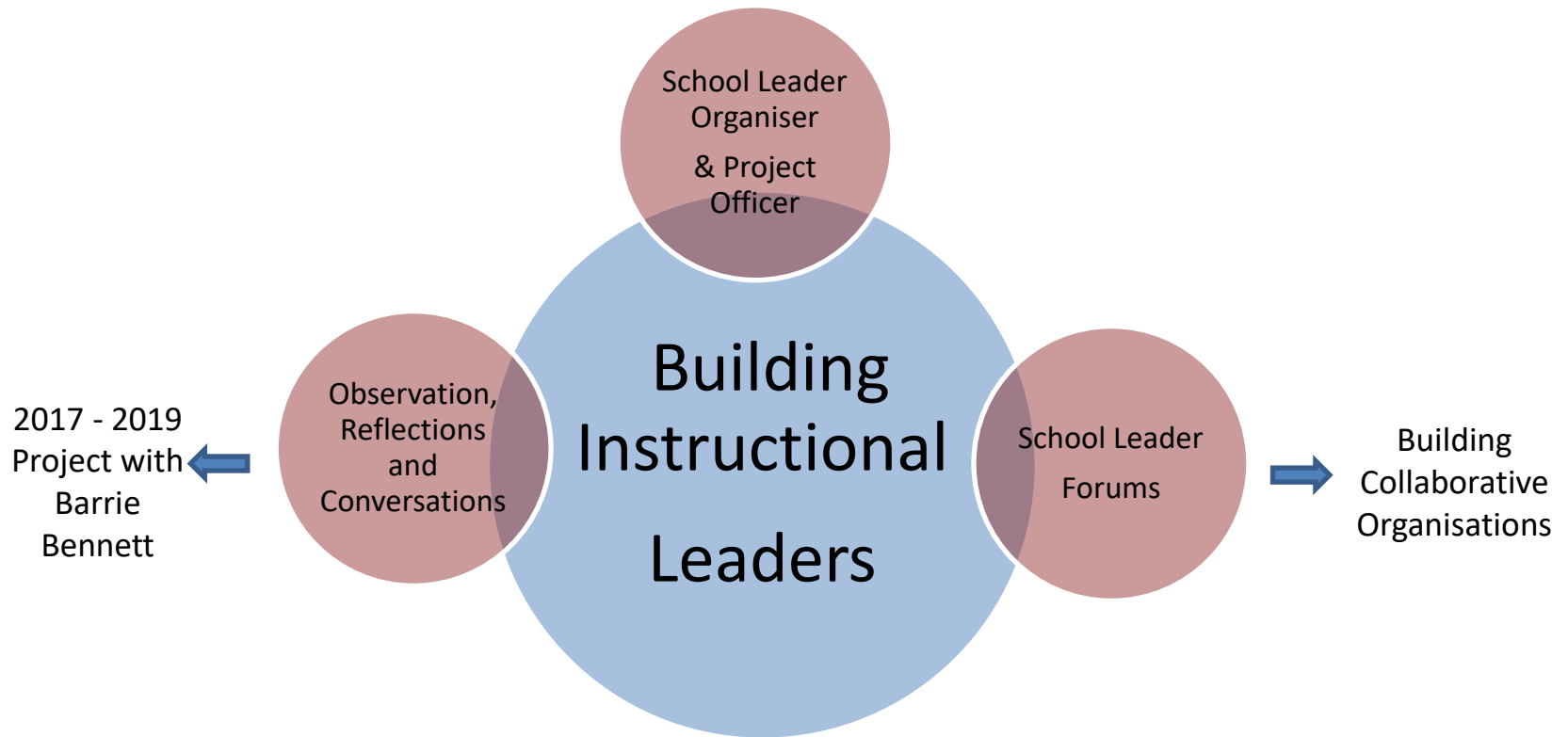
# Why an ETC as part of the Union?

- Recruitment strategy
- Raises the Union profile within WA
- Increases credibility
- Gives the Union a professional voice
- Allows Union to link industrial issues and professional learning
- Stronger influence on policy

# Principals as Instructional Leaders

In 2015 and 2016, the SSTUWA has had a focus on providing significant learning opportunities for school leaders to develop the skills and knowledge needed to run instructionally intelligent schools.

# Principals as Instructional leaders





# SSUWA 2017-2019 Project

- Theme

Supporting Instructional Leadership through Observations, Reflections and Conversations

- SSTUWA will host BB for nine-days of ‘train the trainer’ learning for instructional leaders in schools between 2017 and 2019.

# Summary

- Professional Learning program
  - Moved from individual focus and skill development to systemic and sustainable model.
  - Not been developed at the expense of industrial training.
  - Now financially viable.
  - Recognised as a key union benefit for all members.