# IEUA-QNT FACTSHEET
## Alternative work duties for school officers & services staff

**Independent Education Union**
Queensland and Northern Territory Branch

In the face of changing school operations and new models of teaching, employers must consider all alternative duties or redeployment opportunities for school officers and services staff.

Our union has collated some examples of possible alternative duties to help protect job security and certainty of hours during any period of online education or remote teaching in our schools.

Schools can also consider using existing staff to replace some functions that may have previously been outsourced so that this work can instead be done by existing employees who may not be working at full capacity.

These are suggested examples only. Schools should undertake a skills audit of all support staff who may have qualifications, skills and abilities that might not be currently used in their role.

## Pastoral work, mission projects and community outreach

- Develop and implement pastoral support programs such as preparing resource and care packs for vulnerable members of the school or church community.

- Coordinate school or student support for COVID-19 charity operations such as the St Vincent de Paul Community Support Program or the Wesley Mission's COVID-19 Charity Response.

- Employees, including tuckshop and kitchen staff, can prepare meals for outside groups as a part of ministry commitments to the general community.

## Education and learning tasks required to support remote learning

- Assistance with the supervision of students of essential workers at school.

- Supervision of different small groups of students at school, e.g. to work with specialist on-line lessons, instrumental music on-line lessons etc.

- Develop and implement a professional development plan with particular focus on online training.

- Liaison with classroom teachers and initiate contact with students on personal plans or other at risk / vulnerable students as required.

- Assist students to manage asynchronous learning and establish routines to assist students in their new learning environment.

- Provide support to indigenous students.

- Online support for families for whom English is not their first language.

- Making and laminating resources for students, including visual timetables, choice indicators, 'first-then' charts, games to build and practice specific knowledge and skills etc (pick up and drop off of materials may need to be arranged).

- Sourcing and facilitating student participation in online education games.

- Using school iPads to analyse Learning Apps that will enhance student learning, with a particular view to support specific students with whom they work.

- Create social stories to be used in the school setting, these can be general or specific.

- Assist students in keeping a daily diary of this unique period in the history of our nation.

- Source online resources and ideas using websites, for example: Sparkle Box or Read, Write, Think

- Resource research (for online or physical instruction, to enhance student access and participation according to age group, subject, or KLA).

- Investigate support materials being supplied at a system level and advise teachers as to their availability and use

- Allocate support staff to contact individual students on a daily/regular phone check (via parents) to ensure they are actively engaging in the online learning process.

- Work closely with high needs students who may experience issues with self-starting, organisational skills, concentration, or anxiety. The staff member can model the work required, appropriately set student/parental expectations, and give advice on how to get organised.

- Document any adjustments which are being implemented for students in the online working environment.

- Maintain email contact with Learning Enrichment Teams.

- Scanning, filing and archiving of educational reports and other documents.

- Organisation of soft copy, digital documents and archives.

- Marking for online tasks or formative assessments - perhaps for a group of students that the support staff member normally assists.

- Preparation of evidence of adjustments for students in the NCCD count, such as records or parent and teacher meetings and internal meetings relating to educational adjustments.

- Adjustments to online teaching resources for students with learning difficulties and language disorder, preparing writing scaffolds for students.

- Data collection relating to student engagement in online learning tasks and supporting teachers in feeding this information back to parents.

# Administration staff

- Establish new models of 'point of contact' and procedures for phone support of students and parents to provide immediate access to the appropriate internal department or staff member.

- Continued administrative support to principals, senior leaders and teachers.

- Organise to liaise with parents if teachers are on leave.

- Collate teacher/student contact logs and provide to school leadership.

- Manage and expand social media communications including within co-curricular activities.

- Continue to enhance communication systems e.g. develop additional newsletters or email updates to families.

- Develop and implement a professional development plan.

# School library and information technology staff

- Supervision at meal breaks and lunch time in the school library if students of essential workers are attending school.

- Update and adapt 'help desk' arrangements, internal calls and emails processes.

- Create data summaries for leadership teams during remote learning phase to assist schools in managing effective and efficient streamlined remote learning.

- Create online workshops and tutorials and PD opportunities for staff.

- Create online student competitions to stay connected to school and wellbeing.

- Develop online book club - linked to school literacy goals etc.

- Develop virtual book borrowing process and protocols.

- Order and catalogue new books.

- Develop and conduct virtual tours of the library or other school facilities.

- Update library practices and polices to suit remote learning such as digitise print to online.

- Conduct online research to assist teacher preparations.

- Provide summaries of information from major associations to teachers regarding online learning.

- Prepare video tutorials related to learning in an online world; how to access online resources; copyright issues; correct referencing techniques; how to guide for online book borrowing.

- Conduct a resource audit if not already completed.

- Establish and staff on-line 'library chat' function for students to operate within virtual libraries to assist their access to on-line library resources.

## Grounds workers and cleaning staff

- Continue general grounds work as required.

- Expanded cleaning programs to minimise COVID-19 hazards on school sites.

- Attend to ongoing general maintenance.

- Bring forward any planned special maintenance projects or future works that were scheduled to commence later this year or in 2021.

- Bring forward any seasonal special cleaning arrangements such as annual 'deep cleans.'

- Develop and implement a professional development plan.


## Boarding and catering staff

- WHS audit of facilities and procedures, risk assessments, and remediation action where possible.

- Audit of resources, equipment, furniture and facilities, identification of substandard resources, minor repairs etc.

- Identification of outdated or damaged resources and replacement.

- Preparation of facilities for return of students.

- Redeployment to outsourced functions.

- Identification and testing of new menus and products for full school resumption.

- Develop and implement a professional development plan.


### IEUA-QNT COVID-19 Resources Hub

For more information please visit our union's COVID-19 Resource Hub on our website www.qieu.asn.au/covid19

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