

## **SCHOOL BASED MANAGEMENT**

### **Introduction:**

The ACT Branch of the AEU successfully monitored the introduction of School Based Management in the 1990s, to ensure that its implementation did not adversely affect teachers or their students.

However, in order for SBM to run effectively the following conditions must continue to be met:

### **A. Equity**

- (i) The access of all students to a high quality and broad education must not be dependent upon the ability of the school/college or its community to raise funds.
- (ii) To ensure that equity issues continue to be perceived as essential principles of public education, they should be an integral part of school/college plans.
- (iii) To ensure that all students have access to the same educational opportunity, community and industry pressure, including sponsorships, should not be brought to bear on curriculum and staffing decisions.
- (iv) The Union recognises that women's direct representation in decision-making and management has never been in proportion to their numbers. School Based Management must ensure that women's representation in management continues to increase.
- (v) Resources for special projects for girls/women must be maintained.

### **B. Staffing**

- (i) To ensure equal and open access of all members to advertised teaching positions, devolution of staff selection to schools and their boards must not occur.
- (ii) To ensure that teaching as well as administration has a career path, pedagogical skills in those seeking promotional positions should be valued equally with managerial skills and experience.
- (iii) Teaching (and the professional duties associated with it) is the prime concern of teachers. To maintain existing high quality standards, the increased complexity of administrative demands from SBM should be recognised in any change to staffing structures within the school/college.
- (iv) To maintain high quality teaching practice, para professionals should not be employed to either teach students or as a cost effectiveness measure. So that teachers, especially in specialist areas, are assured of continuing programs and career opportunities, there must be a staffing point allocation which cannot be traded off.
- (v) Professional development opportunities at the system level must continue to be provided for staff.

### **C. Working Conditions**

- (i) Working conditions, including teaching loads and number of hours worked must be maintained as negotiated between the Union and the Department.
- (ii) To ensure that schools adapt to the increased complexity of both teaching tasks and the growing demands of the administration, any increased responsibilities on members must be clearly recognised and rewarded.

### **D. Curriculum**

- (i) Curriculum development is the province and final responsibility of teachers. Decisions on the type of school curriculum provided must be made only on the basis of educational values and outcomes and not under outside pressure, eg from corporate sponsorships.
- (ii) Innovation must continue to be encouraged and resourced.
- (iii) Quality of life and social justice are principles which should not be sacrificed to the narrow goals of vocational training.