Policy

“The Catholic Education Office is committed to recognising the ongoing need for staff to balance appropriately work and family life, and is aware of recent legislative and judicial developments towards supporting more flexible family friendly work practices.”

Extract from - Job Sharing (September 2003)
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The Catholic Education Office in the Diocese of Wollongong is committed to developing a leading edge approach to school education and employment for the twenty first century. Integral to this is the pursuit of quality learning and teaching, as well as support for flexible family friendly work practices. Balancing work and family has become integral to working life. Organisations with family-friendly cultures are more likely to retain skilled staff and improve morale. ‘Job sharing’ is one approach that has been embraced by education systems to retain experienced staff through flexible work arrangements that enable staff to continue their career and meet family commitments or lifestyle priorities.

Job sharing is a voluntary work arrangement whereby two people take the responsibility for one full-time position. It is agreed between the employer and the two teachers. They share the full time job on a regular basis, generally for a set period of time. The Diocese has had examples of job sharing since as far back as 1993 and a formal policy in place since 2001.

The Diocese recognises the ongoing need for staff to balance appropriately work and family life. This is particularly vital at critical times when important occasions occur in one’s life or out of a lifestyle choice. Every school principal has a significant function in making the job sharing policy and procedures effective for staff and the Diocese. It is a policy that requires staff compatibility, cooperation, partnership and reasonable professional conduct and expectations. Ultimately there is an obligation to provide quality learning and teaching to students, to ensure students are not disadvantaged through this flexible work practice.

Job sharing is most successful and sustainable where:
- It demonstrates a positive contribution to quality learning and teaching for students
- It is shown to have mutual benefits for the school and for staff
- There is a shared responsibility to effectively address the challenges that are associated with flexible work practices.

Current pedagogy as revealed in the National Goals for Education (known as the Adelaide Declaration) and the K-10 Curriculum Framework (Board of Studies, NSW 2003) highlight the need for teachers to build a picture of the abilities of individual students. Successful job sharing enables teachers to build this picture from more than one perspective.

The personal stories of job sharing teachers from across the Diocese uncovered real professionalism and personal commitment to “making it work”. This attitude is inspired by a strong desire to combine both career and family. These teachers who are keen to have regular days off per week are prepared to put in extra to make the job sharing work.

When teachers share the teaching, communication is the overarching issue for all parties concerned. Teachers indicated that this became a crucial part of their work, however it was also professionally enriching. Many strong friendships have been forged from the regular communication required to make job sharing successful.

The reality nowadays is that many classes will have access to a number of teachers, and support staff too. For instance, teachers share teaching where a classroom teacher is a member of school executive and there is a regular pattern of another teacher taking on the role of teaching the class.

In the following pages of this school resource the focus has been placed on ‘job sharing’. However, the material can also be a valuable school resource in those other circumstances where teachers share teaching.
2. **Benefits of Job Sharing – for Students and the School Community, and for the Teachers**

A review of the literature, as well as the wealth of experience with *Job Sharing*, indicate that we would do well to consider the range of benefits with *Job Sharing*.

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<th>BENEFITS - for teachers who are job sharing</th>
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<tr>
<td>• Attracts, motivates and retains staff and skills that are important to schools.</td>
<td>• Job sharing may be of particular benefit to -</td>
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<td>• Reduces staff turnover and consequently the upheaval that goes with recruitment and training of new staff. People stay in a job longer if the hours suit their home lives. Schools can retain skilled and experienced staff.</td>
<td>o staff with carer responsibilities who may only be able to work part-time</td>
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<td>• Enables employers to preserve jobs in their full-time form while tapping on the expertise of two people and boosting employment opportunities.</td>
<td>o staff approaching retirement who would prefer a phased retirement</td>
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<td>• Reduces sick days taken and absenteeism.</td>
<td>o staff who wish to undertake studies while continuing in employment</td>
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<td>• Improves staff morale.</td>
<td>o staff with disabilities or illness who may only be able to work part-time.</td>
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<td>• Enhances the professional life of staff by assisting them to better balance work and family responsibilities.</td>
<td>• The partner who enters the job share arrangement and continues to retain their entitlement to full-time employment may be in a better position to preserve their career skills and status.</td>
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<td>• Job sharers bring increased enthusiasm and energy to the job and this helps optimise learning and teaching. Job sharers working the hours that best fit in with their other commitments can be fresh, energetic and creative during the hours they are working and this can lead to improved output.</td>
<td>• Flexibility in negotiating time at work. People stay in a job longer if the hours suit their home lives.</td>
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<td>• Two people bring two sets of skills, talents and experience to the job. This -</td>
<td>• A better balance between work and other activities and responsibilities -</td>
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<td>o increases the staff resource base</td>
<td>o Not have to choose between career and family; and enjoy being a stay at home parent</td>
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<td>o supports the pooling of ideas</td>
<td>o Eases return to work after maternity leave</td>
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<td>o offers the opportunity for job sharers to learn from one another, maintain and develop skills</td>
<td>o Enables job sharers with carer responsibilities to plan and arrange alternate care for specific days.</td>
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<td>o maximises individual strengths and can minimise individual weaknesses</td>
<td>• Opportunities for teachers with specific subject interests/specialties or industry experience.</td>
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<td>• Two teachers monitoring to ensure children don’t slip through the cracks</td>
<td>• Increased energy in the job due to working the hours that best fit in with their other commitments - being fresh, energetic and creative during the hours they are working - can lead to improved output.</td>
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<td>• Senior students may have the advantage of two perspectives and double marking</td>
<td>• Mutual mentoring and professional development opportunity with their partner.</td>
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<td>• Doubles involvement in extra curricular activities (discos, coaching sporting teams, parent/teacher interviews)</td>
<td>• Job satisfaction, rewarding and fulfilling</td>
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<td>• Flexibility may allow job-sharers to &quot;cover&quot; for each other when they are unable to work for family or other reasons (e.g., if covering one another’s sick leave, long service leave, etc) and so the class has fewer teachers. This helps with planning and providing continuity.</td>
<td>• A feeling of still being part of the school community (compared to casual relief work) and ongoing friendships.</td>
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<td>• Job sharing may be of particular benefit to -</td>
<td>• Regular income and set work days.</td>
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<tr>
<td>o staff with carer responsibilities who may only be able to work part-time</td>
<td>• Sharing of the load on a regular basis.</td>
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<td>o staff approaching retirement who would prefer a phased retirement</td>
<td>• Flexibility - may allow job-sharers to &quot;cover&quot; for each other when they are unable to work for family or other reasons.</td>
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<td>o staff who wish to undertake studies while continuing in employment</td>
<td>• The opportunity for professional dialogue, staying abreast of changes, maintaining and further developing skills, accessing PD and career development.</td>
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<td>o staff with disabilities or illness who may only be able to work part-time.</td>
<td>• The opportunity for professional dialogue, staying abreast of changes, maintaining and further developing skills, accessing PD and career development.</td>
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3. **Our STORY - What have we learnt through our experience with Job Sharing?**

Since 2003-4 a key initiative of the Equal Opportunity for Women in the Workplace Committee (EOW Committee) has been learning from the experience of those who know first hand what successful job sharing is all about.

A number of people have contributed their story – Teachers, Principals as well as some comments from Students and Parents …

> From this some key **lessons emerge about** –

4. **Making Job Sharing Work in the School Community** Page 5

> Also, **stories have been told about** –

5. **Optimising the benefits of Job Sharing**
   5.1 A Primary Principal’s perspective Page 6
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6. **Job Sharing – Teachers’ Perspective** (7 cases) Page 8 - 17
   Another teachers’ perspective featured in *Newsmonth* Page 18 - 19

7. **Job Sharing – The Student Perspective** … Page 20

8. **Job Sharing – The Parent Perspective** … Page 21
4. Making Job Sharing Work in the School Community

a. The school community

The success of job sharing is the responsibility of the whole school community. Job share teachers indicate that support of the principal and executive is essential to ensuring its success. Staff who work part time or in a job share situation need to feel valued as members of the wider school community in the same way that full time staff are valued. Feedback from these teachers indicates that they like to be encouraged to participate in many areas and be treated as real employees not just ‘part timers’. They should have the same access to information regarding social events, professional development and any other opportunities.

The very nature of part time or job sharing work makes it more difficult for these staff to build and maintain rapport with other staff. School communities can make job share staff feel welcome by setting up creative structures to make them feel valued.

Job share teachers can feel ‘hounded’ or harassed if they are pressed for things the minute they arrive at work. Starting the conversation with ‘hello’ and ‘how are you’ is far less daunting than ‘Right, I need that report by 3pm today.’

Well-publicised structures for communication with the wider school community should be implemented. This should include a meeting with parents to explain the learning and teaching details, particularly in primary schools.

b. Job Share Teachers/Partners

Job sharing needs to be based on mutual respect in order for it to be successful. Students can very quickly learn to play one teacher off against the other and therefore teachers should be guarded about allowing students to whinge about the other teacher. Setting shared guidelines and parameters before this becomes an issue is advisable.

For the job share situation to succeed, communication is one of the biggest issues. In any dealings with the partnership staff should not have to chase both partners up in order to convey any information. It should be assumed that if you tell one person some information regarding students, reports, grades, special events etc that it will be conveyed.

In particular, it is the job of each person to convey (through a communication book or by email for example) to their partner, information from any of the following scenarios:

- Staff meetings
- Stage or KLA grade/year meetings
- Staff briefings
- Discussion with coordinator or assistant principal concerning administration issues

Taking a communication book to the meetings in order to make notes may help.

To avoid issues arising partners should talk through the extra curricular activities they wish to be involved in prior to the commencement of the year.

In the classroom it may be wise to break the program down so that teachers are responsible for their own section of work. Partners should communicate discipline/pastoral problems to one another and strategies tried as a matter of priority.

It does help if teachers are prepared to come in for special events or for report time to discuss marks with their partner. The timeframe for extra-curricular activities, reports etc is crucial due to its impact on other staff.

Forward planning may highlight any problems about teacher strength and weaknesses and allow time to sort out solutions.

Teachers sharing the teaching have indicated they find it beneficial to spend a day together in the student vacation period to plan ahead for the following term.
5. Optimising the benefits of Job Sharing

5.1 Primary

A number of situations exist in Primary Schools where students have more than one teacher. Schools need to think creatively as to how they can best utilise their resources.

Paul Longobardi (Primary Principal)

I’d imagine that the concept of Job Sharing has become less of an issue for parents and students over more recent years. Such arrangements mean that a class will have two teachers facilitating the students’ learning.

The reality nowadays, is that many classes will have access to a number of teachers, apart from the additional support of School Assistants, trained parent volunteers and the School Counsellor.

These additional teachers will generally work with each class on a weekly basis and may include: Executive Relief teacher, Librarian, Creative Arts teacher/s (typically Music, Drama and/or Visual Arts), Enrichment Program teacher, Reading Recovery teacher, Special Education teacher. Also quite common, are stage-based groups (eg. ability groups) and modules (ie. children rotate between teachers who are in a particular Stage and a teacher will plan, teach and assess a particular KLA module).

Each of the teachers plays an integral role in planning, assessing learning, and reporting to parents. Each works in a collaborative manner with the class teacher/s so that progress and student needs are shared and met. One benefit of students experiencing a variety of teachers is that each teacher's style and methods will vary, which improves learning for more students. Students will witness different personalities, have access to increased levels of expertise or specialisation, develop relationships with other teachers and see that they can learn in different ways from different teacher models.

These benefits, however, can never diminish the vital role of the class teacher, who is ultimately responsible for their learning and care. The class teacher needs to develop and sustain clear communication with the students, other staff involved with the class and the parents. When there are two class teachers in a Job Sharing arrangement, the parents and students need to be encouraged rather than discouraged. The potentials are enormous.

The school would not take the decision to implement such an arrangement unless there was great confidence that the two teachers could combine to enhance learning. Dialogue with the parents, the teachers and school (Principal) will serve to strengthen the partnership, improve understanding, build belief and create a less complicated transition next time a Job Sharing arrangement was touted. All resources need to ensure that it succeeds, so it is seen favourably and part of normal school structure in the future.
5. Optimising the benefits of Job Sharing … continued

5.2 Secondary

Job sharing and part-time staff may over time come to form a significant portion of staffing in a secondary school. Timetabling, effective planning, and good communication will be critical to ensure quality learning and teaching.

Mark Baker (Secondary Principal)

Some Thoughts on Job Sharing at Holy Spirit College

Holy Spirit College is a comprehensive high school with some 890 students. The teaching number is 63.4 F.T.E. Like the rest of the Australian teaching population, the staff profile at Holy Spirit College exhibits the following trends:

- Staff gender ratio is about 2:1 female over male
- Age structure is maturing
- Many of the staff have significant family responsibilities which demand consideration to be given to finding a balance between the demands of work and home

In this context there has been an increasing desire by a significant number of staff to work either part time or in the context of a job share situation. In 2003 the College has five part-time teachers and ten staff sharing a proportion of their teaching load with a colleague (i.e., one true job share according to the CEO policy and four de facto job shares).

As principal my response to this growth in part time and shared employment has been positive. The school has benefited by retaining and attracting staff that would not be able to teach if the only employment option was full-time employment.

The guiding principle behind the acceptance of job share and part-time work has been the interests of the students. Staff sharing a teaching load must ensure that the quality of learning experiences delivered to students are equal to or better than that provided by a single full-time teacher.

Tailoring classes for a teacher who only wants to work on three days locks up the timetable. The philosophy at Holy Spirit College is that the school will not create a separate timetable for a teacher who only wants to work on three specific days. Instead, if the teacher is willing to share a load with someone that proposal will be considered and the teachers work out between themselves which days they will work.

The success of job share teaching, as judged by the satisfaction of the pupils, depends upon the compatibility of the staff involved and their ability to maintain effective communication. As principal I base my decision on whether to approve a proposed job share on these criteria.

- My judgement is that job sharing can in fact enhance the learning and teaching that takes place in a school by raising teacher morale
- Keeping effective teachers in school
- Promoting discussion about effective teaching

However, a judgement has to be made about the total number of job share and part-time positions that a school can approve before adversely affecting both quality staff communication or cohesion and the pastoral care provided to students.

At present I believe that Holy Spirit College has an appropriate mix of full-time, job share and part-time staff. This judgement is based upon interest of staff morale and student satisfaction.
6. Job Sharing – Teachers’ Perspectives

6.1 Judy Wilyman – Holy Spirit College

I feel fortunate to have had the opportunity to work at Holy Spirit College in a job share situation for the last 4 years. As a working mother of three young children I can highly recommend the benefits of job share.

Prior to the job share I worked as a permanent part time science teacher for six years trying to juggle childcare for different hours across a five-day week. Most childcare centres don’t operate on a flexible basis and therefore become an expensive option, defeating the purpose of part-time work. Some people have a good support network, which can relieve this, however for many, this doesn’t exist.

Job share enabled me to balance my work commitments with those of my family with time left over for myself. This is important in relieving the tensions and guilt experienced when the load is too high. Children benefit from a relaxed family environment where they are not being rushed from one venue to the next. This can be stressful to young children. I feel the benefits to my family life have been tremendous but also to the school as well. The school benefits by getting twice the amount of energy and creativity for the price of one. We are able to arrive for our classes fresher and more enthusiastic for our two or three days than if we were coming in five days of the week. Each of us has different talents that can be utilised by the school for extra curriculum activities.

Students experience different teaching styles and with good communication and support for each other the job share can be very effective. We have aimed to give the students continuity in the topics we teach and consistency with the running of the classroom and discipline. The best partnerships require goodwill and respect for each other’s interests when decisions are being made. Guidelines for the job share should be based on individual situations and should be discussed fully before the arrangement is agreed to. I have gained job satisfaction from this arrangement while still maintaining a mostly sane and happy household. It also means that when unexpected family events happen such as sickness we are still able to cope. By entering into job shares the schools will retain more experienced qualified staff members and hence provide a better service.
6. Teachers’ Perspectives … continued

6.2 Ann Conte – John Therry Catholic High

I am currently in my third year of a job share with Melinda Hynard at John Therry Catholic High School. I had been working as a casual teacher prior to this and thought that job share would offer the benefits of a regular income and set workdays. Melinda was already employed at the school with a 0.4 FTE position. We originally chose our days based on Melinda’s child care arrangements and the fact that neither one of us wanted to work Friday. Melinda works Monday and Tuesday, I work Wednesday and Thursday and we alternate the Fridays. We have found that more excursions, assemblies and sports carnivals for our own children fall on Friday and we manage to get to lots of them to play Mum.

Job share enables Melinda and I to be part of the school community and still be involved in the lives of our families in ways that full time teachers cannot. We frequently receive envious comments from colleagues when we say how we spend our days off. In a climate of aging teachers, a shortage of teachers and a predominately female profession, job share certainly seems a good option if you wish to work and spend time with your family or pursue other interests.

I have wondered how job share would affect the children in the class. My own child was a student in a primary job share class so I have seen it from the parental point of view and realise that if the teachers communicate well the children are very accepting. I also know that if you address the absentee note to the wrong teacher the message still gets through and no one is offended.

At the beginning of the year and at parent teacher interviews we emphasise to the students and their parents that we are one teacher. We have one desk, one diary and one mark book. We have often told our students and colleagues that we are one teacher and so we try to work together so they do not have to repeat themselves or wait until it’s the other person’s day. We follow up on discipline, return phone calls, make appointments for parent interviews and any issues that arise and plan for each other by booking library, videos etc. Letters can be sent to either person and the message will be passed on. On Wednesday I will check homework set by Melinda on Tuesday. Some assessment tasks are marked by Melinda some by me. Job share partners need to work out what talents and dislikes each person has and share the work equitably. We don’t get bogged down in how many minutes each person has face-to-face or who gets the best class most often. We have learned to leave certain tasks for the other person because they are better at it and to do certain things because the other hates it. We are not necessarily the same style of teacher but share a concern for the students that we teach and a desire to do the best we can for them.

One of the things that we find most important about job share is communication. Melinda and I have a diary in which our lesson details are written, a communication book to keep each other informed about what needs to be done and we talk on the phone a couple of times a week (sometimes a couple of times a day). In this way we do more work in job share than if we were working 0.5 each but we do have continuity of contact with the school. For example, if a variation of routine is announced at a staff meeting Melinda lets me know how I am affected – these changes do not always get passed on to part timers. Communication adds to our workload but our job share could not function without us keeping in touch.

Melinda has taken long service leave during which I have worked full time (but only for short periods). This has provided continuity for our classes and has made the taking of leave much easier. There are some school functions such as parent teacher nights and overnight camps where we both attend. These are a useful time for us to catch up in person and can provide an extra person for supervision.

Successful job share basically comes down to being reasonable, flexible and having good lines of communication. Our colleagues, coordinators and school executive provide great support, which helps Melinda and I to work together. For me job share offers an opportunity for regular work, keeping up to date with changes and also allows time for my family.
6. Teachers’ Perspectives ... continued

6.3 Narelle Nuttall – St Pius X Unanderra

In 1993, after having my first child I was fortunate enough to be given the opportunity to job share. This enabled me to have the best of both worlds i.e. to be a ‘stay at home’ mum for two days and still enjoy my teaching on the other three.

My initial partner (a teacher already in the school) and I approached our principal with the idea of ‘sharing’ a class. She wanted to return to University and also care for her teenage children doing the HSC, while I was at the other end of the scale wanting to care for my new baby. Armed with as many advantages as possible and the promise of communication, dual responsibility and minimum inconvenience to office staff, we were granted twelve months trial.

Now ten years, two different schools and four job share partners later, I think what a great experience it has been not only for me but for my students as well.

Students of job share classes have the advantage of having two motivated teachers within the one week. As my own enthusiasm began to deteriorate by a Wednesday afternoon my partner would arrive bright-eyed and busy-tailed Thursday morning ready to fill her two days with all the exciting work she had planned and programmed for, not one minute of the day was wasted.

At first parents were hesitant – “how will this affect my child?” – they all wanted to know. However, once they realised the way job share works, how intense the working week is and how accessible we both were to discuss issues, their concerns were soon allayed.

Sick days were few and far between because you always felt you could struggle through your two or three working days, however, you may not battle through a whole week. If one of us was away we would try and take the other’s day to avoid a casual being brought into the class, so again precious time was not wasted.

All KLA’s were shared - respective to the days we worked, thus relieving the pressures of programming. Our English block was continued throughout the week by both of us, as was Religious Education. Maths was divided – I did Space and Numeration while my partner covered Measurement. I did HSIE and CAPA while my partner covered Science/Tech, PDH. RFF was also shared evenly as was the stress of organising assembly items or Christmas and Easter presentations.

During reporting and assessment time all tasks were shared, therefore the burden of thirty reports, thirty portfolios and thirty parent/teacher interviews was less stressful.

I have always shared with teachers whom I have trusted and known well; we were always there to support each other. We have had similar teaching styles and disciplinary techniques. Children have always known where they stood with each one of us.

Our lines of communication were excellent so we always knew what was going on even on days we weren’t at school. This was done via a diary and the occasional phone call. Our diary entries were very extensive, covering everything from the child who forgot their lunch, or needs to move seats, to what meeting is on at what time. It is a crucial factor to the success of job share and means we both take ownership of the class.

My job share experience has been a fantastic way for me to enjoy the two things I love, i.e. being a mum and being a teacher. I have learnt so much from my job share partners over the years and I know the students have benefited too with having two relaxed, enthusiastic teachers instead of one overworked, stressed one!

I thank the principals who have given us this opportunity, who could see the importance of job share and the benefits it has for schools, staff and students.
6. Teachers’ Perspectives ... continued

6.4 Kathie D'Souza and Michelle Masterson - Nazareth Catholic Primary Shellharbour City

Kathie's story

After 4 years of working for the CEO as their LOTE/Indonesian itinerant teacher, it was time to return to the classroom. As I had two young children at home I was not keen to return to fulltime work, 3 days was what I had been working so that was my preference. I took a job share position on Year 2 at Nazareth, Shellharbour City.

I work Monday to Wednesday and my partner finishes the week. We share the teaching of RE, Literacy and Numeracy between us and have divided the responsibility of the other KLA's. We communicate via email, phone, a communications log kept with the program and a weekly face-to-face meeting on Wednesday afternoons, as Michelle is working in our Library on this day.

Job share for me has been a positive experience, as it has allowed me a more equal balance between family and work commitments. Our arrangement is flexible in that if one or other of us is unable to work on our nominated day (due to illness or a family commitment) we are able to do a swap, which frees casual teachers for other classes. I find I am fresher and more able to cope with the normal pressures and workloads of school life, our students have the advantage of building a relationship with two teachers who are exposing them to different teaching styles but the same expectations for behaviour and work.

Prior to working together on this job share Michelle and I had never met, which could have caused difficulties. However, having a supportive principal and grade partner, as well as open communication, co-operation and consistency with classroom management has made it successful thus far! At this stage in my life job share is an opportunity I hope to continue on a permanent basis.

Michelle's thoughts

I believe that with the right people job sharing achieves optimum teaching. I have been fortunate in my two years of job sharing to have developed a strong relationship with both my partners. Although our ideas might sometimes vary, we have shared many common goals.

There are many benefits to job sharing, not the least being that the children have two energised and positive teachers for the entire week. We are able to draw on each other’s strengths so that the children benefit from our combined skills.

There is also the benefit that the children don't slip through the cracks, that one of us will see when a child is struggling, or indeed needs extension, and are able to alert the other person. The children also benefit from having things explained differently which caters for different learning styles. We have found that the children will respond to one of us better than the other and a rapport can be developed.

My own child has been part of a job-share class and we found this to be one of the best years she ever experienced during the past six years of schooling.

After all these positives it only seems fitting to mention the benefits to my own family life. The balance I can achieve between home and work gives me the best of both worlds.
6. Teachers’ Perspectives … continued

6.5 Marianne Fetterplace - St Patrick’s College, Campbelltown (pages 12 - 15)

Introduction

I was approached to job share at St Patrick’s College Campbelltown in 1989 by John Winchester, who was the principal of the school at that time. I had worked there full-time from 1982 to 1986, and, after the birth of my son had worked casually (1 day per week) in 1988. He expressed a desire to hold on to his experienced female staff and, as well as setting up a crèche, job sharing was another way to achieve this. I have a Bachelor of Education (PDHPE and History) and also completed a Diploma in Catechetics from Aquinas Academy in my first year of teaching. This is my 16th year in a job share arrangement and I am now with my fourth partner. I was Assistant RE Coordinator from 1991 to 1994 and have been the Assistant HSIE Coordinator since 1997.

Reasons for job sharing

In 1986 I had no intention of returning to a full-time position. However in the time at home I found I missed the vocation of teaching – the dynamics of the classroom, its stimulation and gratification. Casual teaching did not fulfil these aspects, although I was prepared to continue because the vocation of motherhood was more important to me. Thus, when I was offered the option to job share, it seemed perfect – a chance to establish rapport and continuity in the school environment and a chance to spend time at home too. Now my children are both at school, job sharing gives me the chance to be a part of their schooling (reading, attending liturgies, sporting commitments). It also allows me to pursue my interests outside of teaching.

Arrangements for job sharing

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PARTNER</th>
<th>TEACHING LOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989 - 1990</td>
<td>Margaret Glynn</td>
<td>Yr 7 – 10 Religion</td>
</tr>
<tr>
<td></td>
<td>Music major</td>
<td>Yr 9 – Music</td>
</tr>
<tr>
<td></td>
<td>English/History majors</td>
<td>Studies of Religion 1U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modern History</td>
</tr>
<tr>
<td>1995 - 1999</td>
<td>Therese Barrington</td>
<td>Junior Religion</td>
</tr>
<tr>
<td></td>
<td>English major</td>
<td>Studies of Religion 1U &amp; 2U</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modern History</td>
</tr>
<tr>
<td>2000 - 2004</td>
<td>Kathie Fetterplace</td>
<td>Junior Religion</td>
</tr>
<tr>
<td></td>
<td>History major</td>
<td>Junior History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modern History</td>
</tr>
</tbody>
</table>

Negotiating the teaching load

The proportion of the load has been a matter negotiated yearly with the principal. Mostly, I have worked a five-day fortnight (0.5 FTE) but, at times I have taken a 0.6 or 0.4 load. This year I worked full-time for 7 weeks because my partner was on leave. Conversely, she will work full-time whilst I am on long service leave in Term three.
How my partners and I determined our days of work has depended on differing factors each time:

- child care facilities
- timetabling equity – trying to assure a fair distribution of lessons according to load (a 0.5 FTE load should aim to have an equal amount of lessons)
- allocation to one or both partners for promotional positions
- days we would prefer not to work. At times, only the child care issue can be considered and the other factors remain for some kind of compromise with each other (see problems and solutions)

**Dividing the teaching load**

Two main options are available to job sharers when deciding how they will teach their courses

1. Dividing each course into topics – we worked with this option until 1993 when we were asked to teach a senior class. The advantage of this system is the lessened need for communication about classroom teaching (still not diminishing the need for consultation on pastoral care matters). Thus one is mainly accountable to oneself and it is possible to teach in isolation from each other.

   There are several disadvantages to this option. Firstly, it can be burdensome for the students who may (depending on your communication) be set more than a usual amount of homework and assessment for the course. Secondly, students may become confused about what work to bring on what day (any excuse for avoidance!). Thirdly, for students the course does not have any continuity so themes and issues are often difficult for them to perceive. Fourthly, some subjects and courses are unable to be segmented due to chronological patterns (History) or prior acquisition of skills before content (PE).

2. Teaching a course in the order of the program – this is the method I prefer because it projects the teachers as a team. The way we presently organise this is to take responsibility for 3 courses each. This involves setting lesson work and handouts (which may follow or deviate from the program according to judgement of the students’ needs), assessment tasks and marking criteria for those courses. Thus we only have to concentrate on half the amount although we teach the entire load. Usually marking is alternated with each task, thereby giving students (and us) broader perspectives on their ability and strategies to improve. Students simply have a continuous course with some variety in style and personality at the front of the class.

Some have raised the issue of job sharing as a possible disadvantage for senior students in particular. However responses from students in the past and present have expressed appreciation of the two different perspectives they have gained, pointing out that each teacher had strengths and weaknesses complimenting each other, or saw a wider range of strengths and weaknesses in their work. In terms of consistency with marking, in the HSC the students have two markers and with job sharing they feel that two perspectives in the classroom put them in an advantageous position.

**Job sharing and promotional positions**

As mentioned previously, I have had two roles as assistant co-ordinator in my time as a job sharer, one in Religious Education and one presently in HSIE.

Both these roles have entailed emphasis on curriculum. My negotiated role in HSIE has been as leader/facilitator mainly in the History area. Thus, program writing, staff development (in the classroom and outside the school), assessment scheduling and task construction, reporting and student management in History classes all fall under my jurisdiction.

The decision to accept a promotional position is also one to forgo any free time at school for one’s own marking and preparation. The demands of the job require consistent liaison with the History staff (meeting in teams according to the year groups we teach) and the HSIE co-ordinator, all of which must be done at school. This decision must also be one that does not penalise my job share partner in any way. At times, the timetable allocation for this promotional position has fallen on the days my partner is working and, where a change of days was not possible, we came to other arrangements. For example, she would assume responsibility for four of the six classes or take extra marking. In this way it freed me to assume my coordinating duties well enough at school without disadvantaging my job share partner who had extra free periods to take up the slack.
Important considerations in the selection of job share partners

1. Communication

The most important element in making the arrangement work is communication because both partners need to talk about and be satisfied they are taking and receiving their “fair share” of marking, preparation and pastoral care responsibilities. Also, both partners need to present a united front when challenged by students and sometimes staff. This communication may be achieved in different ways.

Firstly, regular contact in some form is essential. My job share partners and I have always recorded important information in a book, which is the first item, read when arriving to school. This book contains a summary of issues and observations from each class as well as general administrative business.

Secondly, a folder is taken to each class with the term calendar of what we are up to, the program and handouts required for the week (at least). Thus, I can pick up the folder and know exactly where the class is up to and where to go from there. This prevents panic at times when you haven’t been at school for 3 days and you have a full day of teaching ahead of you!

Thirdly, phone contact is made at times, especially when dealing with more urgent or detailed pastoral and administrative problems.

2. Similar areas of expertise

It is very difficult to teach subjects outside your area of expertise. My first job share partner was music trained and this made music lessons very difficult for me, despite her encouragement and practical help. Qualifications within the fields of humanities, sciences or the arts enable a smoother combination for the teachers and the timetablers.

3. Similar expectations of students

In my experience it is essential to have similar expectations of the students regarding both their behaviour and their workload. This is not to say that the styles of teaching need to be similar – observing differences is one of the most interesting aspects of job sharing but students shouldn’t perceive one teacher to be less rigorous than the other.

4. Organisation and accountability

In order for the shared process to flow smoothly, there is a need for more organisation and accountability than is required by a full time teacher. As partners it is necessary to know where to pick up from each other in the interest of quality teaching for the students. Thus programs have to be in order well in advance of teaching them, as do handouts or equipment or video bookings. There is still a need for flexibility when required but it is almost a moral obligation not to leave your partner stranded for a lesson.

5. Respect for alternate ways of teaching

Job sharing exposes both partners to different techniques of teaching, learning and pastoral care in a more intimate way than those in control of their own classes all the time. There is a need to accept that your own way is not always the right one and through observance and communication this can be a very positive form of professional development.
### The benefits of job sharing

<table>
<thead>
<tr>
<th>BENEFIT FOR THE JOB SHARER</th>
<th>BENEFITS FOR THE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The satisfaction of being able to balance the working life with the home life</td>
<td>1. Two employees who choose to work because of its (job sharing) options, not because it is a choice of all or nothing</td>
</tr>
<tr>
<td>2. High morale and enthusiasm because of the self-value experienced in both environments. As each teaching week begins it provides variety from the lifestyle at home</td>
<td>2. Two employees who are fresh and enthusiastic ready to be able to concentrate all their time on work because their family commitments can be diverted to days off</td>
</tr>
</tbody>
</table>
| 3. The flexibility it provides in the working week -  
  - choice of days to work  
  - the opportunity to take leave without the worry of disruption to classes (if your partner is able to fill in)  
  - chances to attend more professional development outside school | 3. Less absenteeism because appointments can be made on days off. Also, there tends to be less sick days because work fatigue is not a factor and if you only have to work two days in a row (for example) in most cases you can hold out until a day off. |
| 4. The professional development that comes through team teaching – the organisational skills, as well as teaching technique, pastoral care strategies and marking methods | 4. The asset of two professionals working together to improve their own teaching and the benefits to students of gaining different (and many times similar) perspectives on their work and behaviour |

In summary, job sharing has kept me in the teaching profession for 22 years. It has stopped me having to choose between my career and motherhood because as a full time employee I know I couldn’t have done both (this is not to say that many can’t). I have never become disenchanted with either vocation and I enjoy teaching more than ever. My four job share partners have all taught me so much in different ways and it is an enriching experience sharing ideas, observations and decisions with these other professionals. The flexibility the job has given me has allowed me to travel to Russia and complete day H.S.C. marking without too much disruption to school schedules. With a fresh outlook on events in the classroom and the staffroom each week I find it easier to make wiser judgements.

For the school, job sharing provides the opportunity to maintain experienced female staff through their childbearing years. The benefits of twice the amount of energy are considerable to staff and students. The possible flexibility in terms of sickness and leave provides the students with continuity and the administration with fewer staffing problems. Finally, the asset of two professionals working together to improve their own teaching results in benefits to students who gain different perspectives on their strengths and weaknesses, as well as a variety in teaching styles.
6. Teachers’ Perspectives … continued

6.6 Jacinta McNamara – Holy Spirit College

During 2003 I have taken on a permanent part-time teaching position of 0.6 FTE in the English department. This position has a number of advantages including:

Personal

- A set timetable so that I know exactly what times and days I need to be available for work. This is much easier to manage than casual work
- Being at the one school rather than casually over a number of different schools
- Remuneration is on a regular basis and it is wonderful having paid holidays
- The casual pay rate only goes to a maximum of Step 8. When I left full time teaching my pay was on ST1/Step 13. Effectively casual teaching was a backward step in pay. With part time teaching I am back to ST1/Step 13 pay scale
- With less time at school I am able to complete some study as well and I am finishing off my M.Ed.
- I am available to spend more time with my children and attend some of their school liturgies and assemblies

Professional

- As I have the same classes each day I am much better equipped to get to know individual students and work with them
- I now have access to professional development, which was not available to me when I was doing casual teaching
- I have my own desk, my own pigeon hole and feel as though I am a welcome member of the school community
- I have been able to access better information in my KLAs particularly on the new syllabuses that are being released
6. Teachers’ Perspectives ... continued

6.7 Michelle Rodwell and Jan Cleal – Holy Spirit College

We (Michelle Rodwell and Jan Cleal) have been job sharing PDHPE for the past four years at Holy Spirit College – we were the first to job share at the College. We both had children at the same time and decided that in coming back to work we would like to work part time, but for set days.

In secondary schools, due to timetabling difficulties for part time teachers it could mean that we may have to be at school every day, defeating the purpose of part time work. Job sharing means that the timetable is done for one position and the two people sharing the position split the days. This benefits the school for timetabling purposes and at the same time ensures that the job sharers have set days at school. The Principal Mr Mark Baker has been very proactive and supportive of job share, leading the way for other principals in the Diocese, and we would like to thank him for that.

Job sharing for us has been nothing but a positive experience and we would highly recommend it to anyone. It has worked so well because we both have similar work ethics and philosophy of teaching and, most importantly have confidence in each other’s teaching ability. We have very similar teaching styles and both strive to achieve the best results for our students. We are prepared to help each other and we bounce ideas off each other re teaching techniques, information and resources and management strategies.

It is important that both teachers are committed to the job share situation. We always ensure that if one is away at a sporting event, camp or retreat, or on long service leave that the other person takes their place at school. The advantages being the classes do not get casual teachers and the teacher away does not have to set work for their classes. When one is ill and unable to work, the other will do her very best to cover (provided a casual is called in). Our senior class last year would have only seen a teacher other than ourselves a maximum of 5 times in the 2 years (and this was only because the classes were being covered internally, which is out of our control), a major advantage for our classes.

In teaching Junior PDHPE we always try to split the classes so one person does the theory and the other the practical component. In the senior classes we teach different cores. We selected the cores based on our expertise and interests – another advantage to the students. In the event we have to teach an option together we will split the Focus Questions and then the Dot Points, saving communication time and confusion with the students.

Communication is imperative in job share. We share a Teachers Chronicle, which is left on the desk, so it is possible to see what has been taught in the situation of shared junior practical classes or health classes. We also either email each other on a weekly basis or alternatively talk on the telephone, ensuring that we know what is happening in the school and information about classes (behaviour and information taught) and from communication meetings.

When deciding on different classroom management techniques we make sure that we discuss them and both apply them. Then students are not able to play one off against the other. We will discuss the best way to get results from individual students, improving their results. The students enjoy and realise the benefits of job share. We have more time and energy for our classes resulting in more feedback (twice the amount) and availability – this is especially so for the senior classes. This has been reflected by the outstanding HSC results that we have achieved over the years that we have job shared.

The College benefits from two teachers involvement in extracurricular activities – for the cost of one teacher. We both attend discos and parent/teacher interviews, coach sporting teams and help with the organisation of school athletics and swimming carnivals. We have also found that we do not tend to take as much sick leave. If there is a number of PDHPE staff absent, we always offer to work a casual day, ensuring smooth running of classes covered. This benefits the school and the students.

With the demands placed on teaching, especially seniors, we see the major advantages of job sharing are that we have a balance of family and work. It has allowed us a greater flexibility in the way we spend our time. We feel we have the best of both worlds, doing something we enjoy - teaching and spending time with our children (family). We know that we get the best results possible from our students and that we are more committed to teaching because job sharing enables us time to give to our families as well as to the students. It has also allowed a great friendship to develop.
Decisions, decisions!

Having to choose between career and family is an outmoded concept these days but how do we find the right balance between the two? Most of us know that depends on whether your employer has emerged out of the dark ages of unfriendly family practices.

Those employers reticent to extend job share opportunities or offer flexible work arrangements will find themselves increasingly ignored by a new generation of teachers looking to stay in the profession but needing support to stay if they have a family.

The alternative is for employers to see younger teachers desert a career they have spent time, money and passion developing, only to find their replacement costs far outweigh what it would cost to keep them in the school through flexible arrangements.

New ‘job sharer’ and English and Drama teacher Salli-Anne Earngey returned to Lithgow's La Salle College after maternity leave this year in a move supported by Bathurst CEO.

Here Salli-Anne reveals to *Newsmonth* why job share offers the perfect ‘guilt free’ solution and has meant the beginning of a new professional and personal era.

See Salli-Anne’s story on the following page ...
After the initial settling in week one or two at the beginning of the year, when some students and parents were less than enthusiastic about having two teachers rather than one, I think it's fair to say students are realising the benefits. They get twice the amount of feedback and energy and quite different view points, which can only be to their advantage. On a professional level, I have more time to prepare and mark. I'm not doing so much face to face so when I'm at work I feel I can give 100 percent. I'm not tearing myself away from family commitments.

Feminism, with all respect, has given us so many choices. Women now feel like they have to be great mothers, successful professionals, fabulous entertainers and dutiful community volunteers etc so wherever you are as a woman you feel guilty. If you're at home you feel guilty because you're not out working. If you're at work you feel like you should be at home. Job share allows you to feel guilt free wherever you are - that you're doing the best you can as a mother and professional. Plus, I didn't want to be out of the workforce for too long. I've spent so much energy and commitment developing my career to abandon it and I don't believe women should have to abandon their careers just because they have chosen to also be mothers.

If you're contemplating job sharing I'd recommend researching how much support exists within your school or college. Find out if there are people who would job share with you that you trust and then go for it. The process of applying is easy. You let your CEO know you're interested and approach your principal to find a replacement. I was lucky because I knew and trusted my replacement. It's vital both job share parties respect and support each other so that you present a united front when students or others question the approach the other person has taken. To be honest it's been most professionally enriching. I feel like I'm doing prac again. My job share partner comes from another generation and has an entirely different approach. I have learnt so much from her.

I've come to appreciate some of her opinions, which previously I may not have been so open to. I think she's probably learning different things from me too. I can't stress the importance of communication though, the success of the partnership hinges on it.

If I was to sum up my job share experience I'd say it's given me greater stimulation professionally, more flexibility and a sense of control over the direction of my life. I also feel I have more patience, energy and time for prep and marking so my lessons are better. I think the students benefit as a result and, to be honest, I feel I'm a better teacher this year than ever before because I'm not being torn in two directions.
7. **Job Sharing - The Student Perspective**

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### MY TEACHERS IN YEAR THREE

In Year Three I had three teachers. For the first two terms I had Miss A and for the last two terms I had two teachers. They were Mrs B on Monday, Tuesday and Wednesday and Miss C on Thursday and Friday.

… sometimes both teachers would do things differently but I thought it was O.K. … they were both nice and they were always communicating, so that one teacher would know what the other was doing.

Sometimes one teacher wasn’t able to make it so the other would fill in.

_By a student in Year 4_

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### STUDENT CONSULTATION IN A DIOCESAN SECONDARY SCHOOL

During 2003 the Student Representative Council (SRC) met and discussed their views on teachers _Job Sharing_. Generally they accepted the necessity of the _Job Sharing_ and felt that they were not disadvantaged in any way.

Their perception of good _Job Sharing_ differed markedly from staff view points. The students felt that _Job Sharing_ arrangements were good when there was good communication between the teachers, a clear division of duties and that one teacher did not denigrate or criticise the other teacher in any way.

The students even went so far as to offer suggestions for optimising some _Job Sharing_ situations, such as having a common discipline plan for each class.
8. **Job Sharing – The Parent Perspective …**

… even those who embrace the idea … acknowledge that splitting a classroom between two teachers works well only with the right combination of teachers and a buy-in from an informed group of parents.

Kindergarten parents just haven’t been in the system long enough to say “Oh this will be fine.” It’s hard for parents to have confidence in two teachers.

“I can’t say enough good things about this,” said a parent who said her son loves having two teachers. “For me, having two professional, caring adults in your kid’s life is a good thing. And halfway through the week, someone comes in revitalised.”

“Because the teachers handle it so well, the kids handle it well.”
Considering the challenges

Planning to effectively address the challenges and optimise the benefits

Tips for success
10. Attitudes to more Flexible Work Arrangement and Adjustment to the Change

[FLEXIBLE WORK ARRANGEMENTS

Organisational barriers – assumptions and attitudes

Research conducted in the mid-1990s amongst line managers of flexible workers, identified the following common assumptions:

- work is not as important to those who opt for flexible working as other aspects of their lives;
- flexible workers are not career minded and are uninterested in personal development;
- flexible workers are less willing to get involved in organisational life and are less committed.

However, a contrasting picture emerged from discussions with flexible workers themselves. They described themselves as:

- having different perspectives on flexibility from those of managers;
- needing support from managers and colleagues to make flexible work arrangements work;
- wanting to be challenged at work, but needing challenges to be balanced so that they reflect the actual time spent at work;
- needing to be kept “in the know” in order to perform at their optimum;
- wanting to be invested in, with opportunities for growth.

Despite some positive change in assumptions since this earlier research, more recent research indicates that managers are still generally uncomfortable with the concept of flexible working, often because of the difficulties associated with managing performance.

Individual barriers

Factors that can affect whether individuals seek out flexible work arrangements, particularly amongst professionals, include what impact a request to work flexibly might have on their longer-term career prospects. Some people are still unwilling to raise their need for flexible work, and also some remain out of the workforce because they do not believe the employer will be able to accommodate their specific flexibility needs.

The function of management and leadership

In order for the more flexible working arrangements to be as effective as possible, the changing work arrangements need to be accompanied by parallel changes in people-management practices.

In the area of career management, for example, if there are genuine concerns about future career prospects as a result of opting to work more flexibly, then this concern needs to be discussed with staff at the time when they are considering making a request to work more flexibly.

The newer more flexible working practices call for a different way of thinking about careers. Some new ways of thinking about careers have been emerging in recent times. Instead of careers being perceived purely as positions in a hierarchy, alternate ways of thinking about careers have been emerging, such as, the boundaryless career and lifestyle career models.

In practice, individuals do not make decisions about their work career in isolation. Instead, there are other factors that can influence career decisions, such as family situation, health, learning needs and financial circumstances.
11. Recognising and Addressing Concerns for School Leadership

Job sharing may raise a number of concerns for managers or school leadership. The majority of concerns can be minimised if they are dealt with at the time of appointing job sharing partners. Issues that may be of concerns are as follows:

- **There are two people to manage rather than one**
  Technically this is correct. However it is more easily managed if both job sharers and the manager have a clear understanding of their duties and responsibilities and there are clear, open lines of communication between the parties.

- **A reluctance to allow staff in senior positions the opportunity for job sharing**
  A position needs to be carefully assessed to determine suitability for job sharing. The criteria centre on the duties and responsibilities of the job, suitability for job sharing and the suitability of the proposed job sharers.

- **The maintenance/continuity of quality learning and teaching for students**
  Leadership needs to be confident that the parties are professionally committed to this. Need to also ensure that excellent communication exists between the job sharers, so that the service is as seamless as possible. Also need to ensure that the way the partnership operates and the way learning and teaching is provided will be discussed and clearly communicated to those involved, including the students and their parents.

- **The need to reorganise school procedures to recognise job sharers**
  The school may face similar problems with respect to part-time staff. It is important to ensure that both job sharing and part-time staff are given the opportunity to be involved in school/CEO activities. For example, the school may need to consider such things as the timing of staff meetings, including scheduling meetings on a rotating basis to ensure that both job sharers have an opportunity to attend. Consideration should also be given to developing strategies that ensure job sharing and part-time staff have input into school activities, making the most of each job sharer's strengths.

- **Dealing with review/appraisal of performance and work effectiveness**
  There is a need to review work effectiveness with job sharers, both separately and as a team. This may require additional work on the part of leadership. However if the job expectations are clear, this process should not require a great deal of additional work.

- **How much job sharing in a school is sustainable?**
  This is something that will be subject to ongoing review. However, we do know that job sharing is most successful and sustainable where:
  - It demonstrates a positive contribution to quality learning and teaching for students
  - It is shown to have mutual benefits for the school and for staff
  - There is a shared responsibility to effectively address the challenges that are associated with flexible work practices.
12. If Job Sharing is Your Solution – Overall Planning of What Needs to be Addressed

Prior to commencement

- Work effectiveness:
  1. How is your effectiveness currently considered?
  2. Will this still work in your new situation?
  3. What new measures might help you manage and ensure effectiveness?

- Your Opportunities to Contribute:
  o How can you ensure that you continue to have opportunities to contribute to school developments?
  o Will you be perceived as less committed and as contributing less to the school? How can you manage this situation?

- Cost/Benefit:
  o What are the costs and benefits of this job sharing solution in both financial and non-financial terms?

- If you are Managing others who Report to You:
  o How could you go about coordinating the shared management?
  o What extra skills and resources might you need?

- Managing Relationships with Others:
  o What adjustments will others have to make as a result of your new arrangement?
    - Will it cause more work or inconvenience?
    - Do you anticipate any resentment from others?
    - How should this be addressed?
  o How can you ensure that communication needs are met?
  o How can you gain acceptance and support from:
    - Your peers;
    - Students and parents; and
    - Those who report to you?

- Identify the issues that would need resolving; generate a range of strategies to address these issues.
- Consider ways that the job could be organised and the work done to better meet the school needs and staff needs.
- Consider issues of development (including access to training) and promotion opportunities.
- Find out what the potential occupational health and safety issues are.
- Establish specific performance measures/objectives for the individuals and the partnership.
- Establish appropriate communication processes, ensuring no one is left out
- Address technology or accommodation issues (eg. Intranet and remote IT access, shared equipment for job shares, …, …).

Following commencement

- Consult with relevant staff on a regular basis to resolve issues as they arise.
- Negotiate and resolve any conflicts on the basis of mutual benefit and in terms of the guiding principles.
- Consult with school leadership (and if necessary with CEO staff) and seek their assistance to solve any problems and mediate conflicts.
- Schedule regular review sessions, both for the partnership and with school leadership, to assess how the arrangements are working.
- Carefully examine the workload and periodically discuss as appropriate.
- Be sensitive to workload creep, in which part-time employees assume full-time responsibilities in a reduced time schedule.

Review after a period (eg, a term, half year, year)

- Use a confidential feedback process for the job sharing staff and their leadership to reflect on the job sharing arrangements and on leadership’s ability to manage the job sharing arrangement.
- Assess specific flexibility training needs for relevant staff.
- Consider technology and accommodation issues.
- Survey those who receive the service to determine their perception of the impact job sharing is having. (Consider what is the best way to gain genuine feedback from the students and parents.)
- Check that individual and shared responsibility for quality learning and teaching have been achieved.
13. Issues for discussion between the Job Sharers and their School Leadership

There are a number of issues that should be discussed between the job sharers and their employer, and agreed to before the commencement of the job sharing arrangement.

- **Responsibilities**
  When designing the job sharing arrangement, consideration must be given to how the duties involved can be split between the job sharers. The two most common ways duties can be divided are by either splitting or sharing responsibilities.
  - **Shared responsibilities**
    This is the most common arrangement in schools, where both sharers would be expected to perform the full range of duties, with the duties split only by the time each sharer is at work.
  - **Split responsibilities**
    Split responsibilities however may be appropriate for duties split around some projects, subjects or groups. The school needs to be satisfied that standards of learning and teaching can be maintained under job sharing arrangements.

- **Scheduling**
  The scheduling of the arrangement (ie. who works when) needs to be set out before the commencement of the arrangement. There are many options potentially available to schools and people considering job sharing.

- **Communication**
  Channels of communication need to be set up between the job sharers, school leadership and others involved such as colleagues. Where there is shared responsibility then consideration should be given to developing and maintaining a “handover process” to allow job sharers to keep each other up to date with what is occurring in their respective fields of work. Handover arrangements could be assisted with a “communication book” for outstanding matters and matters pertinent to ongoing management and to care of students.

- **Relief arrangements**
  The usual range of options for relief may be used, although the sharers may provide relief for each other. The plan should be agreed at the start of the job sharing arrangement, including mutual consent and appropriate advance notice where the job sharers agree to provide relief for each other. In the case of sick leave, for example, it may be possible for the other sharer to cover the absence. However, this would be dependent upon the sharers agreeing to this arrangement. Both the job sharers and their managers need to understand what is required of them in the job sharing arrangement.

- **Training and career development opportunities**
  Job sharers, as with other part-time employees, need to be included in the school’s professional development planning. It is important that other career development opportunities, such as acting in higher duties and visible roles in the school, are offered to job sharers on the same basis as employees generally.

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**PLANNING – Need to address:**

1. What is required in the job and how it will be split
2. Time allocation of the arrangement
3. Responsibilities for each partner
   - 3.1. programming
   - 3.2. assessment
   - 3.3. reports
   - 3.4. pastoral care
   - 3.5. excursions, …
   - 3.6. meetings
   - 3.7. staff days
   - 3.8. other …
4. Agreed procedures on the behaviour management of students
5. Agreed procedures on communication protocols for job share partners with -
   - Partner
   - Leadership & colleagues
   - Students
   - Parents
6. Availability to relieve the partner
7. Other …
14. **Job sharing – Challenges and practical TIPS for addressing these**

**Job Sharing problems/challenges**

- The greatest challenge in job sharing is in providing a suitable partner. Where incompatibility of job sharers arises, the arrangement can fall apart
- Higher overheads (e.g., training costs, equipment) may be incurred as a result of having 2 persons in one position
- Leadership may resist the idea, seeing it as increasing their supervisory and staff management responsibilities
- Parent concerns regarding the number of teachers sharing a class and the impact this may have on the quality of the education and care of their child
- Equitable work loads
- Compatibility of teaching style and organisation
- Timetabling in secondary schools

**Key implications considerations of the problems/challenges**

- In choosing suitable job sharing partners, it is critical that the 2 people are able to work together without competing. For this, it is important that –
  - they have similar work style and work ethics, and /or
  - their differences (e.g., in terms of work style) might complement each other and combine well to facilitate quality learning and teaching.
- Communication between the partners and with leadership, colleagues, students and parents is extremely important to keep informed and to avoid confusion. It is important to establish an efficient system of information exchange. The job sharing arrangement should factor in –
  - coordinating forward planning, and
  - hand-over arrangements to hand over outstanding tasks and brief each other on the latest news and developments.
- Clear job and performance goals should be set for the job sharing partners so that each partner’s contribution to the job can be objectively reviewed and assessed.

**Practical Tips**

1. **Tips for the Individual**

   **Selecting a partner**

   Choose a partner with whom you:
   - have common work interests, or perhaps styles that complement one another
   - share similar attitudes about work
   - are able to co-operate and communicate
   - have compatible combinations of skills, experience and personalities.
Making it work

- Thrash out the sharing arrangements before getting started.
- Work out good open communication patterns.
- Develop a clear division of the workload on a time and or task basis.
- Work out a time schedule that suits both the job sharers and the job itself.
- Liaise and consult regularly with the partner if the tasks overlap.
- Make important decisions in consultation with each other.
- Ensure fellow workers are kept informed of work practices that impact on them.
- Work out satisfactory arrangements with the leadership and keep leadership informed and involved in decision making.

Applying for a position or for a round of job sharing

- If you are interested in a position, contact the school/employer and discuss the possibility of a job share arrangement and be prepared to present the benefits of the arrangement. You may consider contacting the school leadership or Employee Services for the names of other staff interested in job sharing.
- When applying for a position you should address the selection criteria as an individual who is expressing an interest in job sharing with your partner. You will need to show you meet the selection criteria for the position before being able to be considered for job sharing.
- Draw attention to the strengths of each partner.
- Select referees who can support your application for job sharing.

2. Tips for the employer

Advertising positions and selecting staff for the future

- Consider reviewing vacant positions to determine suitability for job sharing.
- If positions are determined suitable for job sharing, consider whether to indicate this in the text of the advertisement.
- Ensure that applicants for a job sharing arrangement meet all the essential criteria and are eligible for short listing.
- Consider the strengths of the job sharing team in comparing them with other applicants.
- Consider which issues relating to such things as leave arrangements and work practices need to be resolved either during the selection process or at the commencement of the appointment.
- It is suggested that potential job sharers also be interviewed together. This will give an opportunity to see how the individuals of the team relate to each other. Questions may still be directed to individuals. If deemed necessary, individual interviews may be conducted.
- If some other type of skill testing forms part of the interview process both members of the team should be required to undertake this testing.
- Reference checks should be made on each individual of the job sharing team. If possible, obtain a reference from a previous job sharing arrangement in which the individuals participated.

Managing a job sharing arrangement

- In conjunction with the job sharers, set out clear guidelines and parameters as to how the arrangement is to operate with respect to leave, work practices, areas of responsibility, communication with other staff and parents, etc.
- Communicate the proposed arrangement with other staff, parents and students.
- Highlight (eg, in newsletters, information forums) occasionally the benefits of students having access in their learning to a variety of staff (eg. Library, P.E., Music, stage modules, School Assistants, relieving teachers and job share situations)
- Arrange appropriate accommodation, furniture, etc., ensuring that each individual has some "private" space such as, staff pigeonhole, filing cabinet or drawers.
- Review the arrangement on a regular basis.
Teachers Sharing Teaching

15.

Worksheets
15.1 Teachers Sharing Teaching - Scenarios

a) Student & classroom issue
Ms Brown and Mrs Smith share the teaching of Class (a). During class, a student in Class (a) says to Ms Brown – *Mrs Smith said to do it a different way.*

b) Parent issue
Mrs Wong and Mrs Jones share the teaching of Class (b). Jamie Strong is a student in Class (b). Mr Strong tells the school –

i) *I’m worried about Jamie’s progress this year* - and

ii) *I don’t know who to take it up with* - and

iii) *I think part of Jamie’s problem is that Jamie has 2 teachers.*

c) Organisational issue
Mrs Pearce and Mrs Bay share the teaching of Class (c). It’s Mrs Pearce’s day to work. The Coordinator says to Mrs Pearce–

*Teachers knew the report comments were due in last Monday and there are deadlines to meet. Where are the report comments for Class (c)?*

Consider each scenario - (a), (b) & (c):

<table>
<thead>
<tr>
<th>What issues does the scenario raise?</th>
<th>Tips for handling this!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15.2 Teachers Sharing Teaching - Practical Strategies

Brainstorm -

What can I/we put in place in the beginning (keep in mind students, parents, colleagues, partner)?

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How can I/we deal with problems that arise (keep in mind students, parents, colleagues, partner)?

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Some points to inform Parents

Preparing a written resource for parents to address some typical questions.

My child has teachers who share a job

1. When would teachers be sharing the teaching for my child?
   A.

2. How are the teaching roles divided up?
   A.

3. How will these arrangements work?
   A.

4. How will this arrangement be as beneficial as possible for my child?
   A.

5. How will the school ensure good educational outcomes for my child?
   A.

Other things to tell parents in a written notice or brochure at the beginning of the school year:
These questions frequently asked by teachers who are job sharing serve as a basis for discussion amongst teachers and school leadership.

Q.1 Are both job share partners required to attend Staff Development Days?

Q.2 Do both teachers attend on the first day of the school year?

Q.3 Will I be remunerated to attend school for staff development days if this is not normally my day?

Q.4 Who is required to attend scheduled school parent teacher interviews?

Q.5 I would like to watch my son perform at assembly at his school. May I swap days with my job share partner if she/he is available?

Q.6 It is my day this Monday. My partner’s name is on an after-school bus duty/detention. Is it my job to take her place?

Q.7 My job share partner coaches a sporting team and will be absent next Tuesday at a carnival. I have been asked to replace her for the day. Who prepares the work?

Q.8 Am I expected to replace my job share partner when he/she is absent?

Q.9 My job share partner wants to increase her load. I am happy with the current arrangement. Does she have a right to expect me to change?

Q.10 I attend the Monday staff meetings. Is it my job to let my partner know what happens?
Part time work is Australia’s unique solution to the work life balance dilemma, but it does not open career or training paths. That’s the view of Heather Ridout, Deputy Chief Executive of the Australian Industry Group. Addressing the Macquarie Graduate School of Management’s 15th annual Women, Management and Employment Relations Conference in Sydney last week Ridout said that the demands on women were increasing rather than dissipating and urged women to pursue strong leadership roles.

Ridout said that enlightened workplace approaches, public policies and community attitudes were important, but that women themselves had to be resourceful, energetic and ambitious.

A public policy response to the work life balance should focus on issues such as market distortions in the female labour market, engaging women more fully in paid work, giving leadership to the rest of the community and setting rules to give women a fair go in the workplace.

In addition, however, women had to be committed to succeeding in the world of paid work while juggling family pressures. These women needed partners who were willing to split the load in relation to family responsibilities. It was irritating, said Ridout, that women’s income was seen as secondary income. With around 50% of all marriages ending in divorce it was more important than ever for women to be self-sufficient.

Ridout said the Australian Industry Group … would also acknowledge that from an employer perspective there was much to be gained from continued workforce participation by parents.

However, while acknowledging the need for companies to be open to family friendly approaches in order to attract and retain the most competent workers, Ridout was adamant that women who were committed to succeeding in the corporate word would not be able to make use of them for more that a limited time around childbirth and while children were very young. At the end of the day, she said, one cannot be a part time manager.

*These are the views of Heather Ridout, Deputy Chief Executive, Australian Industry Group.*
16.

Reflections
16.1 TIPS - from "The Little Book of Balance" by Kerry Fallon Horgan

**Tip One:**
Treat yourself the way you want others to treat you.

**Tip Two:**
Achieving balance is a continuous process of developing the conditions in which the human spirit thrives.

**Tip Three:**
Happiness depends upon our attitude. This is something we can choose, something that is within our power to influence.

**Tip Four:**
When change outside of your control is negatively impacting your life, focus and act on the things you can influence. This can keep you empowered and reduces the stress that such change can engender.

**Tip Five:**
Do you ever feel unbelievably stressed and out of control, when something unforeseen happens and you drop all the balls you were trying to juggle? At these times, even the most flexible people can become more controlling. They try to control the people around them becoming evermore critical and demanding. The key is to take charge of ourselves not of those around us. To break the behaviour patterns that bind us.

Start by spending at least 5 minutes a day breathing deeply in the fresh air, taking in nature, bringing your values to the fore. Give your body and mind a break from stress by stopping the negative self-talk and cultivating inner peace.

**Tip Six:**
The daily practice of focusing on our breathing begins the healthful calm - deeply breathe in calm, breathe out and relax.

**Tip Seven:**
Focus on the moment as often as possible. Mindfulness of the present, savouring the moment is truly living life.

- Really taste the food you eat.
- Hold a hug just a little longer.
- Marvel in the colour of the sky.
- Listen intently to the words 'I love you'.
- Enjoy the little things that people do for you.
- Stop to say thank you.

A great saying...
"Whatever you can do or dream you can - begin it. Boldness has genius, power and magic in it." -- Johann Wolfgang Von Goethe, from Simple Abundance by Sarah Ban Breathnach (Warner Books).

**Tip Eight:**
Loving others begins with the practice of love of self - giving ourselves time to care for our physical and emotional health, reflecting on our values.
"Time" by Marla Visser...

If I had a summer to give you, my mutilated psyche, maybe you could heal into oneness.
But always there are the things that pull me apart,
chewing up my ego, possessing my time and leaving me with one small question.
When do I get to be me?

Tip Nine:
Achieving balance means focusing on what you value in life.

So much precious time and energy can be wasted dwelling on the negative. Go through each day consciously. Stop the thoughts and actions that prevent you getting to where you want to go. Give your goals the positive affirmations they need to succeed.

Tip Ten:
You can only achieve your goals by taking action!

Start by writing a plan for what you want to achieve and how you are going to do it! Think about the various areas of your life - relationships, work, health and so on. What are your goals in each of these areas and what are you going to do each day, week or month to ensure you will achieve them? Put the actions in your diary or where you will see your plan daily. Regularly visualise yourself achieving your goals. Begin with readily achievable goals. Celebrate each success and build on each success to achieve your long-term plans.

"... it is only with infinitesimal change, changes so small that no one else even realises you're making them, that you have any hope for transformation." -- Tolstoy

Tip Eleven:
Achieving balance is a courageous process. As we begin to move into balance, the tension we feel or barriers we face may make us want to give up. Even the smallest change can create fear in ourselves or in others, wanting us to flee back to the safety of the familiar. But moving forward, finding the courage to continue the process, leads to the higher balance - toward achieving our human potential.

Great sayings:
"Man's main task in life is to give birth to himself" - Erich Fromm
"It is as hard to see one's self as to look backwards without turning around" - Thoreau
"The energy of our differences can produce a precious gift we could never have experienced alone" - Thomas Crum
"When we shed the burden of judgment, we quiet the turbulence of our internal dialogue" - Deepak Chopra

Tip Twelve:
Life balance is the pursuit of our potential - physical, intellectual, emotional and spiritual.

Tip Thirteen:
Time is our most precious commodity, not the material things we constantly strive to gain. Giving time to ourselves is vital for physical and emotional health. Giving time to others, doing what they enjoy, is vital to the health of our relationships.

Tip Fourteen:
As the song goes "You've got to have friends". Cherish and treasure your friendships. The more you nurture your friendships the deeper and more supportive they become.
16.2 Reflection - by Oscar Romero

The master builder and the worker

It helps now and then to step back
And take the long view.
The kingdom is not only beyond our efforts,
It is even beyond our vision.
We accomplish in our lifetime only a tiny fraction
Of the magnificent enterprise that is God’s work.
Nothing we do is complete, which is another way of saying
That the kingdom always lies beyond us.
No statement says all that could be said,
No prayer fully expresses our faith,
No confession brings perfection,
No pastoral visit brings wholeness.
No program accomplishes the Church’s mission,
No set of goals and objectives includes everything.

This is what we are about
We plant the seed that one day will grow.
We water the seeds already planted,
Knowing that they hold future promise.

We lay foundations that will need further development,
We provide yeast that produces effects
Far beyond our capabilities.

We cannot do everything,
And there is a sense of liberation in realising that.
This enables us to do something,
And to do it very well.
It may be incomplete, but it is a beginning,
A step along the way,
An opportunity for the Lord’s grace to enter
And do the rest.
We may never see the end results,
But that is the difference between
The master builder and the worker.

We are workers, not master builders,
Ministers not Messiahs.
We are prophets of a future not our own.

AMEN
17. Related Websites …

Catholic Education Office, Diocese of Wollongong
- CEO Wollongong Website
  www.ceo.woll.catholic.edu.au
- INTRANET accessible to CEO staff
  www.ceowoll.catholic.edu.au

Catholic Commission for Employment Relations (CCER) NSW
www.ccer.catholic.org.au

Australian Workplace (Australian Government)
www.workplace.gov.au
Home : Workplace : Work and Family : Work and Family Initiatives

EOWA – Equal Opportunity for Women in the workplace Agency (Australian Government)
www.eowa.gov.au
- EOWA = Flexibility
  Home : Developing a Workplace Program : Six Steps To a Workplace Program : Step 4 :
  Women in Management Tools : Creating Flexible Work by Design

NSW Anti-Discrimination Board, Equal Employment Opportunity (EEO) and Affirmative Action (AA)

Independent Education Union (IEU)
www.ieu.org.au
  – Policy on Part Time and Job Share
  Home: Policies : Part Time and Job Share

Flexibility At Work (An Australian training and consulting service specialising in change and diversity management)
www.flexibility.com.au

Office of Employment Equity & Diversity, Public Employment Office
Premiers Department of New South Wales
  - “Success with flexible work practices”
Feedback for further development of the School Resource Kit

Teachers Sharing Teaching

1. What is helpful in the School Resource Kit?

2. What could be improved and how?

3. What additional material would you like to see included?

4. What further can you contribute to the School Resource Kit, eg –
   a. Some student and parent comments about job sharing
   b. Tips for successful job sharing
   c. Sample written communication to inform parents about the job sharing
   d. Other …

Any other comments:

Thank you
1.0 **Rationale: The Catholic Education Office (CEO) as Employer**

The Catholic School Community “focuses on the whole person whose dignity is respected and affirmed.” *Learning and Teaching in a Catholic School Community 2001*

As an employer the CEO recognises that work is an important part of the pursuit of meaning and fulfilment in life for all people, men and women alike and that people are vital contributors to the achievements of the Church’s mission. The protection and wellbeing of employees is a critically strategic objective which reflects on the Church’s credibility.

The CEO works from an awareness of the differences between man and woman in the workplace and is particularly mindful that many of the practices that promote participation and involvement of all employees will enrich our workplaces as places of best practice and contribute positively to the quality of learning and teaching. The Catholic Education Office is mindful of responding to the need to facilitate the employment of staff in schools particularly during important occasions in their lives such as the early years of child rearing, in later years such as prior to retirement or a career change, or at times when domestic responsibilities require a significant change in work related duties.

Catholic education exists to serve its students and their families. Policies and practices with respect to flexible work arrangements will be implemented having regard to student learning and teaching, against the ability of the school to function as a learning community and the intent of implementing arrangements that will work.

1.1 The CEO will develop and review policies regularly to ensure that work practices support the choices of families in their parental and working roles and ensure that all roles promote a sense of growth and development of individuals.

1.2 The CEO will support women and men with carer responsibilities in their family/caring aspirations and in their careers, and value the commitment and work performance of employees.

1.3 Catholic values, particularly the principles of pastoral care and social justice will underpin any flexible work arrangements policy for employees. To create a work place that is just, pastorally caring, effective and satisfying requires a collaborative relationship, based on a sharing of the mission of the church and individual responsibility.
2.0 Award Provisions

2.1 Employees whose place of work is the Catholic Education Office Wollongong will be entitled to the same conditions as are contained in the Award from which their contract of employment is referenced. That is, for employees on the Administrative Scale Levels 1 to 6, the conditions of the School Support Staff Award. For all other employees the conditions as per the Teacher (Country Diocese) Award will be applied.

2.2 The Awards specify particular circumstances within which carers leave may be taken. Where the Award entitlement is exhausted or does not apply, employees may apply to access other types of leave such as accrued long service leave, where an entitlement exists, or leave without pay.

2.3 The Awards contain entitlements to paid maternity and paternity leave and to an entitlement to a period of unpaid maternity leave to a twelve month maximum period (paid and unpaid leave inclusive). Requests for further twelve months leave without payment will be considered.

2.4 Many personal commitments that need to be addressed during work time will be covered by award provisions, such as sick leave and carer’s leave. Wherever possible beyond this, employees should endeavour to schedule appointments outside of work hours. In the circumstance that this may not be applicable employees may discuss with their Principal or Supervisor whether alternate arrangements can be made which minimise disruption to the school or workplace. These arrangements should not incur additional cost by way of casual relief costs.

2.5 Short term changes to working arrangements, for example a part-time employee changing work days for one week, may be accommodated at the discretion of the Principal or Supervisor. Such changes need to be recorded at the workplace but do not need to be advised to payroll. Any changes that may impact award conditions should be checked first with Employee Services.

3.0 Flexible Work Arrangements

As an employer the CEO supports flexible work practices, including flexible working hours, part-time work and job sharing wherever such arrangements can be supported having regard to the needs of the workplace and, in the school environment, the learning needs of the students.

Changes in working arrangements to increase flexibility are first discussed and agreed at the workplace and must then be approved by the CEO in order to ensure the arrangements have mutual benefit, represent fair and equitable practices, and comply with Industrial Awards and Agreements. All reasonable efforts will be made to facilitate access to flexible work or job sharing arrangements.
3.1 Temporary or Permanent Change of Employment Status

An employee who has been employed as a full-time employee must make application through their Supervisor or Principal of the school in which they are employed to have the status of their employment modified (permanently or temporarily) from a full-time equivalent to a part-time status. The various categories are detailed below:

3.1.1 Permanent part-time status – refers to an employee who has been employed on a permanent part-time basis (for example where a school has identified a role that requires less than a full-time load to complete) or where an employee who was employed on full-time status elects to relinquish that full-time status and to “permanently” work reduced hours. Ongoing part-time status is in all respects the same as full-time status except that entitlements are accrued pro-rata in accordance with the hours worked under the part-time contract.

3.1.2 Temporary part-time status – refers to an employee who for an agreed period of time will work less than the full-time work load. Normally this period will not extend beyond a two-year period as the employment status would usually become permanent part-time after two years because of award provisions relating to the employment of teachers and school support staff on temporary contracts.

3.2 Part-time Employment and Job Sharing

There are a number of roles within schools that are suitable for part-time employment (permanent or temporary) on a stand alone basis. These include some school support roles, executive relief and other roles that may from time to time be established at the school under their staffing allocation, such as literacy support. From time to time there will be additional positions over the staffing allocation arising from additional funding of a temporary nature.

It is also possible for a designated full-time role to be shared between two people. This can occur where either temporarily or on a permanent basis, two people work a part-time load equivalent to the full-time task.

3.2.1 A proposal for job sharing may arise where two teachers, usually being full-time teachers, wish to reduce their face to face teaching time. In such a job sharing arrangement the time to be worked by both teachers is to be regarded as one full-time position. Both teachers may wish to retain their entitlement to revert to full-time status and can do so by both changing to temporary part-time status for the specified period. These are the normal circumstances out of which the Principal and the Head of Cluster will consider supporting a proposal for job sharing, and submitting to Head of Employee Services for approval. Applications for job sharing are for one full school year and upon successful completion they may by agreement be extended for a second year.
3.2.2 Other circumstances may give rise to a proposal for a job sharing arrangement and the Principal and the Head of Cluster may consider these. Where an employee applies for temporary part-time status and no other employee is willing to job-share, it may be possible for the school to recruit a part-time employee on a temporary contract to share the position. Alternatively, attempts could be made to provide temporary moves for employees to facilitate requests for temporary part-time status, albeit from different schools. In all circumstances the approval of the Head of Cluster is required prior to submission to the Head of Employee Services as requests for temporary change of status require that the full-time role be held open for the specified period (one or two years).

3.2.3 In some circumstances two employees may request permanent part-time status to fulfill the requirements of a single position. In such instances there is no entitlement to revert to full-time status, and an employee in this position wishing to later change status would have to apply and be the successful candidate for an advertised full-time vacancy. The Principal and the Head of Cluster would consider requests for permanent part-time status prior to submission to the Head of Employee Services.

4.0 Application for Flexible Work Arrangement (including Job Sharing) involving a Temporary or Permanent Change of Employment Status

4.1 Prior to forwarding an application, staff seeking to change status and adopt different work arrangements must discuss their proposal with their Manager/Principal. For both teaching and non-teaching staff considering applying for a flexible work arrangements, there should first be dialogue regarding:

4.1.1 The nature of the position and consideration of the extent to which the arrangement will meet the outcomes required of the role, including for teaching staff the well being of the students and ongoing provision of quality learning and teaching;

4.1.2 The appropriate number of flexible work arrangements that the workplace can manage at any period of time, including within the school environment the ability to sustain a community of professionals in the school;
4.1.3 The need to include part-time employees in professional development planning and consideration of career development opportunities. In a job sharing arrangement, generally the job share partner at work attends the professional development and shares the learning with their partner; however, the job share partner is also welcome to seek to attend the professional development in their own time. Where training is compulsory it will be on a paid basis;

4.1.4 With respect to job sharing, the suitability and compatibility of the applicants;

4.1.5 The consideration of whether the implementation of the flexible work arrangement will incur an additional cost to the workplace;

4.1.6 How the arrangement will deliver the outcomes of the position and how this will be monitored and reviewed.

4.2 Any proposal to the Head of Employee Services seeking approval for a flexible arrangement must be set out in writing on the appropriate form and specify the way in which key aspects of the position will be performed and the arrangement will deliver the outcomes of the position. The relevant form - Application for Flexible Work Arrangement (including Job Sharing) – is available on the CEO Intra-net.

4.3 For teaching positions the Application for Flexible Work Arrangement must address the details of face to face teaching, organisation of programming and assessment procedures and reporting and the other duties, including playground supervisions and extras to be performed. These considerations may include completion of programs, setting and marking examinations and assessments, preparation of written school reports, attendance and strategies to be adopted at parent teacher meetings, and other liaison with parents. In secondary schools this also includes consideration of the cyclical presentation of classes.

4.4 For non-teaching positions the Application for Flexible Work Arrangement must address work flow and communication issues and detail how the arrangement will deliver the required outcomes of the position.

4.5 Where the Application for Flexible Work Arrangement involves job sharing it must also address how the job sharing partners will cooperate to carry out the position as one. For further detail refer to section 5 of this policy.
4.6 For those positions that involve also a supervisory &/or coordinating role the Application for Flexible Work Arrangement must address how the supervisory and/or coordinating requirements of the position will be met. For further detail refer to section 6 of this policy and the companion policy statement - Flexible Work Arrangements in Leadership Roles.

4.7 The Manager/Principal is to ensure these points have been addressed with staff seeking a change of status or a job sharing arrangement before submitting the Application for Flexible Work Arrangement for approval by the Head of Employee Services.

4.8 If there are a large number of applications priority will be given to those staff who are seeking to enter into a flexible work arrangement to meet carers’ responsibilities (e.g. care of children, sick relatives or other domestic concerns), then next priority will be given to those who can demonstrate that they are seeking to utilise the arrangement to assist in their professional development, and then next priority will be given to those who can demonstrate that a reduction in work load will be of benefit to them. Applications based on other reasons will be considered in the light of the above priorities.

4.9 The Application for Flexible Work Arrangement (including Job Sharing) must specify whether it is for a temporary or permanent change of employment status.

4.9.1 Generally a new work arrangement will initially be for a temporary change of status for a period of one full calendar or school year, whichever applies. This enables evaluation of the arrangement to occur. Under special circumstances longer periods will be considered.

4.9.2 Upon successful review the workplace/school may agree to submit a further application to extend the temporary work arrangement to a second year, if the Head of Employee Services and the employee/s concerned agree.

4.9.3 Otherwise, upon successful review the workplace/school may agree to submit a further application for a permanent flexible work arrangement, if the Head of Employee Services and the employee/s concerned agree.
4.10 Within a school environment staffing is generally arranged year to year, requiring that applications be considered the school year prior to the proposed change to enable classes and timetables to be planned ahead.

4.10.1 The Application for Flexible Work Arrangement (including Job Sharing) must be submitted to the Principal by the end of week 8 in term 3, and the Principal is to submit it to the Head of Employee Services by the end of week 1 in term 4.

4.10.2 Some positions may not have these constraints and may have greater flexibility for consideration such that in an emergency situation an application may be considered. In such cases an application must be submitted as soon as possible through the Manager/Principal for urgent consideration.

5.0 Job Sharing/Class Sharing

Prior to the lodgment of an application any proposal for job sharing must be discussed, considered and planned between the two staff members concerned and their manager/Principal. Teaching staff should use as a reference “Teachers Sharing Teaching: A School Resource”, available on the CEO Intra-net. All applications for job sharing are to be considered on the basis that:

5.1 The applicants accept and understand that the job sharing position is one position not two part-time positions;

5.2 There is evidence of the flexibility, reliability, communication skills, and initiative of the staff involved, as well, in the case of teachers, the teaching ability and suitability for the relevant grade or subjects;

5.3 There is evidence of how the arrangement will work in respect of consistency of delivering the outcomes of the position and evidence of how key aspects of the position will be performed, including:

5.3.1 Details that at least one job share partner attend staff and communication meetings, and indications of how the mechanisms for communication between the job share partners in relation to matters pertaining to the role and general school matters will operate;

5.3.2 Details of involvement and expectations of both job share partners in co-curricular activities, including retreats, camps, excursions etc;
5.3.3 Details of a process to resolve any difficulties that arise between the job share partners. Should difficulties arise the job share partners and their supervisor are advised to clarify outcomes and expectations. Occasionally job share partners may need to work together to resolve interpersonal issues and be aware the Manager/Principal is available to offer support in resolving difficulties as is the Employee Assistance Programme (EAP).

5.3.4 Details of the availability for each job share partner to replace the other job share partner in circumstances, for example, of sickness or involvement in a school activity. Participants need to understand that they may be approached regarding their availability to undertake casual relief in the event of their partner's unforeseen absence due to illness, or family leave, or foreseen absences such as attendance at an in-service. Generally the job share partner will be the first person approached to take up these responsibilities.

6.0 Job Sharing Arrangements in Promotion Positions

Some promotion positions are suitable for job sharing. Applications would be considered on a case by case basis to determine whether in all the circumstances it is reasonable to enter into such an arrangement.

The Principal and the Head of Cluster when assessing an application for such an arrangement must take into account:

6.1 The inherent requirements of the position;
6.2 The impact of such a proposal on the school, both for the management of staff and students;
6.3 The contribution such a position makes to the maintenance of the school community
6.4 The supervision of effective delivery of learning and teaching to students, and other matters identified in paragraphs 1 and 3 of this document.

Lastly the Principal and Head of Cluster must advise whether another arrangement other than job sharing may be more appropriate in balancing the needs of staff and the interests of the students, parents and the school community, as well as the good governance of the school.

The key principle is that the job sharing arrangement must not affect adversely the operation of the school. Where job sharing is approved it will be closely monitored for its impact on the school, students and the wider community. Applications for job sharing at Assistant Principal or Principal level require the approval of the Director of Schools.

Further details can be found in the companion policy statement - *Flexible Work Arrangements in Leadership Roles*. 
APPLICATION FOR FLEXIBLE WORK ARRANGEMENT
(INCLUDING JOB SHARING)

Applications are forwarded to
Head of Employee Services
Catholic Education Office
Locked Mail Bag 8802
WOLLONGONG NSW 2500

After discussion with and the support of ........................................ (Principal/Manager)
I/we submit my/our application to enter into a flexible work arrangement, involving:

☐ temporary change of employment status for the .................school year
OR
☐ permanent change of employment status to commence ........................................
[See section 4.9 “Generally a new work arrangement will initially be for a temporary change ...”]

I/we recognise the need to ensure that the effectiveness of the educational services is maintained and offer the following comments in relation to the requirements of the policy - Flexible Work Arrangements to Enhance Work/Life Balance [See section 4.].

☐ The application must specify the way in which key aspects of the position will be performed and the arrangement will deliver the outcomes of the position.

Listed below are various aspects that may be relevant in a flexible work arrangement
☐ The application must address all aspects that are relevant to the specific arrangement.
☐ Please tick below all relevant aspects and attach written details.

☐ 4.3 For a teaching position
Include details of face to face teaching, organisation of programming and assessment procedures and reporting and the other duties, including playground supervisions and extras to be performed.

☐ 4.4 For a non-teaching position
Include details of work flow and communication issues.

☐ 4.5 For a job sharing arrangement
The proposal for job sharing must be discussed, considered and planned between the two staff members and their Manager/Principal. Include details of how the partners will cooperate to carry out the position as one, covering points in section 5 of Flexible Work Arrangements to Enhance Work/Life Balance.

☐ 4.6 For a supervisory &/or coordinating role
Include details of how the supervisory and/or coordinating requirements of the position will be met.
See section 6 of Flexible Work Arrangements to Enhance Work/Life Balance policy and also the companion policy statement - Flexible Work Arrangements in Leadership Roles.

☐ 6.0 For a job sharing arrangement in a promotion position
Include details of how the inherent requirements of the promotion position will be met, with respect to the management of staff and students, the maintenance of the school community, as well as oversight of the delivery of the educational service.
With an application for a temporary flexible work arrangement, it is acknowledged that:

I. job sharing or another such temporary arrangement is only for one full school year and, upon successful completion they may by agreement be extended for a second year.

II. any extension must be by way of a fresh application.

III. job sharing arrangements normally do not last longer than two (2) years as the right to return to a permanent full time position is relinquished after two years and the employment status then becomes permanent part time.

IV. upon resignation, transfer, or promotion of one of the partners the job sharing arrangement ceases.

If job sharing - there are various ways that partners may join for a job sharing arrangement:

- **Option A**
  - We acknowledge the permanent staff members entering this job sharing arrangement are
    
    Name: .............................................................................................................................................
    
    Name: .............................................................................................................................................
    
    Please note the temporary position created by job share will need to be filled.
    
    Manager/Principal confirms they have discussed this Flexible Work Arrangement Application with the two members of staff and support their application.

- **Option B**
  - I have been unable to find a partner within the school for job sharing and I am willing to relocate for 12 months if a suitable job sharing arrangement is available at a nearby school.

- **Option C**
  - I request that consideration be given to recruiting a temporary part time employee to cover the balance of a job sharing arrangement.

Signatures

Cluster Head: ................................................................. Date: ........................................

Principal/Manager: .......................................................... Date: ........................................

Staff member: ........................................................................ Date: .................................

Staff member: ........................................................................ Date: .................................

APPROVED

Signature: .................................................................................................................................

Head of Employee Services
1.0 Introduction
The Catholic Education Office Wollongong has endorsed flexible work arrangements (including temporary, part-time and job sharing arrangements) as a key initiative in supporting employees and enhance work/life balance. Whilst many of the employees who take advantage of these arrangements do so for family reasons, increasingly we can expect that older employees may wish to take advantage of flexible work arrangements for purposes of care responsibilities or as part of a phased process to leave the workforce.

The adoption of such flexible work arrangements in Leadership Roles has not been widespread.

1.1 Leadership roles in our schools have an educational focus. This is the key, singular aspect that cannot be provided by an administrator. This means that all our leaders must be present for sufficient time each week to be present in the classroom and to coach teaching staff in methods of educational delivery and support.

1.2 Leadership roles in our schools have a relationship building focus that requires that they are sufficiently present to build relationships with the parent body, whether through availability to handle issues, discuss initiatives or to become familiar with student needs.

1.3 Some leadership roles, such as pastoral care support require that a leader be present for access by students and colleagues.

2.0 Flexibility

However, general workplace trends are emerging that support a broader availability of flexibility. Particularly with the advances in communications technology, some roles may now lend themselves to being adapted in ways that can allow working from home arrangements. With the newer means of communication that enable staff to access them on a needs basis, this may allow leaders to have some of the allocated work time to be arranged for working from home. Changes in technology are enabling changes in the workplace. For instance:
2.1 Face to face decisions made when persons work at the same site will increasingly be replaced by e-mail conversations which occur when they do not. Cameras located at workstations will enable conversations ranging from the formal to the informal to allow parties to the decision making to be “present” in the same place.

2.2 The use of computerized coaching and electronic mentoring technology will increasingly assist in developing employee learning and decision making processes.

2.3 Access to mobile phones increasingly allows employees to be contacted without having to be physically tied to the one location.

3.0 Coordinator Role

The preferred position of the CEO is that a substantive coordinator role be filled to the equivalent of 1 FTE. Job sharing by two employees at 0.5 FTE is the preferred method of introducing flexible work arrangements in these leadership roles.

However, from time to time, the preferred candidate for a coordinator role is an individual who is working on a temporary or permanent part-time arrangement. Arrangements of less than 0.8 FTE require the Principal to consult with the Head of Cluster. Generally there will be a minimum requirement of 0.7 FTE for consideration in a “stand-alone” promotion position. Payment in these arrangements will be on the basis of pro-rata time and allowance. The Principal will need to consider whether some aspects of the role will need to be restructured commensurate with the reduced time and allowance.

A coordinator working part-time 0.8 FTE or above are generally required to perform all duties associated with the coordinator role. If the following criteria are applied and endorsed by the Principal and the applicant as being applicable to the staff member, then the full coordinator time release and allowance will be applied.

3.1 Availability to be contacted on days not scheduled to work, should the need arise.

3.2 The staff member must be able to carry out the full range of responsibilities of the role.

3.3 The staff member must be able to engage in professional dialogue with their own colleagues as well as the school leadership team.

4.0 Part-time

Part-time leadership roles (that are not job sharing) will be contracted for an agreed period that will be determined through discussions with the applicant and the CEO. This arrangement will be reviewed annually to ensure the workload and delivery of outcomes is achieved satisfactorily. If outcomes cannot be achieved under the part time arrangement, the arrangement will not be extended. Please note that an arrangement should not be less than a twelve month period.
5.0 **Assistant Principal Role**

Job-share of two employees at 0.5 FTE is the preferred method of introducing flexible work arrangements in this role. This could occur in situations where two employees apply for a vacant Assistant Principal role and are selected as the “preferred candidate”. Candidates presenting for selection on this basis would be required to present detailed plans of how they would work together, communicate and ensure consistency of approach in this important leadership role. Such an arrangement would need to have the support, in the case of primary schools, of the Parish Priest. As with all leadership position appointments, the appointment is made by the Director and arrangements would be scrutinized to ensure that they are effective.

Alternatively an existing Assistant Principal may indicate a desire to reduce from a full time load to a part time role. This could occur for example due to illness, family circumstance or the approach of retirement. Any request from an existing Assistant Principal would be considered, and discussion would take account of the duration of the request and the extent to which the principal and parish priest support the arrangement. In the event of receiving a preliminary approval, a job sharing role would be advertised and final acceptance of the flexible work arrangement would be contingent upon the work plan being acceptable to the Director.

Refer also to the Catholic Education Office *Flexible Work Arrangements to Enhance Work/Life Balance* policy statement for further details in relation to making application for a flexible work arrangement.
1. What is the difference between part time work and job share?
A part-time teacher is engaged to work regular hours each week that are not more than 0.8 (0.9 in the Archdiocese of Canberra Goulburn) of normal hours for a full time employee. For support staff, a part-time position is less than 38 hours per week. Job share allows two employees to share one permanent position.

2. How does a job share work?
Job share assumes that each member of the partnership will have responsibility for all duties required of the position on the days on which they work. Job share may be achieved by the employment of a temporary employee for a set period of time to accommodate a short-term arrangement. Alternatively it may be achieved through the sharing of one position by two permanent employees.

3. How long can a job share last?
Job share may be accessed as a short-term arrangement (e.g. one or two years) whilst maintaining the right to return to a full-time position at the conclusion of the arrangement. Job share may continue in the long term but will usually necessitate an employee resigning their full-time employment status and accepting a permanent part-time position. Many successful job shares have continued for periods in excess of ten years.

4. Do I have an absolute right to work part-time or job share?
While there is no absolute right to work part-time or job share, the inclusion of Carer's Responsibilities in the NSW Anti-Discrimination Act from March 2001 and the increasing recognition of work/family balance by industrial and anti-discrimination tribunals have strengthened members' reasonable expectations to be able to negotiate part-time or job share employment on a short or long term basis. The Australian Catholic Commission For Employment Relations document Work Life Balance supports such flexible work practices. The IEU has been successful in negotiating polices and procedures with most diocesan employers and with some independent schools. There are also clauses in most awards covering early childhood teachers.

Part-time / job share should be equally available to female and male employees with family / carer responsibilities. Other reasons for seeking flexible work arrangements may include illness or disability, study commitments and the desire to work part-time leading up to retirement. Other than possible Disability Discrimination Act provisions, these do not have the same legislative coverage as for carers' responsibilities.

5. How do I apply to work part-time or job share?
Depending on the arrangements that exist in your school or centre, written applications would normally be addressed in the first instance to your Principal/Director. This may then be forwarded to the relevant system/committee. Members who are unsure of the appropriate procedure in their workplace should contact the Union.
6. **What is the impact on my entitlements of working part-time /job share?**

Entitlements to sick leave, carer's leave and annual leave are calculated on a pro rata basis for part-time employees. Part-time work can impact adversely on Long Service Leave entitlements, with Long Service Leave being paid at the current rate of pay or the average over the last five years (whichever is highest). Members should contact the union if they are concerned about the effect of part-time employment on their long service leave or on any other entitlements.

7. **What is the impact of part-time work on progression up the salary scale for teachers?**

Progression occurs after you have reached a certain number of days teaching. In most schools this is approximately 204 days and in most long day care centres, 240 days. An employee working 0.5 of a full time load would therefore take two years to progress to the next level. Again, members should contact the union if they have inquiries about the details of progression while in part-time positions.

8. **What is the impact of maternity leave during the period of a job share arrangement?**

Most job share agreements state that a job share arrangement will terminate if one of the partners takes an extended period of leave. The remaining partner may be offered the full time position or another job share arrangement negotiated for the duration of the maternity leave. The partner who has taken maternity leave may be able to re-negotiate a return to the original job share or another suitable arrangement.

9. **Is there a limit to the number of job shares that can exist in a school/center?**

Although many Principals or Directors seek to limit the number of part-time or job share positions, an arbitrary limit is probably contrary to the Carer's Responsibilities provisions of the NSW Anti-Discrimination Act. Applications for flexible work arrangements should be considered on their merits.

10. **Can I be taken off a class and given other duties such as release from face to face or executive release teaching because I have requested to work part-time?**

While the Principal or Director generally has the right to allocate classes, applicants for part-time or job share arrangements should be treated in the same way as other staff and given duties commensurate with their qualifications, skills and experience. It may be discriminatory to deny part-time/job share staff the full range of professional roles and development opportunities.

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IEU members should contact the union to discuss work and family issues and for assistance in negotiating part-time, job share or other flexible employment arrangements.

For further information, phone (02) 9202 2600 or 1800 467943 or access the IEU website at [www.ieu.asn.au](http://www.ieu.asn.au)
Guidelines for Principals Considering a Job Share Proposal

These guidelines were prepared to assist school Principals in the event that they are asked to consider a job share proposal. Please be aware that these guidelines need to be adapted to suit the individual school and the individual situation.

Job sharing is an arrangement in which two persons share one full-time position and share responsibility for the accountabilities of the position. Job share does not include regular part-time employment or executive relief employment.

A Successful Job Share
Strong communications skills and trust between job-sharers and principals, and dependability are the most important qualities of good job share situations.

The characteristics of a successful job share include:

- Open, explicit, shared understanding of the arrangement by job share teachers, staff, principal and parents
- Strong leadership and flexibility on the part of the Principal
- Structured formal and informal methods of communication
- Regular reviews of the arrangement - formal appraisal

Principal's responsibilities

- Staff the school according to need and available resources.
- Take the leadership role in all negotiations relating to job sharing.
- Ensure that staff and parents are informed of the nature of particular arrangements.
- Ensure that the needs of the school and students will be met.
- Be satisfied that the employees concerned have a proven record of effective professional experience, possess a high degree of interpersonal skills, can work together in harmony, and are willing to accept the terms and conditions of the policy outlined in a letter of appointment.
- Inform the staff involved in a timely manner.

Teacher's responsibilities

- Organise a proposal for work arrangements in patterns that mutually convenient to the partner teachers and to the school.
- Develop formal structures for effective communication, opportunities arranged by partners for combined planning sharing.
- Assess and evaluate pupil progress and report accordingly to parents. This will be a joint responsibility of both partners and be undertaken as a cooperative task.
- Engage in professional development.
- Be available, if possible, to undertake casual relief in the event of their partner's absence, e.g. due to illness or attendance at inservice.
Staff not eligible
Job-sharing will require extra commitment, work and
Job share is not appropriate for the following:
- Teachers in evaluation for performance reasons
- Teachers in remediation or on probation
- Teachers taking long service leave in that year

Teachers to submit a formal job share proposal
Teachers need to address the following questions in light of the impact on the school community and the educational outcomes associated with their proposal.
1. Outline the formal and informal communication structures between teachers
2. The approach of each teacher to behaviour management
3. A written description of each teacher's teaching style and how each style will complement the student's learning
4. How to ensure the curriculum will be covered?
5. How will student assessment and parent teacher interviews be managed?
6. Parent information nights
7. Sick days/professional development days
8. Combined planning and sharing

The Principal may evaluate the proposal in terms of:
- Strengths of the proposal
- Weaknesses of the proposal
- Opportunities for the school
- Threats to the success of the job share

The Principal could also consider the following in assessing a job-share proposal.

Financial Considerations
- What is the likely cost impact of this proposal on the school
  - Sick days
  - Professional Development Days
  - Staff meetings
  - Sports Days
  - Other days/events they may be required on site
Impact on the School Community

- **Informing Parents**
  - Parent Information night
  - Protocol for managing parent complaints/concerns
  - Parent/Teacher Interviews
  - Sports Days
  - Students' Report Cards

- **Managing colleagues and other staff**
  - Will this proposal increase the workload on other staff members?
  - How will this arrangement affect timetabling/playground duties?

- **Impact on students**
  - Will the students’ learning be enhanced, or at least not disadvantaged, by this arrangement?
  - Are there any student's with special needs? How will this impact on them?
  - How will the students cope with the different teaching styles?

Communication Between Job Share Staff

- **Formal**
  - Communication book
  - Is the joint planning proposal adequate or does it need adjusting (weekly, monthly, once a term)?
  - Formal telephone calls
  - Email

- **Informal**
  - How will urgent/unexpected issues be communicated to each other?

Formal Review of Arrangement
The first year of any job-share should be considered a pilot. Teachers who jobshare may survey parents and students (each semester?) for critical feedback regarding the success of the program with special attention to communications, student needs, and consistency of expectations.

The principal may choose to evaluate the job share arrangement against the initial proposal -
- What have been the challenges, issues or problems?
- How have these been solved?
- What have been the positive aspects?
- What, if any, adjustments need to be made to the arrangement to ensure its continued success?

Discontinuing a Job Share
Job share does not always work successfully. The following occurrences may result in the job share arrangement being terminated:
- Teacher conflict
- Parent Dissatisfaction • Student Needs
- Annual Review