Relief from face to face teaching in primary schools

Memorandum to: principals, school education directors and regional directors
DN/11/00158

This memorandum replaces advice in the previous memoranda relating to relief from face to face teaching for primary teachers 86-078 (S.528), 87-281 (S.162) and 88-064 (S.036).

Relief from face to face teaching is provided in primary schools, primary departments of central schools and schools for specific purposes to support teachers in their classroom teaching role.

In each school, the Principal, after consultation with staff, is responsible for developing procedures for the use of release time and a timetable for the allocation of release time to teachers.

The questions and answers at Tab A have been provided to clarify the issues relating to relief from face to face teaching in these schools.

For further information please contact Anthony Hall on 02 9836 9029.

Peter Johnson
Director, staffing services
8 August 2011
1. **Who is responsible for determining the relief from face to face teaching (RFF) timetable?**

   The principal, in consultation with teaching staff, should determine the RFF teaching timetable.

2. **What factors should be considered in developing the release program to provide relief from face to face teaching?**

   Relief from face to face (RFF) teaching is an integral part of the school’s overall teaching and learning program. It is important that the RFF program is developed in consideration of the needs of all students and enables the continued delivery of an integrated curriculum.

   The RFF program is to be delivered using existing accommodation and human and physical resources.

   It is important that the school timetable provides teachers with release periods of meaningful duration.

   The class teacher and the teacher providing release should work in close consultation in planning and delivering the educational program. While the class teacher retains the overall responsibility, both teachers share responsibility for the assessment, reporting and other related duties in teaching the class. Clear communication of teachers’ roles and expectations is therefore important.

   RFF provides an opportunity for flexible resource allocation. Schools may, for example, allocate teachers with particular skills and interests in specialist areas of the curriculum to teach across a grade or the whole school.

3. **Which teachers are entitled to relief from face to face teaching?**

   Teachers who are entitled to RFF include:
   - permanent full-time and permanent part-time teachers
   - temporary full-time and temporary part-time teachers
   - casual full-time teachers who are teaching the same class continuously for five days or more
   - casual part-time teachers who are teaching a class on a regular and ongoing basis.

   The following categories of teachers are entitled to RFF:
   - teachers of:
     - Kindergarten to Year 6 classes;
     - preschool classes;
     - support classes.
   - teacher librarians
   - support teachers learning assistance
   - reading recovery teachers
• English as a second language teachers
• community language teachers
• relief from face to face teachers.

Executive teaching staff are entitled to the same release as classroom teachers. If a school has an enrolment of 505 or more students an additional 1.0 FTE will be provided to support executive release.

4. How much RFF does each teacher receive?

Full time teachers are entitled to two hours of relief from face to face teaching each week.

Part time teachers are entitled to the pro-rata equivalent of that of a full time teacher.

The following table shows the amount of relief a teacher should receive.

<table>
<thead>
<tr>
<th>Number of days worked each week</th>
<th>FTE work time</th>
<th>Relief from face to face teaching entitlement each week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.2</td>
<td>24 minutes</td>
</tr>
<tr>
<td>1.5</td>
<td>0.3</td>
<td>36 minutes</td>
</tr>
<tr>
<td>2</td>
<td>0.4</td>
<td>48 minutes</td>
</tr>
<tr>
<td>2.5</td>
<td>0.5</td>
<td>1 hour</td>
</tr>
<tr>
<td>3</td>
<td>0.6</td>
<td>1 hour 12 minutes</td>
</tr>
<tr>
<td>3.5</td>
<td>0.7</td>
<td>1 hour 24 minutes</td>
</tr>
<tr>
<td>4</td>
<td>0.8</td>
<td>1 hour 36 minutes</td>
</tr>
<tr>
<td>4.5</td>
<td>0.9</td>
<td>1 hour 48 minutes</td>
</tr>
<tr>
<td>5</td>
<td>1.0</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

5. Is the teacher providing the RFF teaching entitled to release?

Yes. The teacher is entitled to the pro-rata equivalent of release depending on whether they are full time or part time.

6. Is the school provided with an additional teacher entitlement to enable the provision of relief from face to face teaching?

Each school’s teacher staffing entitlement includes an allocation to provide RFF for classroom teachers.

As shown in the following table, the school’s teacher entitlement report includes an entitlement of 0.042 FTE (one hour per week) for each regular classroom teacher and 0.042 FTE (one hour per week) of relief from face to face teaching derived from a combination of the school’s part-time entitlement and the teacher librarian entitlement. (The table is an extract of the entitlement formula.)

When a school forms 22 classes the RFF entitlement increases by 0.126 FTE. This assumes that a full time teacher can deliver the RFF entitlement for the
school and includes two hours of RFF for that teacher as well as the 0.042 FTE for the additional class.

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Classroom teachers</th>
<th>RFF</th>
<th>Enrolment</th>
<th>Teacher value</th>
<th>P/T</th>
<th>T/L</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–25</td>
<td>1</td>
<td>0.042</td>
<td>1–25</td>
<td>1</td>
<td>0.084</td>
<td>0.084</td>
</tr>
<tr>
<td>26–47</td>
<td>2</td>
<td>0.084</td>
<td>26–47</td>
<td>2</td>
<td>0.168</td>
<td>0.084</td>
</tr>
<tr>
<td>48–51</td>
<td>2</td>
<td>0.084</td>
<td>48–51</td>
<td>2</td>
<td>0.168</td>
<td>0.168</td>
</tr>
<tr>
<td>130–138</td>
<td>6</td>
<td>0.252</td>
<td>130–138</td>
<td>6</td>
<td>0.300</td>
<td>0.200</td>
</tr>
<tr>
<td>139–155</td>
<td>6</td>
<td>0.252</td>
<td>139–155</td>
<td>6</td>
<td>0.300</td>
<td>0.400</td>
</tr>
</tbody>
</table>

156 and over based on formula: 
- $K \times 0.0513$
- $Y_1 \times 0.0435$
- $Y_2 \times 0.0400$
- $Y_3–6 \times 0.0333$
rounded up to next whole number (minimum of seven teachers)

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Classroom teachers</th>
<th>RFF</th>
<th>Enrolment</th>
<th>Teacher value</th>
<th>P/T</th>
<th>T/L</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>0.294</td>
<td></td>
<td>156 and over</td>
<td>7</td>
<td>0.300</td>
<td>0.400</td>
</tr>
<tr>
<td>8</td>
<td>0.336</td>
<td></td>
<td>based on formula: $K \times 0.0513$</td>
<td>8</td>
<td>0.300</td>
<td>0.400</td>
</tr>
<tr>
<td>21</td>
<td>0.882</td>
<td></td>
<td>$Y_1 \times 0.0435$</td>
<td>21</td>
<td>0.900</td>
<td>1.000</td>
</tr>
<tr>
<td>22</td>
<td>1.008</td>
<td></td>
<td>$Y_2 \times 0.0400$</td>
<td>22</td>
<td>0.900</td>
<td>1.000</td>
</tr>
<tr>
<td>23</td>
<td>1.050</td>
<td></td>
<td>$Y_3–6 \times 0.0333$</td>
<td>23</td>
<td>1.000</td>
<td>1.000</td>
</tr>
<tr>
<td>24</td>
<td>1.092</td>
<td></td>
<td>$SS \times 0.0333$</td>
<td>24</td>
<td>1.000</td>
<td>1.200</td>
</tr>
</tbody>
</table>

Teacher librarians, support teachers learning assistance, reading recovery teachers, English as a second language teachers and community language teachers need to allow RFF teaching within their weekly teaching timetable. No additional teacher entitlement is provided to the school for this purpose.

Teachers of support classes in regular schools are provided with a separate allocation to support the relief from face to face teaching.

7. **How can relief from face to face teaching be timetabled?**

Periods of relief should be allocated in portions of not less than half an hour at a time, and preferably in one hour portions, with the exception of that allocated to teachers working 0.2 FTE. Teachers who are working 0.2 FTE should be allocated their entitlement of 24 minutes at one time.

The timetable may be a weekly or fortnightly timetable.
8. Can RFF be accumulated by the teacher?

No. Relief from face to face teaching time should be used at the scheduled time as determined by the RFF teaching timetable.

9. Should relief from face to face teaching which is scheduled for a public holiday, variation to school routine or teacher absence be rescheduled to another time in the week?

No.

10. If a casual teacher is replacing an absent teacher for a period of less than a week how is the class teacher's RFF allocated?

The scheduled RFF teaching should proceed, with the casual teacher assigned to other duties as determined by the principal.

11. How may a teacher use the relief from face to face time?

Following consultation with the principal, it is appropriate for teachers to use RFF time for professional responsibilities, for example, to:

- develop resource materials for class or school use
- mark student work and assessment tasks
- document class and student programs
- participate in class, grade, team, stage and school planning
- counsel students
- liaise with parents
- develop and/or evaluate curriculum material
- liaise with other staff such as the teacher librarian, ESL teacher or school counsellor
- liaise with specialist support staff such as regional consultants or external agency staff
- liaise with the principal or the teacher’s supervisor
- undertake professional reading and/or research
- observe teaching in other classrooms, or
- for any other purpose which is consistent with their responsibilities as a teacher.

12. Can a teacher use their RFF time to arrive at work after the scheduled start of a school day, leave work before the scheduled completion time of the school day or leave the school during the school day?

No. A teacher who is released from class to access their RFF entitlement is considered to be on duty and should be available at the school to meet any professional responsibilities which may arise.
13. Do early career teachers get the same amount of relief from face to face teaching?

Each school is allocated an additional one hour per week to support each permanent (on probation) teacher in their first year of service.

14. Must a teacher who gains a position at a school based on the RFF entitlement remain as the RFF teacher?

No. The allocation of teachers to classes, RFF and other roles within the school is undertaken by the principal in consultation with the teaching staff in consideration of effective curriculum delivery, teachers’ professional development and the learning and development needs of students.