

Usero, Sheryl

From: Prowse, Fay on behalf of West, Damian
Sent: Friday, 31 March 2023 11:49 AM
To: #OIRWS Engagement
Cc: West, Damian; Ernst, Denise; Prowse, Fay; Farran, Richard; Wilson, Janet; Grice, Lowri
Subject: ACTPS Gender Equity Strategy (2023-2028) Consultation Draft - comments and feedback by 28 April 2023
Attachments: Consultation Draft_ Gender Equity Strategy FINAL.pdf; Attachment A_ACTPS Workforce Gender Equality Audit Report_FINAL.pdf; Attachment B_Guidance on Gender Action Plan Development_FINAL.pdf

Follow Up Flag: Follow up
Due By: Friday, 14 April 2023 8:00 AM
Flag Status: Flagged

Dear People Forum

As promised at the last People Forum meeting, I am pleased to share with you the *ACTPS Gender Equity Strategy (2023-2028) Consultation Draft* for your consideration and comment.

This consultation draft signifies our ongoing commitment to equal outcomes at work for people of all genders. Further, it marks an important milestone for the Service in meeting the Government's commitment in response to the ground-breaking [Respect@Work](#) Report.

ACTPS Gender Equity Evidence and Consultation Draft Development

This consultation draft has been informed by a rigorous evidence base. Subject matter experts from across The Office of Industrial Relations and Workforce Strategy, the Office for Women, and Office for LGBTIQ+ Affairs have contributed greatly during the development process.

Our research shows that while the ACTPS has strong workforce gender equality foundations, we also have unique challenges.

A summary of this research is presented for your review in the attached ACTPS Workforce Gender Equality Audit Report.

The consultation draft proposes three key focus areas for targeted gender equity activity. To enact the progress we need to see over the next five years, Key Performance Indicators (KPIs) and other metrics are included in the consultation draft.

In addition, directorates and other Public Sector Entities with workforces of over 100 people will be required to develop and implement Workforce Gender Action Plans. This is directly aligned to a specific commitment under the [Parliamentary and Governing Agreement for the 10th Legislative Assembly](#) (Executive Reform 2).

Draft Guidance (also for consultation) has been developed to assist Directorates to research and develop this material.

Consultation Process

I am seeking your close consideration and feedback on the consultation draft. In addition to any general observations, I specifically welcome your comments on the:

- The three key gender equity focus areas and comments on implementation within your directorate/ agency;

- Impact and achievability of KPIs on your directorate/ agency workforce; and
- Suitability of the draft guidance material on Workforce Gender Action Plans, and whether this is helpful – or what might be more helpful.

The consultation draft will also be shared with all subject matter experts that have supported the development of the consultation draft and associated research for their final commentary.

In order to meet timeframes for implementation of this strategy, I ask that your feedback is provided **no later than COB Friday 28 April 2023. If feedback is not received within this timeframe, it will be assumed that your directorate/agency supports the consultation draft in its current form.**

Please provide your feedback on the consultation draft through your directorate/ agency's Director-General and obtain their clearance.

Please provide your cleared feedback to: InclusionEmployment@act.gov.au **no later than COB Friday 28 April 2023.**

If you wish to discuss the consultation draft prior to supplying feedback, please reach out to:

- Richard.Farran@act.gov.au (Senior Director, Diverse and Inclusive Talent); AND/OR
- Lowri.Grice@act.gov.au (Director, Diverse and Inclusive Talent).

Alternatively, Executive Branch Manager ACTPS Centre for Leadership and Innovation, Janet Wilson Janet.wilson@act.gov.au would be happy to speak with you on this important workforce issue.

What next?

All comments and feedback will be fully considered by the Gender Equity Strategy Project Team. If threshold matters are raised, the team will reach out directly and organise a meeting to discuss the matters in more detail. Any changes will then be incorporated into the draft.

In April, the consultation draft will progress to the Joint Council for their consideration.

After the consultation draft has undergone further refinement, it will then be presented at Strategic Board for endorsement.

I would like to thank you in advance for your efforts to make the ACTPS an inclusion confident employer.

Regards

Dr Damian West PSM – Deputy Director-General
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ACT
Government

GENDER EQUITY STRATEGY

ACT PUBLIC SERVICE

Action for Equality: 2023-2028

CONSULTATION DRAFT

Executive Message

[sample draft comments – to be finalised]

This strategy is our vision and plan for advancing Gender Equity in the ACT Public Service (ACTPS).

The ACT Government is deeply committed to gender equality¹ and to being one of the [world's most welcoming and competitive cities](#). With a socially progressive agenda and a clear focus on economic growth and improving quality of life for all Canberrans, it is vital that the ACT Public Service strongly reflects gender equality within its workforce.

Our motivation and sense of purpose is aligned with national research and impetus. As Sex Discrimination Commissioner Kate Jenkins noted in her introduction to the hugely concerning and seminal [Respect@Work Report](#); "There is urgency for change. There is momentum for reform".

We want a future where people of all genders achieve equal outcomes: everyone can do their best work, drive their desired careers, and find their best balance working for the ACT Public Service.

This strategy's three core focus areas are evidence-based and tailored for our workforce needs. We will focus on: achieving consistent and proactively gender-safe workplace cultures; opening up gendered work types; and encouraging harmoniously balanced working and personal lives.

Action in these areas will make the biggest difference in the shortest time to gender equity across the ACTPS. The ACTPS Gender Equity Strategy is about breaking down the different barriers that affect people of all genders.

By doing this, our Service will create equitable workplaces where everybody belongs, and everyone's talent and hard work can shine equally brightly.

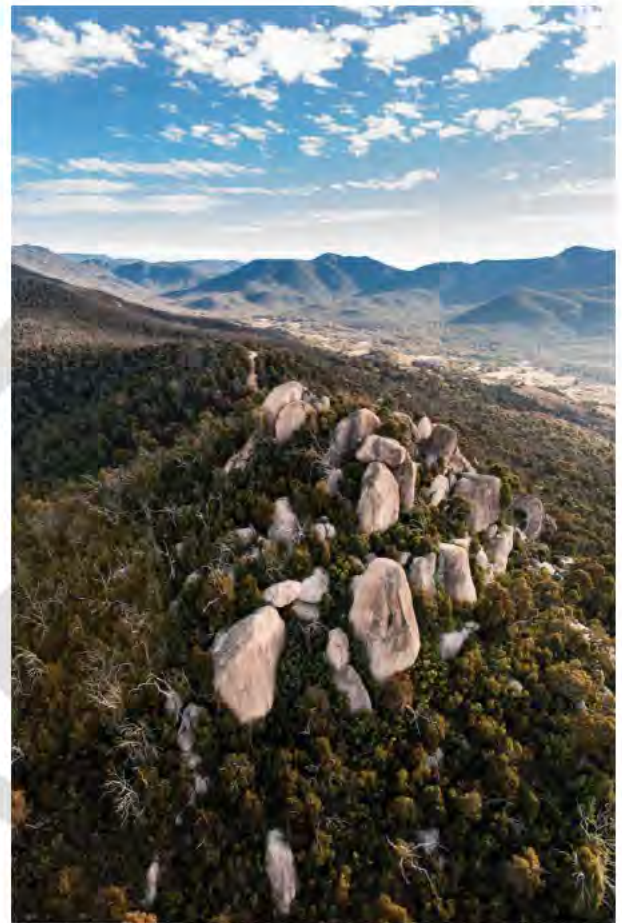


Figure 1: Other meaningful image to be sourced

Signed

Photo of endorsing
Exec/HOS

Definitions

Below is a glossary of key GENDER EQUITY terms used throughout this document.

Discrimination	Unjust or prejudicial treatment of people, on the grounds of a protected attribute such as age; race; or gender. Indirect discrimination is when a rule or policy that is the same for everyone has an unfair effect on people who share a protected attribute.
Diversity	The representation of people in our organisation (or in society) with distinctly different group affiliations of cultural significance. Diversity is a fact, based on recognised demographic groupings such as age, gender etc. (Cox 1993).
Equality	The quality or state of being equal- such as having the same rights, social status, power, voice, access to laws and public services and lifetime opportunities as other people.
Gender	A social and cultural concept that refers to the way a person lives and interacts with the world. It is about social and cultural differences in identity, expression and experience as a woman, man or non-binary person. Non-binary is an umbrella term used respectfully to describe gender identities that are not exclusively male or female. Gender experience describes a person's alignment with the sex recorded for them at birth i.e., a cis experience or a trans experience. The term 'cis' refers to a person who has reported that their gender is the same as their sex recorded at birth. The term 'trans' refers to a person who has reported that their gender is different to their sex recorded at birth. This document refers to women, and that word always includes trans women.
Gender Equity	The process of achieving equal outcomes for people of all genders. Gender Equity includes actions like implementing a strategy that includes measures of success and clearly defined outcomes. Equity recognises individual difference and provides different resources, support or opportunities to different people or groups opportunities to achieve a fair outcome.
Gender Pay Gap	A broad statistical measure that <u>compares women and men's average earnings</u> across an organisation or other group.
Incivility	Low-intensity anti-social behaviour with ambiguous intent to harm the target. Uncivil behaviours are characteristically rude and discourteous, displaying a lack of regard for others. Some people also use the term 'microaggression' when incivility is directed at a protected attribute.
Intersectionality	Other attributes that a person has (such as their age, race, faith, social background, level of education, disability, and sexual orientation) <u>that affect the degree to which they experience gender inequality</u> .
Respect	Respect in the ACTPS means treating others with the sensitivity, courtesy and understanding we would wish for ourselves, and recognising that everyone has something to offer.
Sex	An individual's sex is based upon their sex characteristics, such as their sex chromosomes, hormones, and reproductive organs. An individual's sex can change over the course of their lifetime and may differ from their sex recorded at birth. The term sex can also refer to a legal record, such as on an individual's birth certificate. A legal record of an individual's sex may, or may not align with their sex characteristics, and an individual's sex may be recorded differently on different legal documents.

For detailed definitions of other terms included in this strategy document, please refer to the ACTPS Inclusive Terminology Guide.

ACT Public Service Gender Equity: *Action for Equality*

Strategy Purpose and Context

Gender inequality existsⁱⁱ in Australia. It means “discrimination on the basis of sex or gender, causing one sex or gender to be **routinely privileged or prioritised** over another”ⁱⁱⁱ. Gender equality is a **fundamental human right**. To varying degrees, **all people are affected** by gender inequality.

Gender inequality is recognised as the primary underlying cause of violence against women and girls^{iv}. Non-binary people experience direct and indirect discrimination across their lives (social, legal, medical) due to pervasive binary concepts of gender in our society.

Stereotypes and rigid notions of masculinity harm men too; too often resulting in increased susceptibility to risk-taking behaviour and poorer global health and educational outcomes^v.

Not all people experience gender inequality in the same way. Different dimensions of identity, including race, geography, sexuality, and disability can intersect and influence individual experiences and outcomes at work.

Our vision is that people of all genders achieve equal outcomes: everyone can do their best work, drive their desired careers, and find their best balance working for the ACT Public Service.

The purpose of this strategy is to ensure that our Service achieves it.

This is not an easy mission. We are directly engaging with the structures and systems that perpetuate gender inequality in our society, that are deeply ingrained into each of our lives from childhood.

Our first steps will be to implement this strategy, with evidence-based priorities, measurable goals, and clearly defined outcomes over the next five years. This strategy is about equity – put simply, *taking action to achieve equal outcomes for people of all genders*.

Some of those actions will focus primarily on supporting the working lives of women and non-binary people.

It is important to remember that achieving gender equality is not just about ‘treating everyone the same’. Instead, *equity is ‘taking action to give people what they need now - so that everyone can achieve the same outcome in the long term’*. Figure 2 explains the concept of equity in a visual format.

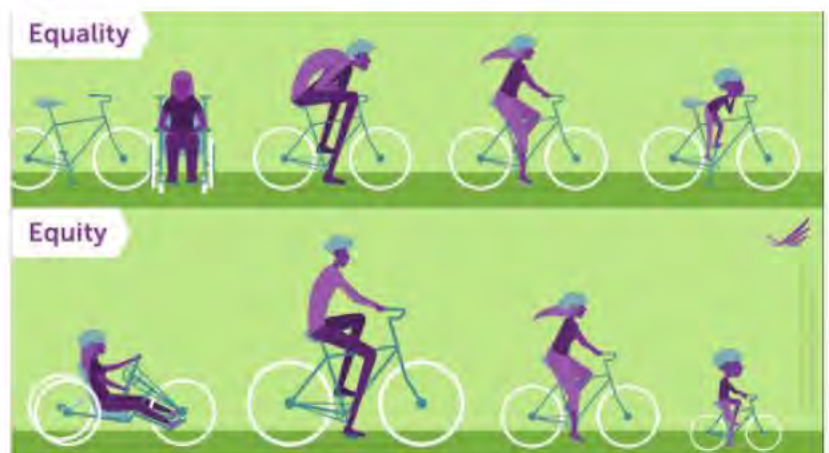


Figure 2: "Equity versus Equality". Image courtesy of Robert Wood Johnson Foundation

Why take action for Gender Equality in the ACTPS?

Our research showed that the ACTPS has strong gender equality foundations. We have collectively achieved a 0.1% Gender Pay Gap and strong gender diversity in senior leadership and Senior Executive Service roles.

Progressive industrial frameworks also support gender equality in the ACTPS. However, the ACTPS has unique challenges, and we need to take action to continue to move forward.

Our unique challenges stem from wider society

The pervasive influence of gender inequality in our society is still seen and, sometimes, experienced across the ACTPS workforce.

While the ACTPS has low levels of gendered violence and sexual harassment, taking a zero-tolerance stance means being proactive in this area.

Our research established that non-binary people had, on average, more negative experiences of inclusion, recognition and wellbeing than other genders. This needs to change – everyone should be safe to be themselves at work.

Societal undercurrents also steer the gender composition of much of the ACTPS workforce. Twenty-three of 29 ACTPS occupational classifications show workforce segregation along gender normative lines (ie: 95% of fire and rescue officers are male and 86% of nurses and midwives are women).

Workplace Gender Equality Agency (WGEA) [research](#) indicates that due to “entrenched occupational segregation”, Australian women and men are likely to experience the future of work differently.

Across Australia, and internationally, women are more likely to occupy roles with more routine tasks than men, [putting their jobs at](#)

[high risk of automation](#). Women continue to be [underrepresented in high-quality and well-remunerated STEM jobs](#) that are shaping the future of work.

Globally, evidence shows that women carry a [far higher unpaid workload than men](#) and it is adversely affecting [their careers, economic participation](#) and [mental health outcomes](#).

Our evidence mirrors this global trend. We found that women in the ACTPS were more likely to have a high perceived workload and be less satisfied with their work-life balance than men or non-binary people.

It is also apparent that this international challenge has been exacerbated by the COVID 19 pandemic and has [national implications for gender pay and superannuation gaps](#).

Further, gender inequality is [costing Australian Business around \\$1 billion](#) per week. Australia's current gender pay gap is [13.3 per cent](#)^{vi} and men are twice as likely to be in the top earning bracket. According to recent reporting by WGEA^{vii}, [every single industry in Australia has a gender pay gap that favours men](#). And this is driving poor socio-economic outcomes across our country.

While the ACTPS Gender Pay gap is at an all time low, we found evidence that women from CALD backgrounds and Aboriginal and Torres Strait Islander women earn less on average than the average male ACTPS salary.

It is widely recognised that intersectionality affects the way people of all genders experience gender inequality. The Gari Yala (Speak the Truth) Gendered Insights Report^{viii} examines the experiences of Aboriginal and Torres Strait Islander women inside Australian workplaces, revealing that First Nations mums and carers are the most likely group to experience discrimination.

National research also shows women from Culturally and Linguistically Diverse backgrounds, have a significantly lower participation rate than men^{ix}. Women with

disability have lower national workforce participation rates too; and are more likely to work in informal, vulnerable, part-time and lower-paid jobs than men with disabilities^x.

Global studies show people who identify as LGBTIQ are 7% less likely to be employed, their earnings are on average 4% lower and they are 11% less likely to hold a managerial position^{xi} In Australia, people who identify as transgender are more likely to experience poverty and more likely to be discriminated against in employment^{xii}.

What is the payoff of increased gender equality?

Gender equality makes good business sense. Research has shown that organisations with more women in senior positions are [more profitable](#), more [socially responsible](#), and provide [safer, higher-quality](#) customer experiences.

An ACTPS focus on Gender Equity is timely, with The National Strategy to Achieve Gender Equality due to be released in the second half of 2023^{xiii}.

As we move into the future, it is important to apply further resources and effort to achieving workforce gender equality in the face of systemic global challenges.

Societal change (movements like #Metoo) is prompting new awareness and rapidly evolving public expectations of the ACTPS workforce. A new generation of citizens expects a more progressive agenda, heightening calls on Government to deliver inclusive services; and the ACTPS to be an exemplary employer.



The ACTPS Gender Equity Strategy

The aim of gender equity in the workplace is to achieve broadly equal career and wellbeing outcomes for people of all genders.

Our gender equality vision for the ACTPS workforce is that people of all genders achieve equal outcomes: everyone can do their best work, drive their desired careers, and find their best balance working for the ACT Public Service.

Establishing baseline evidence on workforce gender equality in the ACTPS

In order to understand how we are doing on gender equality now- and where we need to improve, we undertook a workforce gender equity audit and impact assessment (the audit).

We closely examined outcomes such as career trajectories, average pay, access to development, policy, conditions, and engagement and asked ourselves: “are people of all genders achieving equal career and wellbeing outcomes in the ACTPS and if not, how can we correct that?”

The findings from this audit directly shaped this ACTPS Gender Equity Strategy, 2023-2028.

An independent benchmark was used in the audit; the [Our Watch Workplace Equality and Respect Standards](#) (the Standards), assisted us to examine successes and areas for growth within the ACTPS. The five Workplace Equality and Respect Standards are a set of goals that employers can use to address gender inequality and prevent sexual harassment and violence against women.

To help hold ourselves accountable and measure progress, the ACTPS will formally adopt the Standards. Over the next five years, we will implement actions and evaluate our progress towards greater gender equity by

using the Standards as a best practice benchmark.

The audit showed that the ACTPS has firmly achieved many elements of the Standards. However, further work needs to be undertaken to meet all components consistently across all ACTPS workplaces. Three key focus areas were identified as providing the greatest opportunity for improvement across the ACTPS; and having the potential to transform gender equity outcomes over the next five years.

1. [Achieving consistent and proactively safe workplace cultures that are free from gender discrimination and all forms of gendered violence;](#)
2. [Opening up gender-segregated work types \(for women, men and non-binary people\) and addressing pay gaps experienced by Aboriginal and Torres Strait Islander women and women from CALD backgrounds; and](#)
3. [Achieving harmony between work and life for people of all genders.](#)

One Government

This ACTPS Gender Equity Strategy sets the direction and pace of change for our collective journey towards gender equality. However, no single strategy can create the long-term systemic changes needed to deliver sustainable outcomes in our organisation. The size, complexity and diverse nature of work in the ACTPS requires tailored responses at a local level. ACTPS Directorate Gender Action Plans, including workforce gender impact assessments, will drive gender equity activity at a local level, ensuring that outcomes are achieved in a way that is right for their people.

- All ACTPS directorates and Public Sector Bodies with workforce headcounts of over 100 people will implement a Gender Action Plan.
- Progress against those plans will be reported in Annual Reports from 2023-24.

- Guidance on how to develop effective Directorate Gender Action Plans is available at [Attachment B](#).

DRAFT

An Outcomes-Focussed and Achievable Plan

Our plan details specific outcomes that we are seeking to achieve across three identified areas for improvement- our focus areas. Action is owned, time-oriented, clear and prioritises outcomes over activity. The associated KPIs describe how we will know ‘we’re there’ and help to review our progress at appropriate intervals.

Focus Area	Desired Outcome	Action	KPIs
1.	Consistent and proactively safe workplace cultures that are free from gender discrimination and all forms of gendered violence.	<p>The Office of Industrial Relations and Workforce Strategy (OIRWS) will examine mechanisms of reporting/ resolution of workplace sexual harassment, gendered violence and gender discrimination with a user experience lens. Recommendations will be made on areas for improvement and proactive prevention strategies including those related to work health safety and misconduct. Recommendations will consider all appropriate levers including proactive, holistic education and other preventative strategies by June 2025.</p> <p>The Professional Standards Unit will explore and implement training for investigators on trauma informed practice when responding to disclosures of sexual assault and sexual harassment (SASH) incidents by December 2023.</p> <p>Focus area to be addressed within Directorate Gender Action Plans by June 2024.</p>	<p>User experiences of the way the ACTPS/Directorate responds and resolves complaints of workplace sexual harassment, gendered violence and gender discrimination are trauma-informed and consistent as measured by Professional Standards Unit internal review and QA metrics.</p> <p>A significant improvement in the workplace experiences of non-binary people as measured by the following indicators in the 2027 ACTPS Staff survey: witnessing/experiencing misconduct; wellbeing; and inclusivity.</p>
2.	Greater gender diversity within strongly gendered work types across the ACTPS.	<p>The following whole of Government occupational gender balance targets^{xiv} are established:</p> <ul style="list-style-type: none"> • 5% growth in female representation by 2028 in: Fire and Rescue Officer; Transport Officers, Bus Operators; Information Technology Officers; Correctional Officers, Ranger; Judicial Officer; and Trainees and Apprentice Classification groups. • 5% growth in male representation by 2028 in: Nursing and Midwife; Health Assistant; Health Professional Officer; Teacher, School Leader; Administrative Officer; Legal Support; Legal Officer; Dentist; Prosecutor; Ambulance Support Officer; Professional Officers and Statutory Office Holder Classification Groups. <p>OIRWS will develop and implement a whole of Government Internship for women and non-binary people in male dominated classification groupings by June 2025.</p> <p>OIRWS will design and co-create a ‘gendered work’ data report to provide insights for directorates on gender representation across different types of work in the Service by June 2024.</p> <p>Focus area is addressed within Directorate Gender Action Plan by June 2024</p>	<p>ACT Public Service organisations with workforces of over 100 people will develop and implement gender action plans that adopt whole of Government occupational gender balance targets and describe the planned approach for achieving them (ie: reducing female turnover, targeted recruitment strategies; internships, organisational culture change).</p> <p>All other classifications across the ACTPS show consistent progress towards (or maintenance of) gender balance through to 2028 (as per workforce data).</p>

<p>2.</p>	<p>No difference in the average earnings of Aboriginal and Torres Strait Islander and CALD women compared to other women or men in the ACTPS.</p>	<p>OIRWS will establish the Cultural Transformation Branch (CTB) to address systemic issues of cultural capability in the ACTPS by June 2024.</p> <p>OIRWS will explore, endorse and promote effective career development programs for Aboriginal and Torres Strait Islander Women and, separately, CALD women by December 2024.</p> <p>OIRWS will implement an aspiring SES mentorship program for people from CALD backgrounds, ensuring fair gender representation among participants by June 2025.</p> <p>Focus area is addressed within Directorate Gender Action Plan by June 2024</p>	<p>A gender pay gap of between 0.5% to -0.5% for Aboriginal and Torres Strait Islander Women and women from CALD backgrounds who work in the ACTPS by 2028 (as per workforce data) from a current baseline of:</p> <p>7.5% for Aboriginal and Torres Strait Islander Women; and 10% for CALD Women.</p>
<p>3.</p>	<p>Working and personal lives are harmonious for people of all genders.</p>	<p>OIRWS will continue to embed the Flexible Work Program and research further practical mechanisms that support all staff to maintain their optimal level of balance in their working and personal lives.</p> <p>Focus area is addressed within Directorate Gender Action Plan.</p>	<p>Equal satisfaction with workload and work life balance across genders in 2027 All Staff survey.</p> <p>Women’s perceptions of ‘enough time to do job’ match other’s perceptions in 2027 All Staff survey.</p> <p>Increasing numbers of men accessing entitlements to part-time work, bonding leave; primary caregiver leave; and community focussed leave as recorded by workforce/payroll data.</p>
<p>-</p>	<p>Monitoring and Evaluation</p>	<p>OIRWS will monitor progress on gender equality using the key focus areas and measures indicated in this strategy via;</p> <ul style="list-style-type: none"> • the State of the Service report annually from 2024- 25; and • All staff surveys in 2023, 2025 and 2027. <p>OIRWS will conduct a Gender Equity Strategy evaluation in 2028.</p>	

References

- ⁱ Capital of Equality: ACT Government LGBTIQ+ Strategy <https://www.cmtedd.act.gov.au/policystrategic/the-office-of-lgbtiq-affairs/capital-of-equality-act-government-lgbtiq-strategy>; and ACT Women’s Plan 2016-2026, and <https://www.communityservices.act.gov.au/women/womens-plan-2016-26>
- ⁱⁱ Source: *Face the Facts: Gender Equality 2018*, Australian Human Rights Commission <https://humanrights.gov.au/our-work/education/face-facts-gender-equality-2018>; Our Watch Australia <https://www.ourwatch.org.au/the-issue/>; Gender Equality in Australia, Equality Rights Alliance <https://www.equalityrightsalliance.org.au/who-we-are/gender-equality-in-australia/>; WGEA Scorecard 2022: *The current State of Gender Equality*, Workforce Gender Equality Agency <https://www.wgea.gov.au/publications/australias-gender-equality-scorecard#:~:text=Australia's%20gender%20pay%20gap%20is,pay%20gap%20that%20favours%20men.>
- ⁱⁱⁱ Source: *Gender Discrimination: Inequality starts in Childhood*, Save the Children <https://www.savethechildren.org/us/charity-stories/how-gender-discrimination-impacts-boys-and-girls>
- ^{iv} Source: Australian Government Institute for Family Studies: *Gender Equality and Violence against Women* 2014
- ^v Source: European Institute for Gender Equality: *Men and Gender Equality* <https://eige.europa.eu>
- ^{vi} Source and REPORTING NOTE Workforce Gender Equality Agency (WGEA) 23 February 2023. The NPG is calculated by WGEA using Australian Bureau of Statistics Data. In December 2022, WGEA released their annual scorecard that calculated the GPG is 22.8% based on employer responses to their annual Employer Census. For the purposes of citing gender pay gaps throughout this report and audit, the national pay gap according to ABS data sources have been used.
- ^{vii} Source: *Workforce Gender Equality Agency (WGEA) Scorecard: the state of Gender Equality in Australia*, December 2022.
- ^{viii} Gari Yala (Speak the Truth) Gendered Insights Report <https://www.wgea.gov.au/publications/gari-yala-speak-the-truth-gendered-insights>
- ^{ix} Gender equality and intersecting forms of diversity: WGEA <https://www.wgea.gov.au/gender-equality-and-diversity>
- ^x *ibid*
- ^{xi} The Organisation for Economic Co-operation and Development <https://www.oecd.org/els/soc/lgbti.htm>
- ^{xii} NSW Council of Social Services, *Beyond the myth of ‘pink privilege’: Poverty, disadvantage and LGBTI people in NSW* (NSW: NCOSS, 2015)
- ^{xiii} Office For Women, Department of Prime Minister and Cabinet <https://www.pmc.gov.au/office-women/national-strategy-achieve-gender-equality>
- ^{xiv} Established using WGEA guidance https://www.wgea.gov.au/sites/default/files/documents/SETTING-GENDER-TARGETS-Online-accessible_0.pdf

ACT PUBLIC SERVICE WORKFORCE GENDER EQUALITY

OUR GENDER AUDIT RESULTS

February 2023



GLOSSARY OF TERMS



This is a glossary of key GENDER EQUITY terms used in this report.

Discrimination	Unjust or prejudicial treatment of people, on the grounds of a protected attribute such as age; race; or gender. Indirect discrimination is when a rule or policy that is the same for everyone has an unfair effect on people who share a protected attribute.
Diversity	The representation of people in our organisation (or in society) with distinctly different group affiliations of cultural significance. Diversity is a fact, based on recognised demographic groupings such as age, gender etc. (Cox 1993).
Equality	The quality or state of being equal- such as having the same rights, social status, opportunity etc as other people. Gender inequality is when people under similar circumstances are treated differently and less favourably because of their gender.
Gender	A social and cultural concept that refers to the way a person lives and interacts with the world. It is about social and cultural differences in identity, expression and experience as a woman, man or non-binary person. Non-binary is an umbrella term used respectfully to describe gender identities that are not exclusively male or female. Gender experience describes a person's alignment with the sex recorded for them at birth i.e. a cis experience or a trans experience. The term 'cis' refers to a person who has reported that their gender is the same as their sex recorded at birth. The term 'trans' refers to a person who has reported that their gender is different to their sex recorded at birth. This document refers to women, and that word always includes trans women.
Gender Equity	The process of achieving equal outcomes for people of all genders. Gender Equity includes actions like: implementing a strategy that includes measures of success and clearly defined outcomes. Equity recognises individual difference and provides different resources, support or opportunities to different people or groups opportunities to achieve a fair outcome.
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Incivility	Low-intensity anti-social behaviour with ambiguous intent to harm the target. Uncivil behaviours are characteristically rude and discourteous, displaying a lack of regard for others. Some people also use the term 'microaggression' when incivility is directed at a protected attribute.
Intersectionality	Other attributes that a person has (such as their age, race, faith, social background, level of education, disability, and sexual orientation) <u>that affect the degree to which they experience gender inequality</u> .
Respect	Respect in the ACTPS means treating others with the sensitivity, courtesy and understanding we would wish for ourselves, and recognising that everyone has something to offer.
Sex	An individual's sex is based upon their sex characteristics, such as their sex chromosomes, hormones, and reproductive organs. An individual's sex can change over the course of their lifetime and may differ from their sex recorded at birth. The term sex can also refer to a legal record, such as on an individual's birth certificate. A legal record of an individual's sex may, or may not align with their sex characteristics, and an individual's sex may be recorded differently on different legal documents.

INTRODUCTION AND PURPOSE



Why conduct a Gender Equity Audit for the ACT Public Service workforce?

Gender inequality means “discrimination on the basis of sex or gender, causing one sex or gender to be **routinely privileged or prioritized** over another”. * Gender equality is a **fundamental human right**. To varying degrees, **all people are affected** by gender inequality.

[Gender inequality is recognised as the primary underlying cause of violence against women and girls](#). Non-binary people experience direct and indirect [discrimination across their lives](#) (social, legal, medical) due to pervasive binary concepts of gender in our society. Gender stereotypes and rigid notions of masculinity [harm men too](#); resulting in increased risk-taking behaviour and poorer global health and educational outcomes.

Gender inequality also drives other poor economic and social outcomes for our society. Australia's gender pay gap is 22.8% and men are twice as likely to be in the top earning bracket. [Every single industry in Australia has a gender pay gap that favours men](#). In a [2018 report by KPMG](#), it was estimated that halving the gender pay gap could result in a payoff to Australian Society valued at \$60 billion by 2038.

The ACT Government has a stated aim to be the most ‘welcoming and inclusive city in Australia’. With a socially progressive agenda and a clear focus on economic growth and improving quality of life for all Canberrans, it is vital that the ACT Public Service strongly reflects gender equality within its workforce.

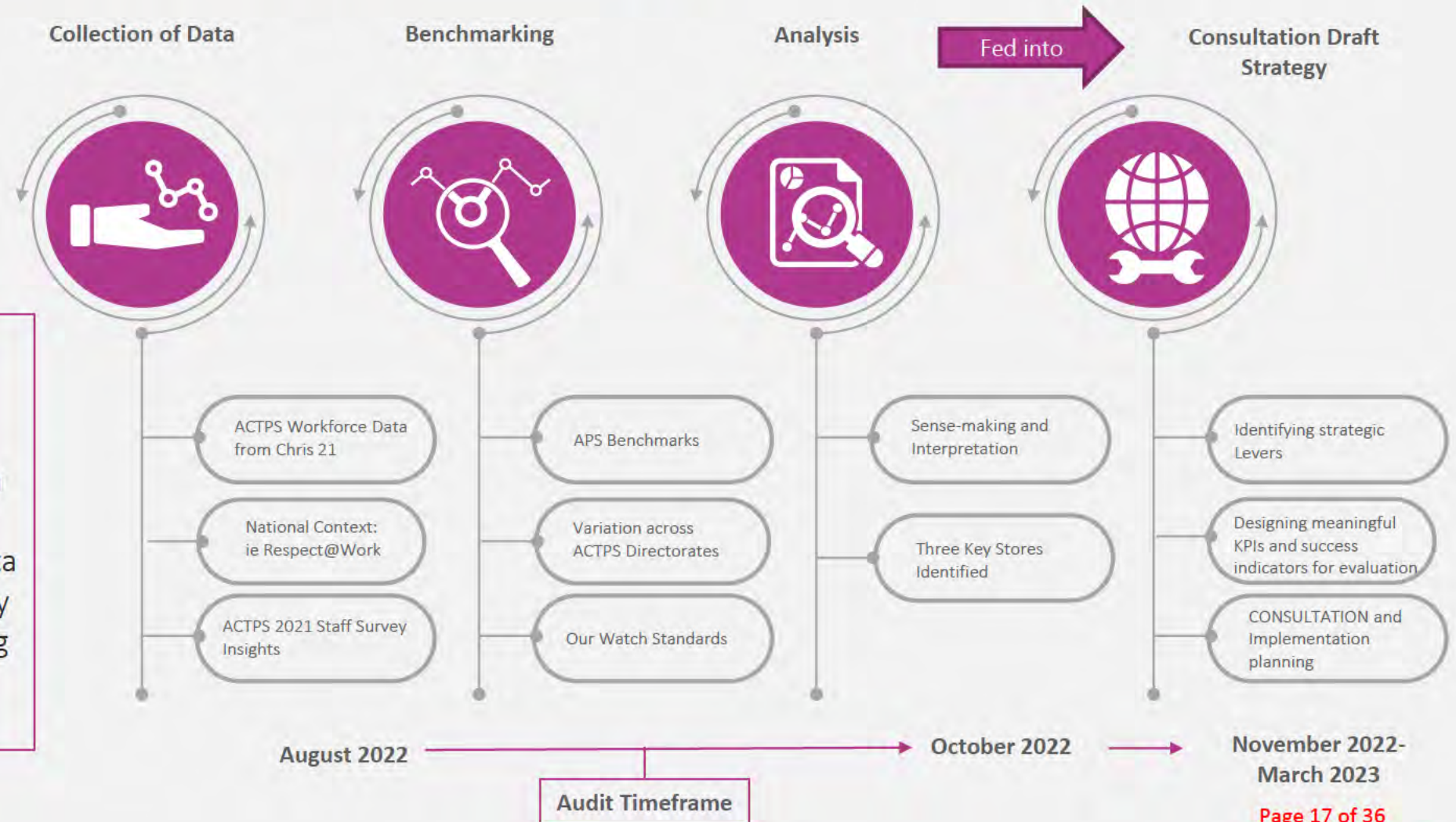
The aim of gender equity in the workplace is to achieve broadly equal career and wellbeing outcomes for people of all genders.

We undertook this audit *to closely examine those outcomes* such as career trajectories, average pay, access to development, conditions, engagement and other experiences and asked ourselves: *“are people of all genders achieving equal career and wellbeing outcomes in the ACTPS and if not, how can we correct that?”* The following pages describe the approach taken and the findings from the audit and inform the development of the ACTPS Gender Equity Strategy, 2023-2028.

METHOD: WHAT DID WE DO?



RECORD 1
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Our Audit Process

Between August and October 2022, data was collected and analysed from various sources including; ACTPS workforce payroll data and 2021 ACTPS Staff Survey data. External benchmarking and desk-based research was also conducted.

Reporting Note: a recognised gap



ACTPS workforce data about non-binary people is unacceptably limited. This has affected the ways we can understand non-binary employee's experience at work. Currently, much is being done to improve workforce data. The cross-directorate Data Management Working Group are currently implementing the Australian Bureau of Statistics Standard for Sex, Gender, Variations of Sex Characteristics and Sexual Orientation Variables across ACTPS data systems. The HR payroll data system is currently being upgraded. Educational resources on the importance of correct language have also been developed.

Our current data suggests that 0.1% of the ACTPS workforce identify as non-binary people. International [research](#) indicates that the real proportion would be higher, with as many as 50% of transgender and non-binary people hiding their identity at work.

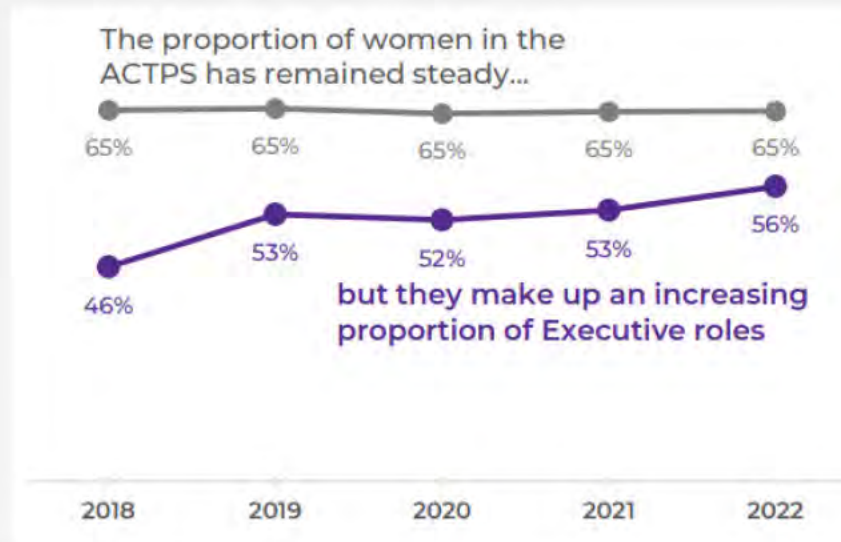
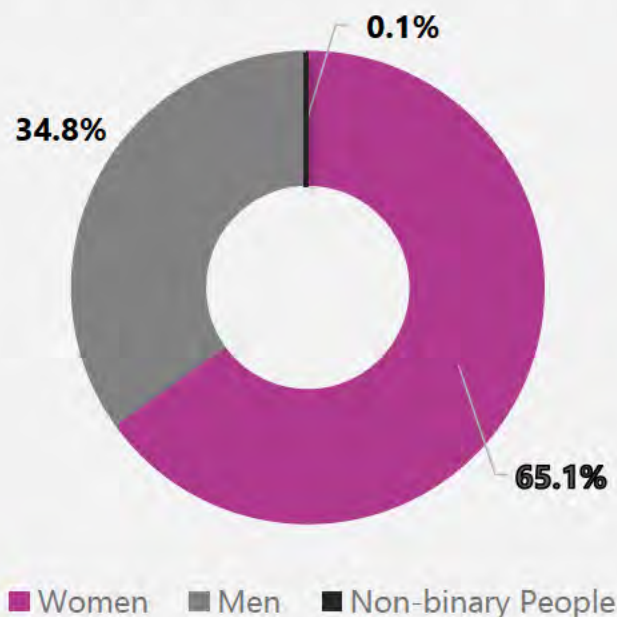
Wherever possible, this audit analysed data about the workplace experience of non-binary employees. Where the data has not been presented in this report, (such as gender representation by classification group) it is to protect the identity of individuals whose privacy may be breached if the information was published.



FINDINGS: An ACTPS Gender Baseline

Gender Representation in the ACTPS workforce

Gender representation in the ACTPS has remained consistent over time. In the last Annual Reporting period, workforce data shows that 65.1% of the workforce are women, 34.8% are men and 0.1% are non-binary people (see previous page for notes). Over time, there has been an increase in women in Senior Executive roles across the ACT Public Service. Source: ACT State of the Service Report 2022.



Our Gender Pay Gap

The ACTPS is very close to achieving pay parity with our overall Gender Pay Gap dropping to its current level of **0.1%**.

The ACTPS pay gap means that the average earnings of women are now only very slightly lower than those of men.

Increased representation of women in leadership has driven our narrowing Gender Pay Gap over the last decade.

Our pay gap performs well when compared with the current National gender pay gap of **14.1%** and the ACT workforce gender pay gap of **7.9%**.

(Sources: ACTPS workforce data January 2023; and Workforce Gender Equality Agency (WGEA) Gender Pay Gap Data August 2022 using ABS data).

FINDINGS: The impact of Intersectionality



Intersectionality

Not all people experience gender inequality in the same way. Different dimensions of identity, including race, geography, sexuality, and disability [can intersect and influence individual experiences and outcomes at work](#).

One way to see the impact of intersectionality in the ACTPS workforce is to look at our gender pay gap for groups of staff that share similar characteristics. For the purposes of this gender equity audit, we compared **the average earnings of women in different workforce groups to the average earnings of men in the ACTPS**.

What we found

We found that women from culturally and linguistically diverse backgrounds and Aboriginal and Torres Strait Islander women across the ACTPS had larger than average pay gaps.

Conversely, older women and women who are people with disability earn slightly more than the average male salary in the ACTPS. Figure 1 shows this information. Note that a positive gender pay gap indicates that men earn more than women (and a negative pay gap indicates where women's average earnings are higher than men's).

Intersectionality and the Gender Pay Gap

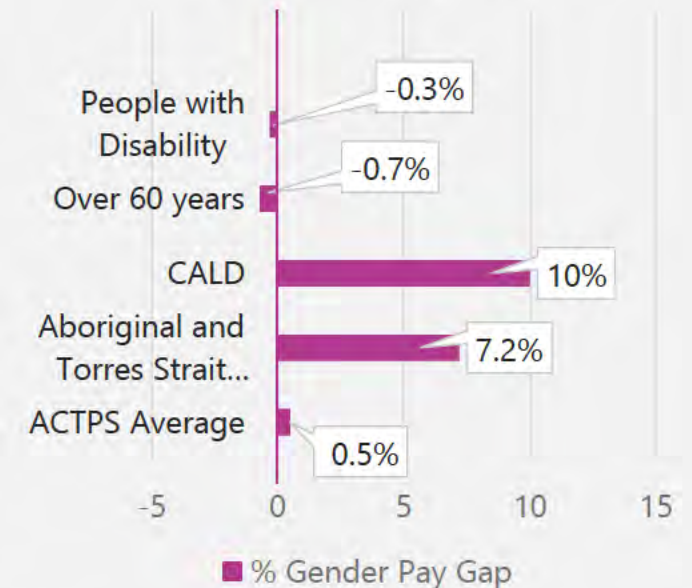


Figure 1: Showing the pay gap for different workforce groups when compared to the ACTPS average GPG. Source: ACTPS Data 30 June 2022.

FINDINGS: Gendered Work Types

Workforce Composition and gendered work

Gender composition measures the proportion of men, women and non-binary people across an organisation, occupation or industry. Gender segregation is a technical term [defined by WGEA](#) as being a circumstance where 60% or more of one gender is represented in a particular work context.

Owing to historical social stereotypes that surround some work types, the [Australian labour market is highly gender segregated](#). Other OECD member countries (i.e. UK and Canada) show the same trend.

Immense international effort is dedicated to changing gender segregated work because research has established [a causal link between gender segregation and low lifetime economic security for women](#).

For this audit, we looked at gender composition across [ACTPS classifications](#). *Results showed that six (of 29) classifications have very pronounced levels of gender segregation (over 80% of one gender).*

These were: Fire and Rescue Officers; Transport Officers; Bus Operators; Nurses and Midwives; Health Assistants; and Health Professional Officers. Some of these classifications recorded higher than (ACTPS) average Gender Pay Gap and some have lower than average gender pay gaps in June 2022.

Our research also shows that gender *segregation within different classifications is a widespread phenomenon*. Figure 2 shows that the majority of ACTPS classifications show some form of gender segregation.

Six (of 29) classifications showed no gender segregation. These are: Ambulance Officers; Executives; Linen Production and Maintenance; Medical Officers; Senior Officers; and Technical Officers (not included at figure 2).

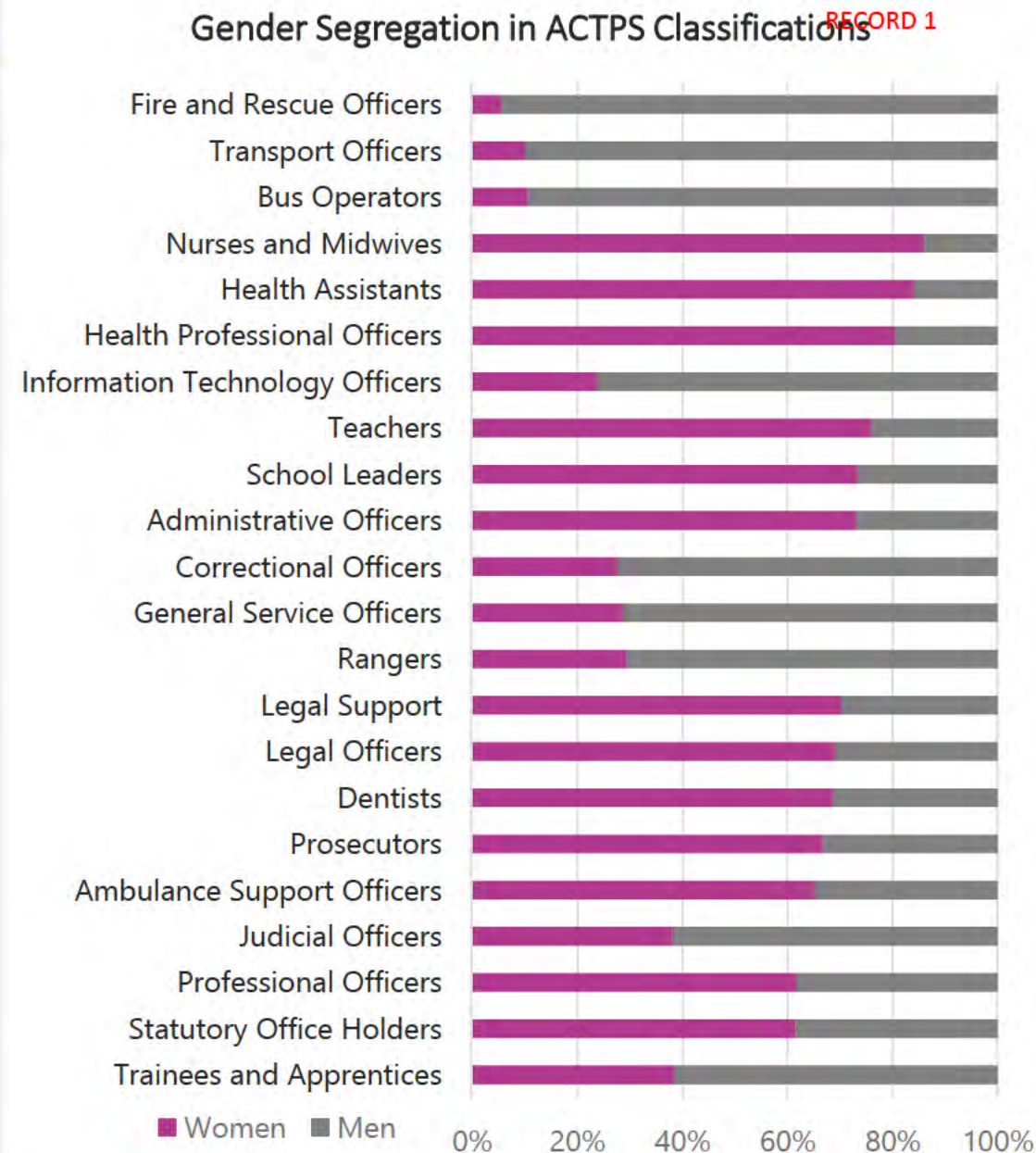


Figure 2 Showing Workforce Composition by Classification Group. Page 21 of 36 June 2022



FINDINGS: What Our People Said

Insights from the 2021 ACTPS Staff Survey showed that overall, men and women responded similarly to most questions.

However, a clear point of difference emerged on how men and women view their workload and work/life balance.

Men were more likely to indicate that they were happy with their work life balance (▲ 2%) and have an appropriate workload for their role (▲ 3%). In contrast, women indicated that they felt they did not have enough time to do their job (▼ 7%).

This observation from our survey correlates with Australian and international research that shows women generally carry a larger load of [caregiving in our society](#), and also the [hidden but unlimited work of running households](#) (in heterosexual partnerships). Unpaid work is recognised as an important driving factor in rising gender pay gaps. Importantly, gender equality at home is also seen as an opportunity to [influence change and drive gender equity](#) in the workplace.

"The mental load is that thread that brings the family into your work life. It's the constant low-level worry about whether we're doing enough".

Leah Ruppner, Associate Professor of Sociology at the University of Melbourne [quoted by BBC Worklife](#).

The Experience of Non-binary Employees

The ACTPS Staff Survey indicated that non-binary respondents have more negative experiences of inclusion at work. Non-binary respondents comprised 0.5% of the total number of survey respondents (29 people in total). Because of this, the effect of each response was magnified significantly however, a clear pattern emerged.

Non-binary respondents scored slightly above the ACTPS average on indicators of job-skills match, engagement and intrinsic rewards.

Recognition (▼ 18%)

Wellbeing (▼ 13%)

Misconduct experienced (▼ 15%)

Culture (▼ 13%)

Productivity barriers (▼ 14%)

Leadership (▼ 13%)

Inclusivity (▼ 15%)

FINDINGS: ACTPS Gender Equality Safeguards



Our legislation and policies form a strong foundation for gender equality at work

The ACTPS has a framework of progressive conditions of employment that support Gender Equity.

Gender neutral and inclusive language is used throughout ACTPS Enterprise Agreements and employment policy. A mixture of paid and unpaid gender-inclusive leave types exist including; Birth & Special Birth leave; nursing provisions; Primary Care Giver; Parental; Bonding; Grandparental; Adoption and Fostering; Surrogacy; Compassionate Leave including miscarriage provisions for all parents; gender transition (affirmation); concurrency arrangements; and Domestic and Family Violence Leave.

The ACTPS is committed to providing flexible working arrangements which allow employees to manage their work and personal commitments. EAs recognise that all employees, at all stages in their working lives, are supported through flexible work provisions.

Whole of Government Guidelines on affirming gender in the workplace exist and gender awareness e-learning is available free to all staff. There are also [plans to develop ACTPS policies that support women's health](#). Directorates regularly run awareness and education activities that support understanding of gender diversity and women in leadership.

Under EA's and relevant employment policy and leadership communication; the ACTPS takes a zero tolerance stance on gendered violence and sexual harassment and *a preventative approach to all misconduct*.

Integrated Work Health Safety systems exist to prevent and address risks, including psychosocial risks, within working environments. In May 2023, changes to WHS legislation will be implemented, leading the ACTPS in enacting its positive duty to prevent sexual harassment and assault.

Sexual Harassment and Gender-based violence

In 2021-22, [fewer than 5 incidents](#) of sexual harassment and fewer than 5 incidents of gender-based violence were formally reported in the ACTPS. None of these reports were the subject of Non-Disclosure Agreements.

The 2021 ACTPS Survey indicated that respondents perceived that they witnessed or experienced gendered discrimination at very low rates which were directly comparable to the Australian Public Service.

RESULTS: HOW DO WE STACK UP?



Workplace Equality and Respect Standards: Our Watch

1. We are committed to preventing violence against women and we have structures, strategies and policies that explicitly promote gender equality.
2. We embed gender equality in our recruitment, remuneration and promotion processes, and men and women utilise flexible work options without penalty.
3. All staff feel safe and confident in our workplaces, and we actively challenge gender stereotypes, roles and norms. Staff can raise concerns about gender inequality and discrimination without adverse consequences.
4. We have the structures, practices and culture to respond appropriately to staff and stakeholders affected by violence, bullying and sexual harassment.
5. The work we do and the way we promote it aligns with our commitment to gender equality and the prevention of violence against women.



We compared the ACTPS against national '[Our Watch Standards](#)' and found that our workforce conditions, policies, and systems for responding to experiences of discrimination & harassment form a strong foundation for workplace gender equality. Further, our mission as a diverse and inclusive organisation and our core business, is directly aligned with driving gender equality and preventing violence against women. The standards also helped to highlight where we can improve.

RESULTS: SWOT ANALYSIS



RESULTS: WHERE DO WE NEED TO IMPROVE?



Three clear stories emerged that show us where the ACTPS needs to focus

We have effective strategies to prevent it, but gendered violence & harassment still happens occasionally.

What more can we do to understand and improve the structures and systems we have now? Why are non-binary people experiencing less inclusion at work? How does zero tolerance become zero occurrence?

There are 'pockets' of occupational gender segregation and associated gender pay gaps.

How can we challenge societal gender norms and encourage people of all genders to take up work in traditionally male or female-held professions? What more can be done to ensure we are actively closing the pay gaps experienced by our Aboriginal and Torres Strait Islander colleagues and colleagues from CALD backgrounds?

Social norms and trends extend into work, leaving many women carrying an extra load.

How do we use the progressive and flexible way of working in many areas of the ACTPS to support everyone's wellbeing? How do we 'push the envelope' to further explore the place of emerging thinking and research such as capped working weeks in our workforce?

FOCUS AREA 1: gendered discrimination and violence



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This Core Focus area is about ensuring our existing systems for addressing gendered discrimination or harassment are working as intended.



It is also about equipping staff to effectively address poor behaviour and educating managers about staff entitlements and their role in ensuring the work environment fosters inclusion, welcomes diversity, and demonstrates respect.



Our goal: consistent and proactively safe workplace cultures that are free from gender discrimination and all forms of gendered violence.

FOCUS AREA 2: balancing gendered work and isolated pay gaps



This Core Focus Area is about:



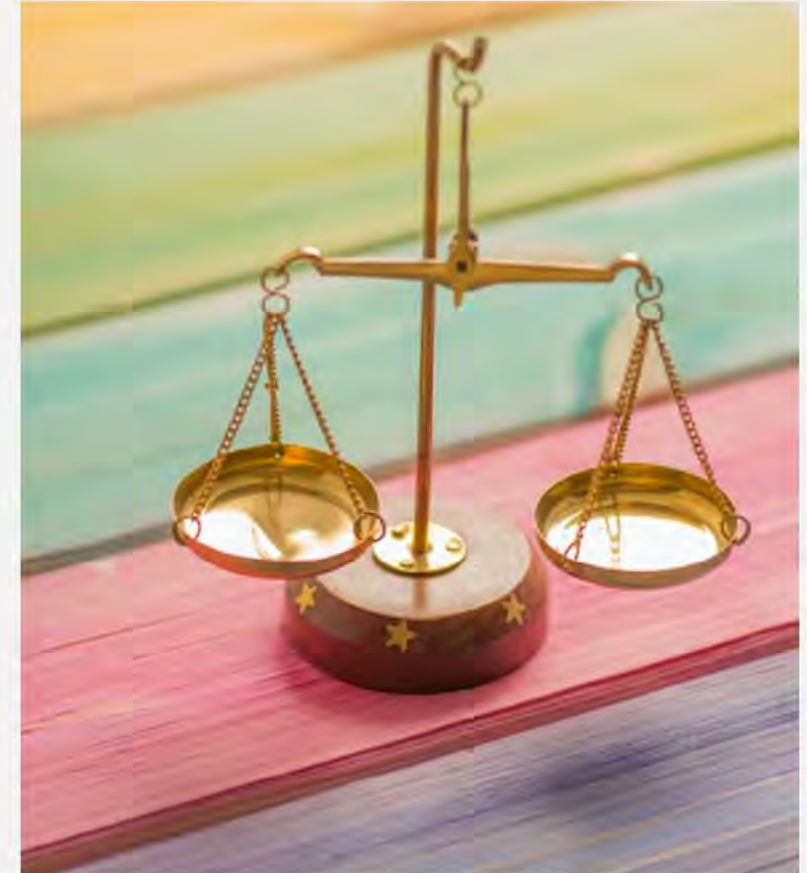
Acknowledging the systemic, historic forces that affect career outcomes and choices for people of all genders in our society.



Ensuring equitable representation of people of all genders in our workplaces and applying downward pressure on isolated pay gaps among different workforce groups.

Our goals: Greater gender balance across ACTPS work classifications and closed pay gaps for Aboriginal and Torres Strait Islander women and women from CALD backgrounds.

How: Targeted action to diversify and strengthen talent pipelines; initiatives that support mentorship for aspiring leaders from CALD and Aboriginal and Torres Strait Islander backgrounds; career development spending and local level solutions that are tailored to support welcoming and gender-inclusive workplace cultures.



FOCUS AREA 3: work/life harmony



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ACT
Government



Everyone has the right to live their lives to the full.

We know that in our Service, women find it harder than people of other genders to balance their workloads and other responsibilities outside work.

This story is a familiar one in our society. But, with emerging international (and local) research on the future of the five-day work week; we need to be thinking differently about work practices than we have in the past.

This Core Focus Area is about a system change that challenges gender norms and stereotypes to give all individuals the flexibility they need.

Our Goal: **Working lives and private lives are harmonious in this ‘City which gives you back time’.**

This outcome goes beyond the ‘new normal’ flexible work that many in the ACTPS now access.

Gains in this focus area will lessen the impact of unpaid caring on women’s careers and wellbeing.

Allies will be important to making progress in this area. Research shows that men have a powerful role in championing equality in their homes and at work.

SUMMARY AND RECOMMENDATIONS

AN ACTPS WORKFORCE GENDER EQUITY STRATEGY CONSULTATION DRAFT

This gender equity audit provides clear evidence for how best to achieve greater gender equality in the ACTPS Workforce.

An independent benchmark; the [Our Watch Workplace Equality and Respect Standards](#) assisted us to examine successes and areas for growth within the ACTPS.

We found that the ACTPS has strong foundations that support people of all genders to thrive in our workforce. The audit has also shown where further work can be done.

It's time to further our progress: to agree on a Whole of Government Gender Equity Strategy that recognises gender inequality as a driving force behind undesirable workforce outcomes for people of all genders.

A consultation draft has been developed and can be released to directorate stakeholders in March 2023. The strategy focuses on the three key areas identified in this report: consolidating proactively safe and inclusive workplaces, reversing segregation in gendered work types, pushing intersectional pay gaps down; and promoting choice and balance between working and private lives.



Recommendation 1: ACTPS directorates consider the ACTPS Gender Equity Strategy consultation draft when it is released in March 2023.



Recommendation 2: ACTPS directorates implement the ACTPS Gender Equity Strategy once Strategic Board Endorsement has been confirmed (May 2023).



Recommendation 3: That ACTPS directorates and other Public Sector Entities with over 100 staff develop and implement Gender Action Plans that directly link to these core focus areas.

About the Authors



RECORD 1
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This ACTPS Gender Equity Audit was undertaken by the **Diverse and Inclusive Talent Team** within the ACTPS Centre for Leadership and Innovation.

Situated within Workforce Capability and Governance Division (in CMTEDD) we are uniquely positioned to gain an understanding of gender across the ACTPS workforce and analyse our performance as a whole organisation against contemporary research and national standards. This work has directly informed the development of the consultation draft of the ACTPS Gender Equity Strategy.

If you have any questions about this gender audit summary document or the associated ACTPS Gender Equity Strategy, please contact:



Inclusionemployment@act.gov.au



ACT
Government

GENDER ACTION PLANNING

GUIDANCE FOR ACT PUBLIC SERVICE DIRECTORATES

CONSULTATION DRAFT

ACT Public Service Gender Action Plans

Guidance for ACT Public Service Directorates

Why implement Gender Action Plans in the ACT Public Service?

The ACT Government has a stated aim to be the most ‘welcoming and inclusive city in Australia’. With a socially progressive agenda and a clear focus on economic growth and improving quality of life for all Canberrans, it is vital that the ACT Public Service (ACTPS) strongly reflects gender equality within its workforce.

The aim of gender equity in the workplace is to achieve broadly equal career and wellbeing outcomes for people of all genders.

The ACTPS has strong foundations that support people of all genders to thrive in our workforce, but we know further progress can be made.

Focussed and locally tailored action will drive progress toward equal outcomes for people of all genders across our organisation.

ACTPS Gender Action Plans and gender impact assessments will drive gender equity activity at a local level; ensuring that outcomes are achieved in a way that is right for all our people and workplaces.

Which organisations require a Gender Action Plan?

Under the ACTPS Gender Equity Strategy (the Strategy), all directorates and Public Sector Bodies with workforce headcounts of over 100 people must implement a Gender Action Plan.

What is a Gender Action Plan?

ACTPS Gender Action Plans are documents that communicate *how* a specific ACTPS organisation will achieve greater gender equality within its workforce.

For high-impact results, Gender Action Plans should include actions that align with the three core focus areas of the ACTPS Gender Equity Strategy. These are:

1. Achieving consistent and proactively safe workplace cultures that are free from gender discrimination and all forms of gendered violence;
2. Opening up gender-segregated work types (for women, men and non-binary people) and addressing pay gaps experienced by Aboriginal and Torres Strait Islander women and women from CALD backgrounds; and
3. Achieving harmony between work and life for people of all genders.

NB: the above focus areas are included in the consultation draft of the Strategy, and are subject to finalisation as a result of the consultation process.

Beginning with the evidence base.

Prior to establishing Gender Actions Plans, organisations should establish a clear evidence base using a gender equity self-assessment or audit. At a minimum, this exercise should analyse organisational data including:

- The organisation’s gender pay gap;

- The gender pay gap of each ACTPS classification group present in the organisation;
- Gender pay gap experienced by: Aboriginal and Torres Strait Islander women; women with disability; older/younger women; and women from Culturally and Linguistically Diverse backgrounds (NB: this measure should compare the average earnings of women in these groups by the organisation's male average salary);
- Organisational workforce composition (i.e, ratio of men, women and non-binary people) by classification noting any segregation (over 60% representation of any one gender);
- Data from ACTPS staff surveys noting any variation in responses between people of different genders;
- Recent numbers of misconduct matters (including preliminary assessments) or WHS incidents with a gender element (ie sexual harassment or discrimination);
- A high-level review of workplace policies and practices to examine the extent to which they are equitable to people of all genders (**NB -this element is a Gender Impact Assessment**).

The Our Watch Workplace Equity and Respect Standards Organisational Snapshot [self- assessment toolkit](#) is recommended to assist organisations to conduct a thorough self-assessment of gender equality matters.

The ACTPS Gender Action Plan Document

Gender action plans should describe how the organisation will take action to improve workforce gender equality using systemic 'people' levers such as: attraction, recruitment & retention initiatives; policy/ employment conditions; executive sponsorship; career development; talent identification; succession planning; and training and mobility.

Gender Action plans will contain clear and measurable outcomes-based targets that the organisation will achieve between 2023-2028 (the term of the Strategy). The attached infographic provides high level guidance on how organisations may choose to develop a Gender Action Plan.

What are the monitoring and reporting requirements for Gender Action Plans?

The results of gender impact assessment and progress against Gender Action Plans will be a required reporting element in annual reports from 2023-24.

Organisations with workforce headcounts under 100 people are not required to develop or report on Gender Action Plans.

Monitoring arrangements should be established via internal governance mechanisms to ensure that progress is consistent through the lifetime of the Gender Action Plan.

Further Resources

Our [Watch Workplace Equity and Respect provide free, best-practice guides](#), tools and resources that help organisations to create Gender Action Plans. These tools are endorsed by the ACT Public Service Coordinator-General for Family Safety and Deputy-Director General Workforce Capability and Governance.

The Australian Government Workforce Gender Equity Agency (WGEA) also provides excellent and [comprehensive guidance](#) on gender equality gap analysis diagnostics and strategic planning.

ACTPS Gender Action Planning

1. Effective Preparation: *the evidence base*

Gather Workforce Gender Equality Data

- ✓ Review ACTPS Gender Equity Strategy and Workforce Report and gather organisational-level data.
- ✓ Use the Our Watch Self-Assessment Toolkit to help with gender impact assessment.

Making Sense of Results

- ✓ Analyse data and record findings using external benchmarking to help create context.
- ✓ Socialise your findings with senior leaders or key workforce stakeholders to explore the underlying reasons behind results.

Describe the Problem and the Future

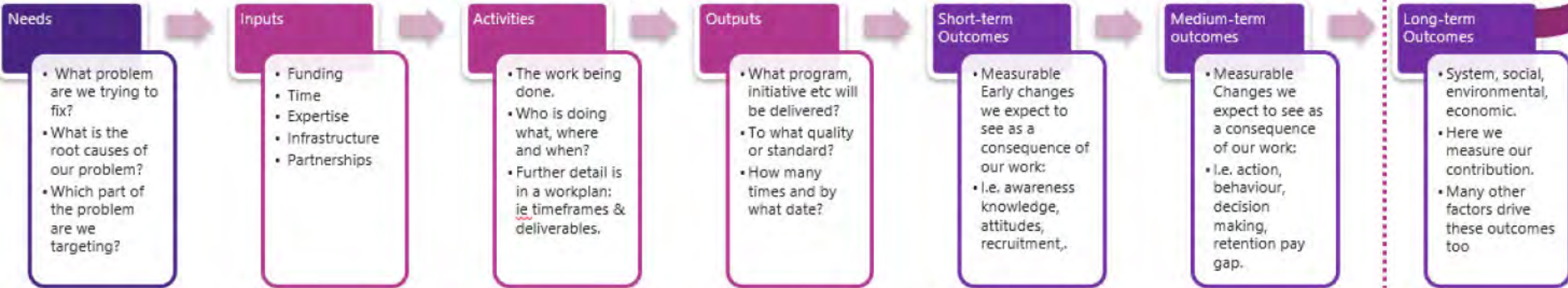
- ✓ Answer the question: what is the problem we are trying to fix?
- ✓ What are the short, medium and long term outcomes you are seeking to achieve?
- ✓ 'Plug' your answers into either end of a program logic – template below.

3. Create a 5-year Gender Action Plan

Gender Action Plans should:

- ✓ Contain a narrative overview of the organisation's evidence base identifying key areas of focus/ improvement.
- ✓ **NB** three key focus areas are pre-identified in the Strategy. Organisations may add additional key areas of focus as per their evidence base.
- ✓ Clearly describe the outcomes that the organisation wants to achieve.
- ✓ Include clear, measurable targets that are connected to the **OUTCOMES**.
- ✓ Detail the actions, deliverables and outputs that the organisation will take to achieve the desired outcomes over five years.
- ✓ Describe the way that the plan will be monitored (ie; milestones, reporting, KPIs) and evaluated in 2028.

2. Construct a Program Logic: *a clear pathway to achieve outcomes and measure impact*



Populate these fields to show the progression from understanding what needs to change, through to achieving the outcomes you want.

DRAFT

Usero, Sheryl

From: Erickson, Kate
Sent: Friday, 28 April 2023 4:20 PM
To: Farran, Richard
Cc: Ackland, Daniel; EDU, EBM P&P; Bertrand-Bruce, Cameron
Subject: RE: Consultation Draft - ACTPS Gender Equity Strategy

OFFICIAL

Hi Richard

Thank you for the opportunity to provide feedback on this consultation draft.

Regarding:

Focus Area 2: Greater gender diversity within strongly gendered work types across the ACTPS.

Action: 5% growth in male representation by 2028 in: Nursing and Midwife; Health Assistant; Health Professional Officer; Teacher, School Leader; Administrative Officer; Legal Support; Legal Officer; Dentist; Prosecutor; Ambulance Support Officer; Professional Officers and Statutory Office Holder Classification Groups.

[Redacted]

Our feedback regarding these two metrics is:

Based on data available through the [ATWD Key Metrics Dashboard](#), in recent years, the proportion of initial teacher education (ITE) completions that are male sits at round 24-26%. Based on our latest workforce data, 24.9% of our teachers are male. On this basis, our workforce is reflective of the gender distribution in national ITE completions and the Directorate has little to no influence over the number of males entering the teaching profession. Further, any initiatives that increase the proportion of males commencing ITE would not be seen in the national teacher supply for at least 4 years (based on undergraduate degrees).

When looking at current workforce numbers, the Directorate would need to employ an additional 200 male teachers to achieve the 2028 target. In recognition of the scale of the number of teachers that would need to be employed to achieve this target, the prospect of meeting this target solely through Directorate funded employment programs would be prohibitively expensive to fully achieve the target.

[Redacted]

Education also notes that OIRWS will develop and implement a whole of Government internship for women and non-binary people in male dominated classification groupings, however, there is no accompanying whole of Government program for males in female dominated classification groupings. Noting that 65.1% of the ACTPS workforce is female, including 73.1% of Administrative Officers, there appears to be justification for establishing a complementary program for males, particularly in light of a 5% growth target in male representation being established in the Strategy.

Happy to discuss further,

Kind regards
Kate

From: Farran, Richard
Sent: Monday, 3 April 2023 4:17 PM
To: Ackland, Daniel ; Bertrand-Bruce, Cameron ; Erickson, Kate
Subject: Consultation Draft - ACTPS Gender Equity Strategy

OFFICIAL

Hello Daniel, Cameron and Kate,

I am pleased to share the *Consultation Draft* of the first ever *ACTPS Gender Equity Strategy (2023-2028)* with you.

The consultation draft has been informed by a rigorous evidence base including extremely valuable contributions from many of you. Our research showed that while the ACTPS has strong workforce gender equality foundations we also have unique challenges.

In response to these identified challenges, the consultation draft proposes three key focus areas for targeted activity. To enact the progress we need to see over the next five years, Key Performance Indicators (KPIs) and other metrics have been developed to track progress.

In addition, directorates and other Public Sector Entities with workforces of over 100 people will be required to develop and implement workforce Gender Action Plans. This is directly aligned to this specific commitment under the [Parliamentary and Governing Agreement for the 10th Legislative Assembly](#) (Executive Reform 2). Draft Guidance (also for consultation) has been developed to assist Directorates to research and develop this material.

Consultation Process

The consultation draft has been circulated through People Forum and through Director-General and Deputy Director-General networks. The consultation draft will also progress to the Joint Council for their consideration. After the consultation draft has undergone further refinement, it will be presented at Strategic Board for endorsement.

We would love to hear any further commentary you have on the consultation draft. If you do have further comments, you can provide them in couple of ways. For substantive, formalised feedback, please provide this to InclusionEmployment@act.gov.au with clearance from your Deputy-Director-General. For general comments or questions – please feel free to reach out directly to me or Lowri Grice (Director, Diverse and Inclusive Talent). We're requesting feedback please by **COB Friday 28 April**.

Kind regards

Richard Farran

Senior Director

Diverse and Inclusive Talent

ACTPS Centre for Leadership and Innovation | Office of Industrial Relations and Workforce Strategy

Chief Minister, Treasury and Economic Development Directorate (CMTEDD) | ACT Government

Level 5, 220 London Circuit, Canberra City ACT 2601 | www.act.gov.au

E: Richard.farran@act.gov.au **Ph:** 02 620 72083 (ext. 72083)

From: [EDU, FBM P&P](#)
To: [Ackland, Daniel](#)
Cc: [EDU, FBM P&P](#)
Subject: FW: FOR ACTION - CONSULTATION: School Leader Recruitment Guidelines
Date: Monday, 13 October 2025 3:48:04 PM
Attachments: [image001.jpg](#)
[image002.jpg](#)
[image003.png](#)
[image004.png](#)
[School leader transfer feedback - EDU changes.docx](#)
[Revised - School Leader Recruitment Guidelines 4-8-25.docx](#)
[EDU Engage - School Leader Recruitment Guidelines.docx](#)

Importance: High

OFFICIAL

START

Dear [REDACTED]

I am writing to provide the final revised School Leader Recruitment Guidelines for your review, ahead of our planned all-staff consultation. Please find attached:

- Revised School Leader Recruitment Guidelines
- EDU Engage summary document
- School leader transfer feedback – EDU changes

These documents reflect extensive consultation and incorporate feedback received from the [REDACTED] and other stakeholders. Key enhancements include:

- Clearer, more consistent processes for school leader advertising, compassionate and early assess transfers, Education Support Office placements, transfer rounds, and general recruitment principles.
- An improved school leader transfer process, supporting more timely and equitable transfers, with a maximum transfer pool duration of 18 months and a priority placement hierarchy for injured workers and compassionate cases.
- Stronger focus on secure and permanent employment for all school leaders, and alignment with recent legislative changes to reinforce merit, equity, and transparency.
- Clarified mechanisms for voluntary transfer, objective criteria for transfer pool suitability, and reconsideration rights for placement end dates.
- Reduced application requirements and improved clarity around short-term and long-term vacancies.

We are committed to genuine consultation and welcome any further feedback or concerns from the [REDACTED] prior to commencement of staff consultation. Please advise if there are any outstanding issues or points requiring clarification.

Subject to your feedback, we intend to proceed to all-staff consultation in the coming days. The [REDACTED] will have sufficient time to outline any further concerns before the consultation period closes and the guidelines are published.

If you have any questions or wish to discuss specific aspects of the guidelines, please do not hesitate to contact me.

Kind regards,

Daniel Ackland | Executive Branch Manager, People and Performance

Phone: 02 620 51820 | Mobile: 0481 298 383 | Email: Daniel.Ackland@act.gov.au

People and Performance | Education | ACT Government
 51 Fremantle Drive, Stirling, ACT 2611 | GPO Box 158 Canberra ACT 2601
www.education.act.gov.au | [Facebook](#) | [Twitter](#) | [Instagram](#) | [LinkedIn](#) | [Google+](#)

END

Regards,

Shannon Corrigan (she/her)

Executive Officer to Daniel Ackland, Executive Branch Manager

People & Performance | Education | ACT Government

Phone: +61 2 6207 9343

Email: shannon.corrigan@act.gov.au

51 Fremantle Drive, Stirling, ACT 2611

GPO Box 158 Canberra ACT 2601

I acknowledge the Ngunnawal people as the traditional custodians of the ACT and recognise any other people or families with connection to the lands of ACT and region.

I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

From: Ackland, Daniel

Sent: Monday, 13 October 2025 1:22 PM

To: EDU, EBM P&P

Subject: FW: FOR ACTION - CONSULTATION: School Leader Recruitment Guidelines

Importance: High

OFFICIAL

Can you draft me an email to send to [REDACTED] later today/tomorrow

Daniel Ackland | Executive Branch Manager, People and Performance

Phone: 02 620 51820 | Mobile: 0481 298 383 | Email: Daniel.Ackland@act.gov.au

People and Performance | Education | ACT Government

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From: Nicholls, Bec <Bec.Nicholls@act.gov.au>

Sent: Thursday, 9 October 2025 7:37 AM

To: Ackland, Daniel <Daniel.Ackland@act.gov.au>

Cc: Lesbirel, Rachel <Rachel.Lesbirel@act.gov.au>; EDU, EBM P&P
 <ebmpp.edu@act.gov.au>

Subject: FOR ACTION - CONSULTATION: School Leader Recruitment Guidelines

Importance: High

OFFICIAL

Hi Daniel

We are happy with your proposed approach, documents are above to attach to the email and once sent we will work with Comms on the EDU Engage page.

Thanks

Bec Nicholls | Senior Director, Recruitment

Phone: 0459 271 340 | Email: bec.nicholls@act.gov.au

People and Performance | Education | ACT Government

51 Fremantle drive, Stirling, ACT, 2611 | GPO Box 158 Canberra City ACT 2601

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From: Lesbirel, Rachel <Rachel.Lesbirel@act.gov.au>
Sent: Friday, 3 October 2025 2:03 PM
To: Nicholls, Bec <Bec.Nicholls@act.gov.au>
Cc: Luketic, Yvette <Yvette.Luketic@act.gov.au>; Butz, Josh <Josh.Butz@act.gov.au>;
 EDU, EBM P&P <ebmpp.edu@act.gov.au>
Subject: FW: CONSULTATION: School Leader Recruitment Guidelines

OFFICIAL

Bec,

To support the below, I've updated the proposed consultation timeline saved within the attached TRIM folder.

Grateful for your review and confirmation to progress back to Daniel, noting he's keen to re-engage with the [REDACTED] prior to commencement of staff consultation.

Kind regards,

Rachel Lesbirel | A/g Director, Recruitment - Onboarding and Operations

Phone: 6205 1555 | Email: Rachel.lesbirel@act.gov.au

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My work hours may differ to yours. Please do not feel obligated to respond outside of your normal working hours.

From: EDU, EBM P&P <ebmpp.edu@act.gov.au>
Sent: Friday, 3 October 2025 10:40 AM
To: Lesbirel, Rachel <Rachel.Lesbirel@act.gov.au>
Cc: Nicholls, Bec <Bec.Nicholls@act.gov.au>; Luketic, Yvette <Yvette.Luketic@act.gov.au>; Butz, Josh <Josh.Butz@act.gov.au>; EDU, EBM P&P <ebmpp.edu@act.gov.au>
Subject: RE: CONSULTATION: School Leader Recruitment Guidelines

OFFICIAL

Hi Rach,

Daniel has confirmed his next steps are:

- Daniel emails [REDACTED] with the final docs giving them a heads up we are going to go to all-staff consultation in xx days.
- Give the [REDACTED] enough time to outline any further concerns.
- Once deadline passes, publish

Any thoughts on concerns about the above?

Thanks!

Regards,

Shannon Corrigan (she/her)

Executive Officer to Daniel Ackland, Executive Branch Manager

People & Performance | Education | ACT Government

Phone: +61 2 6207 9343

Email: shannon.corrigan@act.gov.au

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GPO Box 158 Canberra ACT 2601

I acknowledge the Ngunnawal people as the traditional custodians of the ACT and recognise any other people or families with connection to the lands of ACT and region.

I acknowledge and respect their continuing culture and the contribution they make to the life of this city and this region.

From: Lesbirel, Rachel <Rachel.Lesbirel@act.gov.au>

Sent: Thursday, 25 September 2025 5:56 PM

To: EDU, EBM P&P <ebmpp.edu@act.gov.au>

Cc: Nicholls, Bec <Bec.Nicholls@act.gov.au>; Luketic, Yvette <Yvette.Luketic@act.gov.au>; Butz, Josh <Josh.Butz@act.gov.au>

Subject: FW: CONSULTATION: School Leader Recruitment Guidelines

OFFICIAL

Hi Team,

I am writing to follow up on the attached documents that were submitted in mid-August for EBM P&P consideration.

Could you please provide an update on their progress?

Thanks

Kind regards,

Rachel Lesbirel | A/g Director, Recruitment - Onboarding and Operations

Phone: 6205 1555 | Email: Rachel.lesbirel@act.gov.au

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From: Lesbirel, Rachel <Rachel.Lesbirel@act.gov.au>

Sent: Monday, 1 September 2025 2:33 PM

To: EDU, EBM P&P <ebmpp.edu@act.gov.au>

Cc: Nicholls, Bec <Bec.Nicholls@act.gov.au>; Luketic, Yvette <Yvette.Luketic@act.gov.au>; Butz, Josh <Josh.Butz@act.gov.au>

Subject: FW: CONSULTATION: School Leader Recruitment Guidelines

Importance: High

OFFICIAL

Hi Ladies,

Due to conflicting meetings, could tomorrow afternoon's School leader Guidelines project meeting please be postponed or cancelled?

At this stage, Recruitment has no further updates. We're currently awaiting Megan's review of the attached documents before proceeding to consultation with the [redacted].

Happy to discuss thanks.

Kind regards,

Rachel Lesbirel | A/g Director, Recruitment - Onboarding and Operations

Phone: 6205 1555 | Email: Rachel.lesbirel@act.gov.au

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My work hours may differ to yours. Please do not feel obligated to respond outside of your normal working hours.

From: Nicholls, Bec <Bec.Nicholls@act.gov.au>

Sent: Monday, 1 September 2025 2:19 PM

To: Lesbirel, Rachel <Rachel.Lesbirel@act.gov.au>

Subject: FW: CONSULTATION: School Leader Recruitment Guidelines

Importance: High

OFFICIAL

Bec Nicholls | Senior Director, Recruitment

Phone: 0459 271 340 | Email: bec.nicholls@act.gov.au

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From: Nicholls, Bec

Sent: Thursday, 14 August 2025 7:23 AM

To: Moriarty, Megan <Megan.Moriarty@act.gov.au>

Cc: EDU, EBM P&P <ebmpp.edu@act.gov.au>; Butz, Josh <Josh.Butz@act.gov.au>;

Luketic, Yvette <Yvette.Luketic@act.gov.au>

Subject: CONSULTATION: School Leader Recruitment Guidelines

Importance: High

Hi Megan

Following our catch up yesterday, please find attached final docs for your review.

TRIM has been updated with the revised copy of the guidelines and I have also attached

EDU engage for your approval so that we can send this over and have the web team prepare to go live.

I think we should advise of our updates and that we plan to go live for formal staff

consultation at the beginning of week 8/9 noting the current pressure the schools are under to do their BMP's.

If this is agreed once you email the [REDACTED] we will updated the consultation timeline again.

Bec Nicholls | Senior Director, Recruitment

Phone: 0459 271 340 | Email: bec.nicholls@act.gov.au

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From: Ackland, Daniel <Daniel.Ackland@act.gov.au>

Sent: Monday, 28 July 2025 11:41 AM

To: Nicholls, Bec <Bec.Nicholls@act.gov.au>; Bertrand-Bruce, Cameron <Cameron.Bertrand-Bruce@act.gov.au>; Moriarty, Megan <Megan.Moriarty@act.gov.au>

Cc: EDU, EBM P&P <ebmpp.edu@act.gov.au>

Subject: FW: CONSULTATION: School Leader Recruitment Guidelines

OFFICIAL

FYI and further consideration. I haven't reviewed as yet.

Daniel Ackland | Executive Branch Manager, People and Performance

Phone: 02 620 51820 | Mobile: 0481 298 383 | Email: Daniel.Ackland@act.gov.au

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From: [REDACTED]

Sent: Friday, 25 July 2025 1:49 PM

To: Ackland, Daniel <Daniel.Ackland@act.gov.au>

Cc: [REDACTED]

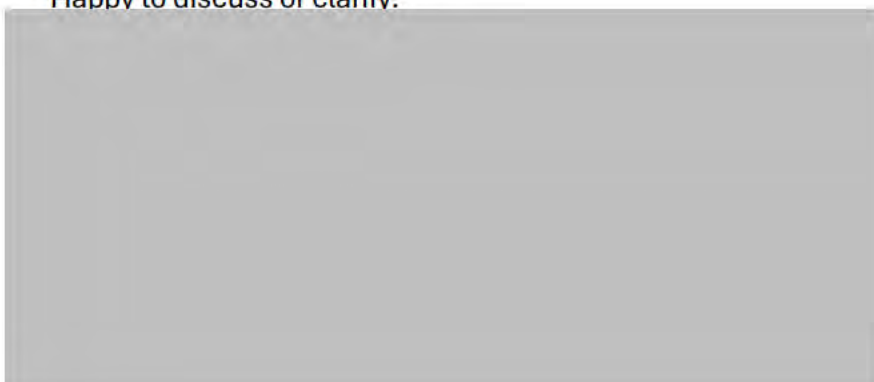
Subject: Re: CONSULTATION: School Leader Recruitment Guidelines

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Hi Daniel

Please find our feedback attached. I'll admit this has been a bit rushed on our end, but we wanted to get back to you ASAP to avoid delays.

Happy to discuss or clarify.



From: Ackland, Daniel <Daniel.Ackland@act.gov.au>
Sent: Thursday, July 10, 2025 3:46 PM
To: <[REDACTED]>; Bertrand-Bruce, Cameron <Cameron.Bertrand-Bruce@act.gov.au>; Jones, Chris <chris.jones@ed.act.edu.au>; Vaughan, Simon <simon.vaughan@ed.act.edu.au>; Zuffo, Annamaria <annamaria.zuffo@ed.act.edu.au>; Planten, Melissa <melissa.planten@ed.act.edu.au>
Cc: Nicholls, Bec <Bec.Nicholls@act.gov.au>; EDU, EBM P&P <ebmpp.edu@act.gov.au>; Jones, Tegan <Tegan.Jones@act.gov.au>
Subject: RE: CONSULTATION: School Leader Recruitment Guidelines

OFFICIAL

Hi [REDACTED]

Thanks again for your feedback on the revised School Leader Recruitment Guidelines.

Attached you will find a marked up version which you will see addresses most of the feedback provided. Responses to ACTPA feedback is also contained.

In relation to the recommendations provided by the [REDACTED]

1. **Establish maximum transfer pool duration** (e.g., two school years) with guaranteed placement – **Agreed. A maximum period of 18 months has been proposed.**
2. **Create priority placement hierarchy** putting injured workers and compassionate cases first – **Agreed. A priority placement hierarchy has been included.**
3. **Develop streamlined application process** for internal transfers using existing performance data (eg. from CDDs) – **Partially agreed. Application lengths for all vacancies have been removed in line with ACTPS Recruitment Policy and Guidelines which allows individual areas to consider appropriate length of application and include it in advertising. Existing performance data is generally considered sensitive and should not be openly shared for the purposes for internal transfer.**
4. **Clarify SLA voluntary transfer mechanisms** during placement periods – **Agreed. Edits have been made to clarify that SLAs may apply for vacancies during their placement period, subject to discussing with their EEL.**
5. **Define objective criteria** for transfer pool suitability assessments – **Partially agreed. References to unqualified or incapable have been removed. Whether assessment of performance concerns is being undertaken is the primary test for whether a school leader should be permitted into the transfer pool or not.**
6. **Implement standardised assessment framework** across all schools – **Not agreed. Suitability will vary depending on the nature of the role and any specialised skills required. Schools must provide feedback as to why applicants are not found suitable to ensure transparency in decision-making.**
7. **Establish career development transfer quotas or targets** allowing proactive

moves for professional growth – Further information is needed on what is being requested here.

8. **Create appeal mechanism** for transfer pool decisions – Not agreed. In accordance with Division 5.6 of the *Public Sector Management Act 1994*, at-level transfer of officers is not an appealable decision.

I would welcome any further feedback or concerns prior to COB Friday 25 July 2025 to allow progress to all-staff consultation early in term 3.

Thanks

Daniel Ackland | Executive Branch Manager, People and Performance

Phone: 02 620 51820 | Mobile: 0481 298 383 | Email: Daniel.Ackland@act.gov.au

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From: [REDACTED]

Sent: Tuesday, 27 May 2025 3:58 PM

To: Bertrand-Bruce, Cameron <Cameron.Bertrand-Bruce@act.gov.au>; Jones, Chris (ACTEDU) <Chris.Jones@ed.act.edu.au>; Vaughan, Simon (ACTEDU) <Simon.Vaughan@ed.act.edu.au>; Zuffo, Annamaria (ACTEDU) <Annamaria.Zuffo@ed.act.edu.au>; Planten, Melissa (ACTEDU) <Melissa.Planten@ed.act.edu.au>

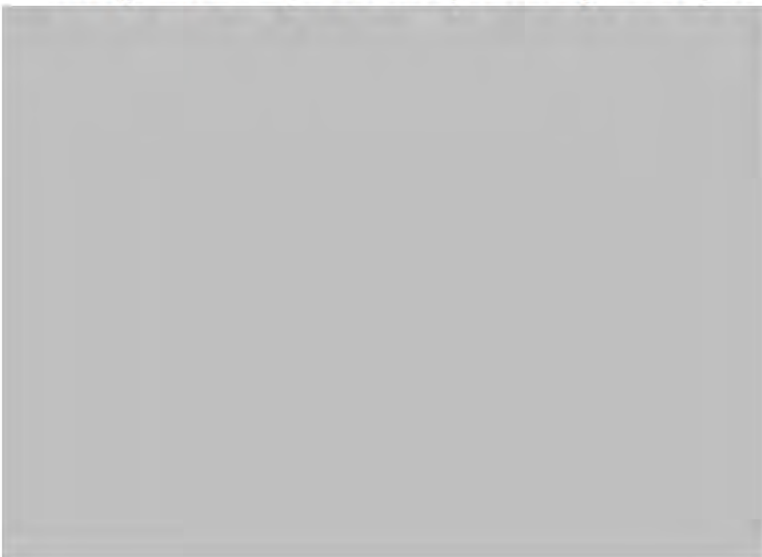
Cc: Ackland, Daniel <Daniel.Ackland@act.gov.au>; Nicholls, Bec <Bec.Nicholls@act.gov.au>; EDU, EBM P&P <ebmpp.edu@act.gov.au>

Subject: Re: CONSULTATION: School Leader Recruitment Guidelines

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Hi Cameron - apologies for the lateness.

To preface the attached, I think this is on the right track, but we would want to see some more work go into making the transfer pool concept watertight before going to broader consultation.



From: Bertrand-Bruce, Cameron <Cameron.Bertrand-Bruce@act.gov.au>
Sent: Wednesday, May 14, 2025 9:03 AM
To: <[REDACTED]>; Jones, Chris <chris.jones@ed.act.edu.au>; Vaughan, Simon <simon.vaughan@ed.act.edu.au>; Zuffo, Annamaria <annamaria.zuffo@ed.act.edu.au>; Planten, Melissa <melissa.planten@ed.act.edu.au>
Cc: Ackland, Daniel <Daniel.Ackland@act.gov.au>; Nicholls, Bec <Bec.Nicholls@act.gov.au>; EDU, EBM P&P <ebmpp.edu@act.gov.au>
Subject: CONSULTATION: School Leader Recruitment Guidelines

OFFICIAL

Hi all,

Thanks for your time yesterday to discuss the overview of the proposed School Leader Recruitment Guidelines.

ACTPA – you should have just received a link to a version that you can all edit in tracked changes together. Please let me know if you have any issues with accessing/editing the document.

[REDACTED] – Unfortunately, I can't set up the same access for someone outside of the organisation, so I've attached a copy of the draft for [REDACTED] to provide feedback.

Some of the key points raised in yesterday's discussion included:

- The need to reinforce the underlying principles of school leader transfer, including the benefits of improved professional development, teaching practice and student outcomes;
- Consideration of tiers of priority for transfer;
- Consideration of 'complex transfers';
- Possible limits on the amount of times somebody can be extended within the same school; and
- Principals being subject to the same transfer process.

To stick to the timeframe that we discussed yesterday, we'd appreciate any initial feedback being received by **COB Friday 23 May 2025**, so that we can (hopefully) commence all-staff consultation the following week. Formal consultation will then be open for a further 3 weeks, so you will continue to have further opportunities to provide feedback.

It is our intention to have revised guidelines in place prior to the transfer round commencing, so that we can enact the new transfer pool proposal instead. This is obviously subject to feedback that we receive through consultation.

If you have any questions, please don't hesitate to reach out to Bec or myself.

Cheers,

Cam

Cameron Bertrand-Bruce | A/g Senior Director, Workplace Relations

Ph: 02 6205 2215 | Email: Cameron.Bertrand-Bruce@act.gov.au

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Ngunnawal Country | 51 Fremantle Drive, Stirling, ACT 2611 | GPO Box 158 Canberra ACT 2601

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AEU feedback	Education Directorate response	Further feedback/comment	EDU further comments
Establish maximum transfer pool duration (e.g., two school years) with guaranteed placement	Agreed. A maximum period of 18 months has been proposed.	Thanks.	No further action
Create priority placement hierarchy putting injured workers and compassionate cases first	Agreed. A priority placement hierarchy has been included.	Thanks.	No further action
Develop streamlined application process for internal transfers using existing performance data (eg. from CDDs)	Partially agreed. Application lengths for all vacancies have been removed in line with ACTPS Recruitment Policy and Guidelines which allows individual areas to consider appropriate length of application and include it in advertising. Existing performance data is generally considered sensitive and should not be openly shared for the purposes for internal transfer.	For discussion – agreed that CDD data may be sensitive, but existing performance data should be sufficient in most circumstances to support or not support suitability – there may then be a question about ranking. What we’re getting at here is that a person who is performing at or above level	Teacher Career development plan is focused on career development and planning and does not address performance. If there is an underperformance plan in place, then they should not be end dated of transferred unless compassionate circumstances apply.
Clarify SLA voluntary transfer mechanisms during placement periods	Agreed. Edits have been made to clarify that SLAs may apply for vacancies during their placement period, subject to discussing with their EEL.	This isn’t enough information to cover current practice. At the moment, we’re seeing a practice of Principals (typically experienced Principals) getting a “tap on the shoulder” from their DSI and voluntary transfer is occurring on that basis. Alternatively, we’re seeing Principals offered a Clayton’s choice between staying at a school where there have been negative findings from a review, or volunteering to transfer.	Proposed – School Operations to have central oversight of CDD end dates for Principals. EELs should be having CDD discussions with Principals. System placement provisions apply in this circumstance.

		There will be cases where transfer should occur on the basis of the needs of the Principal or the needs of the Directorate. There needs to be a clear decision-making framework.	
Define objective criteria for transfer pool suitability assessments	Partially agreed. References to unqualified or incapable have been removed. Whether assessment of performance concerns is being undertaken is the primary test for whether a school leader should be permitted into the transfer pool or not.	For clarification, if there is no formal underperformance process underway, a school leader will be permitted into the transfer pool? If this is a reference to the first sentence of R3.3 that refers to transfer not being a mechanism to resolve performance issues, the intent of that provision has never been to act as a barrier to employee-nominated transfer. Its purpose is to prevent Principals using transfer to offload underperforming staff.	May need to consider any process under Section H including underperformance discussion and underperformance plan.
Implement standardised assessment framework across all schools	Not agreed. Suitability will vary depending on the nature of the role and any specialised skills required. Schools must provide feedback as to why applicants are not found suitable to ensure transparency in decision-making.	It makes sense for schools to be able to highlight that a particular skillset is sought, but there's no reason for the assessment framework to not be standard across all schools.	Not agreed. Suitability will vary depending on the nature of the role and any specialised skills required. Schools must provide feedback as to why applicants are not found suitable to ensure transparency in decision-making.
Establish career development transfer quotas or targets allowing proactive moves for professional growth	Further information is needed on what is being requested here.	We're seeking some intentionality in the transfer system for career development purposes – for example, a target for the number of	The directorate will in all cases attempt to place an applicant in a preferred position regardless of whether the applicant requested

		transfers initiated by an employee through their CDD for career development reasons.	early access, or the employer confirmed end dates. This would be hard to quantify this data.
Create appeal mechanism for transfer pool decisions	Not agreed. In accordance with Division 5.6 of the <i>Public Sector Management Act 1994</i> , at-level transfer of officers is not an appealable decision.	Noted, but a decision that an applicant will not be transferred and instead will go into a transfer pool is not at-level transfer as contemplated by the Act.	The employee will remain at their nominal school until such time as a suitable placement has been confirmed. They have provisions for reconsideration rights on their CDD end date conversation.

Points for clarification:

- A minor amendment at [17] to remove some perfunctory words as a result of the removal of AEU. – updated
- In that same section, I presume the AEU is still entitled to a nominee on the JSC for, at least, SLB or SLC positions. Therefore, this should be referenced in the dot points in [17] – “A committee member must be a nominee of the AEU, drawn from a list held by P&P.” – updated
- The wording in [20] and [21] is clunky, trying to deal with the 2 years/permanent concept. Consider rewording. – small amendments made. All ESO teaching roles are capped at 2 years to allow the teachers to appropriately transition back into a school environment, if necessary, without too long of a period outside of schools.
- Somewhere under the end date sections (so [47] – [62]), school leaders have a right to seek a reconsideration of their end date under R2.7. Suggest that this be referenced in the policy. – updated
- There seems to be a gap between the interrelationship between a ‘short-term’ vacancy (up to one semester) and a ‘longer-term’ vacancy. For instance, a vacancy of up to one semester can be filled through an EOI from within the school or through a open merit selection process advertised on Jobs ACT. If it is filled through an EOI within the school it stands to reason that there is no ‘open merit selection process’. However, a vacancy of greater than one semester requires such an ‘open merit selection process’. What happens if a short-term vacancy filled by way of an EOI is required to go beyond one semester (i.e. the substantive holder of a position takes further leave). This is currently an issue we hear regularly – the position was only filled through an EOI because it was *anticipated* to be less than a semester, but it continues to get extended beyond a semester. It would be good for the guidance to be clear about this situation. – updated

Contents

PURPOSE	2
RELEVANT LEGISLATION, POLICY, OR DOCUMENTS.....	2
COVERAGE	2
DELEGATIONS	2
GENERAL PRINCIPLES.....	2
<i>Merit and Equity</i>	2
<i>Order of Merit and Merit Pool</i>	3
<i>Joint Selection Committee</i>	3
<i>Secure Workforce Conversion of long term Temporary School Leaders</i>	4
<i>Fixed Term Temporary Contract Limitations</i>	4
METHODS AND TIMELINE FOR FILLING SCHOOL LEADER VACANCIES	4
ADVERTISING, APPLICATION AND ASSESSMENT PROCESS	4
SCHOOL LEADER TRANSFER	5
<i>Early Access School Leaders</i>	5
<i>End Date School Leaders</i>	6
SYSTEM PLACEMENT OF SCHOOL LEADERS.....	7
<i>School Leader A (SLA)</i>	7
<i>School Leader B and C (SLB or SLC)</i>	7
SHORT-TERM (UP TO ONE SEMESTER).....	8
<i>School Leader A, B and C</i>	8
LONG-TERM (GREATER THAN ONE SEMESTER WITH THE POSSIBILITY OF PERMANENCY)	8
<i>School Leader A, B and C</i>	8
PERMANENT VACANCIES	8
<i>School Leader A, B and C</i>	8
ADVERTISING	9
<i>SLA, SLB and SLC vacancies</i>	9
ASSESSING AND RANKING OF APPLICANTS.....	9
SELECTION PROCESS.....	9
SELECTION OUTCOME.....	9
THE DELEGATE.....	9
FEEDBACK	9
REVIEW OF DECISION	9
DEFINITIONS	9
DOCUMENT MANAGEMENT	10
APPENDIX A	11

PURPOSE

This guideline outlines the procedures in relation to the filling of School Leader vacancies in accordance with the provisions of Section R, *ACT Public Service Education Directorate (Teaching Staff) Enterprise Agreement 2023-2026* (the Enterprise Agreement). This document replaces the Procedures for Filling School Leader Vacancies as referenced in clause R3.6 of the Enterprise Agreement. This document has been created in consultation with the Australian Education Union (AEU) as required by clause R3.6 of the Enterprise Agreement.

RELEVANT LEGISLATION, POLICY, OR DOCUMENTS

1. This guideline must be read in conjunction and interpreted in line with the:
 - *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023-2026*
 - *Public Sector Management Act 1994 (PSM Act)*
 - *Public Sector Management Standards 2016 (PSM Standards)*
 - *ACTPS Recruitment Policy and Guidelines.*

COVERAGE

2. This guideline applies to transfer options, school based and office-based School Leader A, School Leader B and School Leader C permanent and temporary positions.

DELEGATIONS

3. Delegations for the approval of selection outcomes for school leader positions are set out in the Directorate's delegation schedule available on [ConnectED](#).

GENERAL PRINCIPLES

4. Recruitment processes in the ACT Public Service (ACTPS) must follow and apply the principles outlined in the Enterprise Agreement, *PSM Act* and *PSM Standards*. The fundamental principles of recruitment in the ACTPS are that:
 - there is a preference for permanency.
 - selection is based on merit, equity and fairness.
 - decisions are made without bias or prejudice.
5. The ACTPS is committed to promoting permanent employment and job security for employees within the ACTPS. The Enterprise Agreement sets out the expectation that recruitment processes should aim to minimise the use of temporary and casual employment wherever possible.
6. The use of temporary or casual employment should only be considered when permanent employment is not viable or appropriate, for example where:
 - there is no permanent officer available with the expertise, skills or qualifications required for the duties to be performed.
 - assistance of a temporary nature is required, including backfill for a permanent officer absent on leave or transfer.
7. By transferring to new settings throughout their careers, school leaders gain a broad experience and contribute to renewal of school communities through incorporation of new perspectives. School leader transfers link closely with quality teaching, professional learning, career planning, performance management and leadership development in helping to develop a capable and sustainable teaching workforce.

Merit and Equity

8. In accordance with Section 27 of the *PSM Act*, the principles of merit and equity are applied when:
 - all eligible people have, as far as practicable, had a reasonable opportunity to apply for selection; and
 - the selection of a person is made based on a comparative assessment of the applicants.
9. Merit must be applied to **all** recruitment selection processes in the ACTPS irrespective of whether the process is being conducted for a permanent, temporary, or casual position, and the length of the temporary vacancy.
10. Merit must underpin **all** recruitment selection processes to ensure that recruitment decisions are fair, and the right applicant is selected based on the evidence provided in the recruitment process.

Order of Merit and Merit Pool

11. There are two ways to rank multiple suitable applicants:
 - Order of Merit: Either rank the suitable applicants in an order of merit, i.e. from the highest overall score to the lowest overall score. If applicants are ranked on an order of merit, the applicant with the highest score must be offered the position first. Then the next one on the list if there is another identical position etc. If this merit list is used for future identical positions, the merit list order still must be adhered to, i.e. the highest scoring available applicant gets made an offer first.
 - Merit Pool: Another option is to list all suitable applicants in a merit pool. These applicants are all equally suitable, despite there being a difference in their overall scores. Any of these applicants can be made offers. This needs to be clearly stated on the selection report. This method is often used for bulk recruitment rounds but can also be used for ordinary recruitment.
12. Orders of merit and merit pools are valid for 12 months from the date that the delegate approves the selection committee report.
13. Schools should contact P&P to discuss accessing current orders of merit and merit pools.
14. To select someone within 12 months from an order of merit or merit pool, schools/ESO areas should contact P&P to seek advice on completing a Fill Identical Vacancy form on the Shared Services Portal. As part of this process, schools/ESO should consider all the requirements for the position, including possible future requirements, to determine who will be most suitable.
15. If wishing to access a different school's merit list/pool the position requirements must be identical.

Joint Selection Committee

16. Joint Selection Committees (JSC) will be used for all school leader vacancies in accordance with Section R6, of the Enterprise Agreement. The Directorate will provide agreed JSC training and will maintain a list of Directorate staff who have completed such training.
17. The JSC is formed by the chair in consultation with P&P and the AEU. The chair must submit the JSC panel composition as part of their request to advertise and must meet panel composition requirements listed below:
 - All committee members must have undertaken approved JSC training.
 - A committee member must be a nominee of the AEU, drawn from a list held centrally by P&P
 - All committee members must be substantively at, or above, classification of the vacancy.
 - The chair must be substantively at least a classification higher than that of the vacancy.
 - One committee member must be external to the school and must not have worked at the school within the previous 12 months.

- All panel members must complete the Recruitment Selection Committee Conflict of Interest/Declaration of Impartiality [form](#).
- The JSC membership should have diverse gender representation, wherever this is reasonably practicable to do so.
- When recruiting to a permanent SLA position the members of the school board of a government school must, whenever necessary, nominate a member of the board as a member of any selection panel established by the director-general to make recommendations to the director-general about the appointment of the principal for the school.
- When recruiting to an identified position, all reasonable attempts must be made to include a person from that inclusion group.

Office Based School Leader vacancies

18. All office-based recruitment will be in line with school-based recruitment for temporary and permanent vacancies, refer Appendix A.
19. All temporary 12-month positions will have a total placement length of up to two years in total.
20. All permanent positions will have a total placement length of two years; placements can be extended via the annual Career Development discussion for up to two years per extension.
21. All ESO office-based SLA vacancies will be at the SLA1 classification. Any variations will need to be job sized appropriately, taking into consideration School Weighted Index and Work Level Standards.
22. System needs and variations to standard classifications will be approved by EBM P&P and ELSO.

METHODS AND TIMELINE FOR FILLING SCHOOL LEADER VACANCIES

23. The methods for filling school leader positions will be considered in the following order:
 1. Redeployment/system placement, including:
 - Excess officers;
 - Incapacitation and workers compensation
 - Other system placement
 2. Compassionate transfer;
 3. School leader transfer pool;
 4. Recruitment process in accordance with Appendix A.
24. Special consideration will be given to Schools that are currently operating on a School Management Model plan.

ADVERTISING, APPLICATION AND ASSESSMENT PROCESS

25. Advertising of school leader vacancies will not occur during the Christmas/New Year mandatory annual leave, shutdown and stand down periods.
26. Advertising of school leader vacancies during or across the stand down periods between Terms 1, 2 and 3 may occur. However, there is no expectation that panels will conduct their process during these periods and school leaders must not be required to participate in interviews during stand down periods between school Terms.
27. Concerns about a selection process may be raised by applicants, committee members, employees or the AEU at any time throughout the selection process. Such concerns should be raised with the panel chair, principal, EEL, Executive Branch Manager, People and Performance (EBM P&P) or the AEU as soon as the concern arises.

28. School leader applications address and are assessed against the [Australian Professional Standards for Teachers Australian Institute for Teaching and School Leadership \(AITSL\)](#).
29. All costs associated with school leader advertising through Jobs ACT or other approved platforms ie Seek, Jobs ACT, Teacher on Net and or LinkedIn will be met by the school/section.
30. All selection documentation including EOI for school leader B and C processes is to be sent to P&P Recruitment for review and consideration. P&P Recruitment will be the delegate for all outcomes.
31. All selection documentation including EOI for school leader A processes is to be sent to Director General or Delegate for review and consideration.
32. Any variation in the application of these Guidelines to a school leader recruitment process will be agreed between the Directorate and the AEU as required under Clause G1 of the Enterprise Agreement.
33. For school leader positions that are advertised on Jobs ACT, a JSC may determine the suitability of applicants based on Curriculum Vitae, written application, and referee reports only, however, in the absence of any other assessment method being used, this should only be applied in exceptional circumstances and applicants must be advised of this in the advertisement for the vacancy.
34. The panel chair/delegate may still choose to undertake a new recruitment process despite having advertised a previous position with the possibility of permanency.

SCHOOL LEADER TRANSFER

35. By transferring to new settings throughout their careers, school leaders gain a broad experience and contribute to renewal of school communities through incorporation of new perspectives. School leader transfers link closely with quality teaching, professional learning, career planning, performance management and leadership development in helping to develop a capable and sustainable teaching workforce.
36. All school leaders have a responsibility to plan their career pathways and professional growth, including placement and transfer options, through the School Leader Performance and Development Framework.
37. All school leaders may apply for transfer at any stage during their placement.
38. For compassionate transfers, special consideration of an individual's circumstances will occur.
39. School leader transfer must not be used to address performance issues. Any school leader currently being assessed for performance issues will not be permitted to transfer until they have undertaken sufficient development and improvement to meet the expected standards.
40. School leaders who enter the transfer pool and who identify with performance issues will be automatically returned to their nominal school.

Early Access School Leader B and C

41. School leaders may apply for transfer at any stage during their placement. Where a school leader wishes to apply for transfer prior to the end of their placement, they should advise their principal/manager as soon as possible.
42. The onus is then on the school leader to apply for and secure a new position prior to the commencement of the new school year, to avoid disruption to schools.
43. All school leader vacancies of longer than one semester will be advertised on Jobs ACT.
44. Where a school leader applies for transfer prior to their placement end date and is unsuccessful in securing a position prior to the commencement of the new school year the current end date remains in effect and the school leader will remain in their nominal position until such time as they secure a new nominal position.

45. The principal will not be able to advertise the anticipated vacant role until it becomes nominally vacant and the early access school leader has secured a new position.

End Date School Leaders B and C (SLB or SLC)

46. Principals will review school leader end dates through career development discussion to determine:
- The placement end date is confirmed, and the school leader will apply to transfer; or
 - The placement end date will be extended for a period of one to five years.
47. Decisions to enact end dates must be in writing and finalised by the end of term two.
48. Principals are to advise P&P in writing of all school leaders who are to apply for transfer for the following year.
49. A principal/teacher may seek to have the grounds for the decision concerning their placement end date reconsidered by informing their EEL, principal or manager within 14 calendar days of receipt of the decision.
50. The reconsideration will be undertaken by a panel comprising the Executive Group Manager, School Improvement or EEL, a principal from another school and an AEU nominee.
51. School leaders who have had their end date confirmed will need to apply to and be placed in the directorate school leader transfer pool.
52. The school leader transfer pool will consist only of end date school leaders who require a transfer for the following school year.
53. P&P will maintain the pool and refer school leaders to all suitable vacancies as they become available during term three and four until a suitable placement is confirmed.
54. Should a suitable placement not be confirmed by the end of term four, the school leader will remain at their nominal school until such time as a placement can be confirmed and continued to be referred to vacancies as they arise.
55. Any school leader who has been unable to secure a placement through the transfer pool after a period of one year additional to section 54. above will be placed in accordance with the *System placement of school leaders* section of this guideline.
56. Schools that submit school leader vacancies will be required to undertake a full assessment of transfer pool applicants and provide appropriate feedback to P&P around decision making.
57. A suitable outcome of a transfer pool applicant to a current vacancy could result in the successful applicant requiring release from their current school prior to the commencement of the following school year.

End Date School Leader A

58. All placements of principals are for a maximum of 5 years. The placement end date is 26 January, after the final year of placement. Placement end dates will not be varied to account for periods of leave or temporary transfer.
59. Subsequent placements for all principals are for periods up to 5 years. There is no limit on the number of times a principal's placement at a school can be continued.
60. The EEL will advise the principal in writing of the decision concerning their placement end date following the career development discussion, no later than the end of term 1 in the year prior to its effect. This decision could determine either:
- will continue their placement at the school for another period of up to five years, or
 - must apply for positions in new educational settings.

61. Principals will remain in in their nominal position until such time as they secure a new nominal position.
62. Principals may apply for advertised vacancies at any stage during and/or after the end date of their placement. Where a principal wishes to apply for vacancies prior to the end of their placement, they should advise their EEL as soon as possible.
63. All principal vacancies of longer than one semester will be advertised on Jobs ACT.

SYSTEM PLACEMENT OF SCHOOL LEADERS

64. It is important to balance the need for the Directorate to ensure all school leaders are appropriately placed with the expectation that schools will select, manage, and develop their staff.
65. The requirement to place permanent school leaders in suitable positions takes precedence over any other method of filling vacancies.
66. System placements can occur at any time during the school year and will be managed on a case-by-case basis.
67. The need for system placements will be managed on a case-by-case basis and will generally only be considered after other methods of achieving a satisfactory placement have been exhausted.
68. For all system placements, consultation with the affected school leader must be undertaken in accordance with clause F1 of the Enterprise Agreement.
69. Genuine consideration will be given to individuals' personal circumstances and needs in making decisions regarding system placement. Despite this, the Directorate has a right and obligation to place permanent school leaders in suitable positions.

School Leader A (SLA)

70. When a system placement is required:
 - Executive Leader, School Operations (ELSO) will confirm the need to place a current SLA.
 - ELSO/P&P will compile a list of available suitable vacancies.
 - ELSO will advise SLA of the placement outcome and advise outcome to:
 - School board chair/nominees
 - Other Executive Group Manager or Executive Branch Manager, as relevant
 - P&P, Recruitment.
71. The placement will normally be at the commencement of a school term unless otherwise determined by the Director-General or delegate.

School Leader B and C (SLB or SLC)

72. When a system placement is required:
 - School Operations (SO) and P&P will confirm the need to place a current SLB or SLC.
 - SO/P&P will compile a list of available suitable vacancies.
 - EEL will advise the new principal/senior manager of the placement outcome for the SLB or SLC.
 - EBM P&P, or delegate, will advise the SLB or SLC of the placement outcome.
73. The placement will normally be at the commencement of a school term unless otherwise determined by the Director-General or delegate.

Compassionate School to school at level transfers SLA, SLB, SLC

74. Aligned to Enterprise Agreement provisions relating to compassionate transfer, special consideration of an individual's circumstances and needs will be considered by School Improvement and P&P.

75. School to school short-term transfers of up to a semester can occur at any point during the school year.
76. Grounds for a compassionate transfer include, but are not limited to, the following circumstances:
- a medical condition where the school environment/location directly impacts the medical condition.
 - the SL cannot be placed at a particular school/s due to domestic/family or personal protection order.
 - there are issues within the school environment such that ELSO, the relevant EEL and/or P&P are working with the school's executive team and/or staff members, and a compassionate transfer is appropriate.
77. Approval of short-term transfers will be considered by EBM P&P and ELSO.

SHORT-TERM (UP TO ONE SEMESTER)

School Leader A, B and C (SLA, SLB or SLC)

78. The EEL/Principal will advertise the vacancy through an EOI within the school or advertise on Jobs ACT through an open merit selection process in line with the [ACTPS Recruitment Policy and Guidelines](#). Refer to appendix A.
79. EOI's for short-term school leader vacancies will comprise a current curriculum vitae and a supporting statement in response to three of the five leadership capabilities.
80. Advertising time frames will be determined by the relevant area; however, applicants will have at least three days to apply to an EOI within the school. Positions advertised on Jobs ACT will be open for a minimum of one week.
81. If the position is advertised through an EOI, the JSC may determine the suitability of applicants based on the application and referee report only, provided this is included in the job advertisement.
82. A short-term vacancy of up to one semester that was only advertised via an EOI cannot be extended beyond one semester without advertising on Jobs ACT.
83. At the commencement of the school year, School Operations will establish a pool of nominal SLA/SLB's who are interested in being considered for short term up to one semester for SLA vacancies across the SLA1, SLA2, SLA3 levels. To be reviewed and updated annually.

LONG-TERM (GREATER THAN ONE SEMESTER WITH THE POSSIBILITY OF PERMANENCY)

School Leader A, B and C

84. The EEL/Principal will advertise the vacancy on Jobs ACT through an open merit selection process in line with the [ACTPS Recruitment Policy and Guidelines](#). Refer to Appendix A.
85. All costs associated with school leader selection using these procedures will be met by the school/section.
86. Schools will be required to assess and consider all end date applicants prior to positions being released to open.

PERMANENT VACANCIES

School Leader A, B and C

87. The position will be advertised on Jobs ACT through an open merit selection process in line with the [ACTPS Recruitment Policy and Guidelines](#).
88. All costs associated with school leader selection using these procedures will be met by the school/section.
89. Schools will be required to assess and consider all end date applicants prior to positions being released to open.

ADVERTISING

SLA, SLB and SLC vacancies

90. The area prepares the School Leader [Jobs ACT open advertising – Application Package](#) for the vacant position and completes the Shared Services [Advertise a Vacancy form](#) to advertise the vacancy.
91. The shared services request will process through to Recruitment to confirm position requirements prior to advertising.
92. Schools will be required to assess and consider all end date transfer applicants prior to their positions being released to open.
93. Should schools select a transfer applicant, the shared service request will be cancelled.

ASSESSING AND RANKING OF APPLICANTS

Please refer to the [ACTPS Recruitment Policy and Guidelines](#)

SELECTION PROCESS

94. Please refer to [ACTPS Recruitment Policy and Guidelines](#)
95. [All selection forms are available on the Jobs ACT website.](#)
96. Employment of a scribe is at the discretion of the individual school/section. All costs associated with scribe services will be the responsibility of the individual school/section.

SELECTION OUTCOME

97. Please refer to [ACTPS Recruitment Policy and Guidelines](#)
98. [All selection forms are available on the Jobs ACT website.](#)

THE DELEGATE

99. Please refer to [ACTPS Recruitment Policy and Guidelines](#)
100. [All selection forms are available on the Jobs ACT website.](#)

FEEDBACK

101. Please refer to [ACTPS Recruitment Policy and Guidelines](#)
102. [All selection forms are available on the Jobs ACT website.](#)

REVIEW OF DECISION

103. Please refer to [ACTPS Recruitment Policy and Guidelines](#)

DEFINITIONS

Anticipated vacancy means a position that has a nominal/substantive occupant but may be nominally/substantively vacant at the time a proposed placement would take effect.

Consequential vacancy means a vacancy arising following a selection process or other process of movement of an employee i.e. promotion or transfer.

Enterprise Agreement means the ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2018-2022 (or its replacement).

Nominal/Substantive classification means the classification level that an employee has been appointed or promoted to. In some circumstances this may also be the classification level that an employee has elected through reduction in classification.

Recurring vacancy means a position that becomes vacant after being filled and then vacated within a relatively short period of time i.e. up to 12 months.

System placement means a placement facilitated by the Director-General or delegate.

Temporary vacancy means a position that has a nominal/substantive occupant who is not available to fulfil the duties of the position for a temporary period generally no more than 12 months and who is expected to return to the position.

Unforeseen vacancy means an unplanned temporary or permanent vacancy which is not planned or anticipated.

Vacancy means a position that is confirmed to be nominally/substantively vacant at the time of advertising or placement.

DOCUMENT MANAGEMENT

For support contact Recruitment at EDUteacherrecruitment@act.gov.au.

Owner	Executive Branch Manager People and Performance	Author	Date
Version and Status	FINAL VERSION 1	Last Updated	
Reviewed by	Senior Director Recruitment	Date	
Approved by EDU	Executive Branch Manager People and Performance	Date	
Approved by AEU	Branch President ACT Branch Australian Education Union	Date	

APPENDIX A

	Short-term (up to 1 semester)	Long-term (greater than one semester with the possibility of permanency)	Permanent
SLA	<p>The EEL will advertise the vacancy through an EOI within the school or advertise through Jobs ACT.</p> <p><i>Application: 3 capabilities</i></p> <p><i>All permanent employees are eligible to apply.</i></p>	<p>The EEL will advertise the vacancy through Jobs ACT.</p> <p><i>Application: 5 capabilities</i></p>	<p>The EEL will advertise the vacancy through Jobs ACT.</p> <p><i>Application: 5 capabilities</i></p>
	Short-term (up to 1 semester)	Long-term (greater than one semester with the possibility of permanency)	Permanent
SLB	<p>The school will advertise the vacancy through an EOI within the school or advertise through Jobs ACT.</p> <p><i>Application: 3 capabilities</i></p> <p><i>All permanent employees are eligible to apply.</i></p>	<p>The principal will advertise the vacancy through Jobs ACT.</p> <p><i>Application: 5 capabilities</i></p>	<p>The principal will advertise the vacancy through Jobs ACT.</p> <p><i>Application: 5 capabilities</i></p>
	Short-term (up to 1 semester)	Long-term (greater than one semester with the possibility of permanency)	Permanent
SLC	<p>The school will advertise the vacancy through an EOI within the school or advertise through Jobs ACT.</p> <p><i>Application: 3 capabilities</i></p> <p><i>All permanent employees are eligible to apply</i></p>	<p>The principal will advertise the vacancy through Jobs ACT.</p> <p><i>Application: 5 capabilities</i></p>	<p>The principal will advertise the vacancy through Jobs ACT.</p> <p><i>Application: 5 capabilities</i></p>

Have your say

You're invited to provide feedback on the revised School Leader Recruitment Guidelines.

[Link](#)

Revised School Leader Recruitment Guidelines – Strengthening Workforce Planning and Equity

As part of our shared commitment under the *ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023–2026*, the Education Directorate in consultation with the Australian Education Union (AEU) have undertaken a comprehensive review of the School Leader Recruitment Guidelines.

The revised Guidelines introduce clearer, more consistent processes across five key areas:

- School Leader Advertising
- Compassionate and Early Assess Transfers
- Education Support Office Placements
- Transfer Round
- General Recruitment Principles

These updates reflect the significant shifts in the school leader recruitment landscape and build on the improvements already made. The way we recruit, and transfer teachers and school leaders is critical to ensuring we attract and retain both newly qualified and experienced educators across the system.

Key enhancements include:

- An improved school leader transfer process, which will support more timely and equitable transfers.
- A stronger focus on secure and permanent employment for all school leaders.
- Alignment with recent legislative changes that reinforce merit, equity, and transparency in recruitment.
- Greater consistency and clarity for school leaders in applying recruitment processes.
- Continued alignment with the ACT Public Service (ACTPS) principles under the Enterprise Agreements, Public Sector Management (PSM) Act, and PSM Standards.

These changes are designed to uphold best-practice recruitment, support long-term workforce sustainability, and ensure a fair and future-focused approach to school leadership appointments.

We Want Your Feedback – submit via this form.

We are committed to genuine consultation with all key stakeholders, including the AEU. Your insights are essential to ensuring these guidelines are practical, effective, and aligned with school needs.

Please consider the following questions when reviewing the revised procedures:

Responsiveness to Staffing Needs

Do the revised processes address the critical staffing needs of schools?

Equity and Fairness in Recruitment

Are the recruitment processes clearly articulated, equitable, and transparent?

Support for Transfer and Mobility

Do the guidelines support a valued and functional transfer and mobility framework?

Implementation and Clarity

Are the roles and responsibilities of school leaders clearly defined?

Overall Impact

How well do the revised guidelines support long-term workforce sustainability and leadership development across the system?

News

Following your feedback, Recruitment will share a summary of feedback received.