



## RESPONSIVENESS

We respond in a timely way with our best work



## INTEGRITY

We are honest, ethical and transparent



## IMPARTIALITY

We behave in the best interests of the public by making fair and objective decisions



## ACCOUNTABILITY

We hold ourselves and others to account for the work that we do



## RESPECT

We value others and accept their differences



## LEADERSHIP

We are genuine, supportive and do the right thing



## HUMAN RIGHTS

We uphold and respect the rights of others

# DET'S VALUES

## School: Set Two

### Question & Response Cards

# CONDUCT QUICK TEST

Not sure if a decision or action is in line with the Public Sector Code of Conduct and Values? Do the conduct quick test.

<b>The values test</b>	Does it fit with the values?
<b>The safety test</b>	Could it directly or indirectly create a risk to health (physical or psychological), wellbeing and safety?
<b>The law test</b>	Is it legal and in line with our policies and standards?
<b>The impact test</b>	Would I still take this option, if it was my business, money, time or equipment?
<b>The newspaper test</b>	If the story appeared in the paper, would I feel comfortable with the decision?
<b>The family test</b>	Is it what I would tell my partner, child, family member to do?
<b>The feel test</b>	What's my intuition or gut feel? If it feels bad or wrong, then it probably is.

# QUESTION CARD

You have a spare period during which you have scheduled marking and other work, and a first-year teacher asks you to supervise their class for 30 minutes while they speak to a parent on the phone about an urgent issue.

**What should you do? What would be in the best interest of your colleague and their students?**



**RESPONSIVENESS**

**Other Values to Consider:**



**ACCOUNTABILITY**



**RESPECT**

## RESPONSIVENESS SCENARIO

# RESPONSE CARD

It's important for all of us to collaborate and be responsive to each other and the needs of students and parents. Being responsive is not just about responding quickly, it's about responding with our best work in a timely way.

An efficient and proactive response would be to help the first-year teacher identify the appropriate person to assist them with obtaining cover for their class (e.g. Daily Organiser) or discuss ways they can arrange an alternative time or method to communicate with the parents. To optimise the learning opportunity, you could help your colleague identify other appropriate ways they could solve the problem.

# QUESTION CARD

You are at a seminar, which has a trade fair showcasing learning technology. One vendor demonstrates an innovative piece of technology being used overseas. They provide evidence that it boosts both student engagement and outcomes. It is quite expensive, but the vendor is offering a free trial subscription and a free iPad for people who sign up three other teachers who did not come to the conference.

**Do you accept the free trial? What about the iPad? Discuss any issues**

**INTEGRITY****Other Values to Consider:****IMPARTIALITY****LEADERSHIP**

## INTEGRITY SCENARIO RESPONSE CARD

On the surface, this seems like a win-win. The school gets free access to cutting-edge technology while the vendor gets to spread the word about the product. Accepting the free trial may be OK, but be mindful of any fine print obligation to subscribe at the end of the trial.

The conditions attached to the iPad offer should be a red flag. Promoting a commercial product to colleagues so you get an iPad, even if you intend to use it only for work, gives rise to a conflict of interest. If you don't tell colleagues about the iPad you wouldn't be acting honestly or openly with them, and if you did, consider how this would reflect on you professionally. At the end of the day, businesses make offers for financial gain. As public sector employees, we should avoid being influenced in how we make decisions and spend public money.

# QUESTION CARD

Auditions for the annual school production are taking place. A parent of one of the students auditioning for a lead role happens to be in a well-known TV show. There are quite a few other students vying for the role but it would be exciting if that student was cast as the lead. You're pretty confident their TV personality parent would add to the 'buzz' and help promote the show. It might even help with ticket sales and raise more funds for the school.

**How do you make an impartial decision?**



**IMPARTIALITY**

**Other Values to Consider:**



**ACCOUNTABILITY**



**INTEGRITY**

## IMPARTIALITY SCENARIO RESPONSE CARD

It is important to always make fair and objective decisions based upon the best available facts and evidence. We should also be mindful to identify and manage biases or external influences, no matter how big or small.

As a first step, you could assemble a panel of impartial staff or parents to jointly make the decisions. You should then communicate the casting process and criteria to all parents, staff and students involved so that expectations can be set. Be clear about the decision the panel makes and why. That way, even if the celebrity's child is successful, people should know they were the best person for the role, and that you were not influenced by other factors.

# QUESTION CARD

The school basketball team won the regional championship. Everyone is ecstatic. The team was congratulated at assembly and the win was featured in the local paper. The following week, the teacher who coached the team discovered there was an ineligible player in the team and confided this to you. If this was known the team could be disqualified.

**What should be done? How would you weigh the consequences of action against inaction?**



ACCOUNTABILITY

**Other Values to Consider:**



INTEGRITY



RESPECT

## ACCOUNTABILITY SCENARIO RESPONSE CARD

This is a difficult situation, which seems to have arisen through a genuine lack of information. But it is clear that you should disclose this information. As public sector employees, we should hold ourselves and others to account, and accept the consequences of our actions. Talk to your colleague and explain that the consequence of revealing the information now is likely to have lesser impact than the consequence of non-disclosure.

Consult the principal to determine the best course of action for the school, the team and the individual team member involved. The decision should consider the impact on everyone involved as well as the impact of revealing the information down the track. Talk to the principal about how staff can work together to ensure this does not happen again.

# QUESTION CARD

You supervise a staff member who has confided in you about a personal issue that is taking a toll on their mental health and wellbeing. You agree to them working fewer hours. An incident occurs where the staff member yells at a colleague in front of others. Staff were already gossiping about them working less, and the incident has made things worse. You are concerned for the staff member as well as team morale.

**What should you do or say? What can you do about the situation?**



**RESPECT**

**Other Values to Consider:**



**ACCOUNTABILITY**



**LEADERSHIP**

## RESPECT SCENARIO RESPONSE CARD

You should respect the staff member's privacy, however, if you say nothing the team may exclude them, which could further affect their wellbeing. The team may also lose confidence in you for not dealing with the inappropriate behaviour in a fair way.

Consider talking to the staff member privately about the impact of their behaviour on others, and come up with strategies to prevent it from happening again. Seek their permission to tell the team that they are going through a tough time, without disclosing any details, so the team is more understanding and supportive.

If the staff member agrees, be clear to the team that they gave you the OK to tell them and that the staff member's privacy needs to be respected. If the staff member doesn't want you to say anything, you will need to discuss with them the potential impact on themselves and the team. Another approach may be to co-create a restorative solution with the staff member. Working together, explore how they would like to restore these relationships and develop a plan. Ensure you seek their permission before enacting the restorative solution.

# QUESTION CARD

*Consider that we are all leaders – leading 'self' and leading 'others'*

You have noticed some poor environmental practices, including staff wasting paper and poorly managed recycling. You notice that most staff have similar habits, including the leaders. You raise your concerns with a colleague about the financial and environmental costs and they tell you not to worry about it.

**Do you take their advice or try another approach?**



**LEADERSHIP**

**Other Values to Consider:**



**RESPONSIVENESS**



**ACCOUNTABILITY**

## LEADERSHIP SCENARIO RESPONSE CARD

Leadership takes courage to challenge the status quo. Nothing changes if we all take the approach that someone else will deal with the problem.

Start by being a role model for good environmental practices and using school resources responsibly and appropriately. Try to understand the reasons for poor practice by talking honestly with other staff; is it lack of awareness, time, or resources, or simply disinterest? Be genuine and seek to build on their opinions and ideas.

Consider gaining the support of likeminded colleagues and start developing a plan or proposal. Look at good reusing and recycling practices at other schools and the costs and benefits of implementing them. Identify links to school improvement and any risks and financials implications of ongoing inaction.

# QUESTION CARD

You overhear some teachers complaining about an older colleague being selected to represent the school at a conference on innovation. They are saying the teacher is 'out of touch' and the place should have gone to someone 'who wasn't about to retire'.

You have always heard great things about this teacher from students, parents and your peers and have often observed them mentoring other colleagues.

**What should you do?**



**HUMAN RIGHTS**

**Other Values to Consider:**



**IMPARTIALITY**



**RESPECT**

## HUMAN RIGHTS SCENARIO RESPONSE CARD

All staff members have the right to access professional development and to contribute to school programs regardless of their age, gender, race, parental status, caring responsibilities, sexual orientation or gender identity.

The principal or leader who made the decision should be open and transparent about the selection criteria and why this teacher was the best person for the role. You could mention your concerns and the staff comments to the principal and suggest they discuss the process and outcome at the next staff meeting. The principal could consider talking about how the information from the conference will be shared to ensure more staff benefit from the learning. The principal could also remind all staff to be mindful of the language they use and how their words can have unintended consequences on the wellbeing of others.

To avoid raising the issue in a public way, the principal could identify a more respectful and appropriate forum, either with a small group or one-on-one, to understand the problem and work through a productive solution.

# CONDUCT QUICK TEST

Not sure if a decision or action is in line with the Public Sector Code of Conduct and Values? Do the conduct quick test.

<b>The values test</b>	Does it fit with the values?
<b>The safety test</b>	Could it directly or indirectly create a risk to health (physical or psychological), wellbeing and safety?
<b>The law test</b>	Is it legal and in line with our policies and standards?
<b>The impact test</b>	Would I still take this option, if it was my business, money, time or equipment?
<b>The newspaper test</b>	If the story appeared in the paper, would I feel comfortable with the decision?
<b>The family test</b>	Is it what I would tell my partner, child, family member to do?
<b>The feel test</b>	What's my intuition or gut feel? If it feels bad or wrong, then it probably is.

## HOW TO USE THE CARDS

Each pack contains a set of question and response cards. These cards have a question in the form of a scenario on one side, and a good practice response on the other.

The focus of these cards is to encourage discussion and encourage the application of the 'Conduct Quick Test', which can be found on the first and last cards of this set. The good practice response can be used as a tool to debrief and wrap up discussion on each scenario.

While there are a number of relevant principles to be considered in each scenario, there are no 'perfect' answers. There are usually a range of responses to these scenarios that are consistent with DET's Values and may be equally acceptable, depending on the circumstances.