Human Resources

New Manager Welcome Kit
## CONTENTS

Welcome to DET .................................................................................................................. 3
DET Induction ....................................................................................................................... 4
On-boarding checklist: Managers ....................................................................................... 6

**Our Organisation** ........................................................................................................... 8

Our Department .................................................................................................................. 8
Our Secretary ....................................................................................................................... 9
The Victorian Public Sector ............................................................................................... 10
Our Services ....................................................................................................................... 11
Our Stakeholders ............................................................................................................... 11
Our Strategic Intent ......................................................................................................... 12
Making Victoria the Education State .................................................................................. 14

**Our Organisational Structure** ..................................................................................... 15

Our Statutory Bodies .......................................................................................................... 16

**Our Governance Structures** ......................................................................................... 17

Our Executive Board ....................................................................................................... 17
Our Education State Board ............................................................................................... 17
Executive Round-Up ......................................................................................................... 17
DET Values ......................................................................................................................... 18
Working with Integrity ....................................................................................................... 18
Raising concerns at DET .................................................................................................... 19
Our Leadership Commitment ............................................................................................ 19
Respectful Workplaces ...................................................................................................... 23
Diversity and Inclusion ....................................................................................................... 23
Wirnalung Ganail - Aboriginal Inclusion Plan 2016–2026 .................................................. 24

**Our Programs and Systems** .......................................................................................... 26

Governance and Decision Making .................................................................................... 26
Employee health, safety and wellbeing .............................................................................. 27

**Performance and Development** .................................................................................... 29

Performance and development plans ............................................................................... 29
Staff Performance and Development plan ......................................................................... 29
Budget Management and Reporting .................................................................................. 29

**Communications** ......................................................................................................... 31

Writing Style Guide ............................................................................................................ 31
Managing knowledge for the Department .......................................................................... 31

**Software Applications** .................................................................................................. 33

IT Tips ................................................................................................................................. 34

**Our Support Services** ................................................................................................... 35

Communications Division ................................................................................................. 35
Facilities and Maintenance ............................................................................................... 35
Financial Services Division .............................................................................................. 35
People Division .................................................................................................................. 35
Information Technology Division ........................................................................................................................................35
Legal Division .........................................................................................................................................................36
Procurement Division .............................................................................................................................................36
Performance and Evaluation Division .....................................................................................................................36
Welcome to DET

Welcome to the Department of Education and Training (DET). We are delighted to have you join us as a manager.

There is a range of material and guidance available to help new starters understand DET’s priorities and values, familiarise themselves with DET’s policies and procedures and easily transition into their new role and responsibilities.

This document contains hyperlinks to important information. If you have received a hardcopy of this document you can access a soft copy on the Induction and Orientation page on HR Web www.education.vic.gov.au/hrweb/workm/Pages/Induction.aspx.

Induction and on-boarding material is co-ordinated by the People and Culture Branch. We welcome feedback to help us continually improve this process for new starters. Please send any feedback or suggestions to staffdevelopment@edumail.vic.gov.au.
DET INDUCTION

The DET Induction consists of the following elements:

1. **LearnEd online induction**: will provide you with an overview of our organisation, working at DET and our various office locations.
2. **Orientation session**: A half-day orientation session (held quarterly) provides you with the opportunity to hear from the Department's leaders, learn about our values and meet other new starters.
3. **Training**: Completing compulsory eLearning modules to ensure you understand your obligations as a member of the Victorian Public Service.
4. **Policies and procedures**: Familiarising yourself with key policies and procedures to ensure you understand your obligations as a member of DET.
5. **Role-based induction**: DET subscribes to the Experience (70), Exposure (20) and Education (10) and development whereby majority of learning is acquired through on-the-job experiences. Informal on-the-job learning is an important part of the induction process. This usually includes meeting colleagues and key stakeholders and clarifying your role and the responsibilities associated with your position. This process will assist you in developing a Performance and Development Process (PDP) plan during your first month at DET.

**Orientation Sessions**

DET provides a half-day orientation session each quarter for VPS employees who have commenced at DET within the last three months. Details of these are available on LearnEd, the Department’s learning management system.
Training

DET requires you to undertake the following online training which you can find on LearnEd. Each session takes approximately 30 minutes. Please complete this training within your first week at DET.

- Understanding DET’s Values
- Information Privacy
- Knowledge and Records Management

You should complete the following online modules in weeks two to four:

- Respectful workplaces
- Addressing workplace bullying
- Equal opportunities
- Human Rights and Responsibilities
- Sexual Harassment

This module is hosted on ELMO and a link with login details are available on the Risk Management training page.

As a new employee you will be allocated the following OHS eLearning modules:

- OHS for New Employees
- Emergency Management
- Hazard and Incident Reporting
- Ergonomics
- Slips, Trips and Falls
- Manual Handling

You will receive an email with username and details for accessing the Occupational Health and Safety (OHS) eLearning modules within 3 months of starting at DET. This email will include details of the timelines in which you are expected to complete these modules.

Key policies and procedures

An A-Z of DET’s human resources policy can be found on HRWeb. While employees are expected to comply with all of DET’s policies, it is imperative that new starters familiarise themselves with the following policies and procedures:

- Acceptable Use Policy
- DET’s Values
- Conflict of Interest Policy
- Disability and Reasonable Adjustments in the Workplace Policy
- Equal Opportunity and Anti-Discrimination Policy
- Gifts, Benefits and Hospitality Policy
- Performance and Development Plans – Key Policy Principles
- Privacy Policy
- Records Management Policy
- Sexual Harassment Policy
- Travel Policy

It is also essential that new starters complete the OHS Induction Checklist. The first part of the checklist requires you familiarise yourself with the following policies and procedures:

- Occupational Health and Safety (OHS) Policy
- OHS Consultation and Communication Policy
- OHS Issue Resolution Flowchart
- Health and Safety Representative and Management OHS Nominee contacts
- Hazard, incident and near miss reporting procedures (EduSafe)
- Information on employee support services (e.g. Employee Assistance Program and Conflict Resolution Support Service).
- First Aid Procedures
The second part of the checklist requires you to ask your Workplace Manager to provide you with the following information for your place of work:

- Emergency procedures
- Traffic management plan
- Introduction to the Return to Work Co-ordinator
- Location of Chemical Register and associated Material Safety Data Sheets
- Introduction to Asbestos Co-ordinator
- Current Asbestos Management Plan and Asbestos Register

**ON-BOARDING CHECKLIST: MANAGERS**

**Day 1**

<table>
<thead>
<tr>
<th>Number</th>
<th>Action</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Meet with your Manager</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ordinarily, a meeting will have been scheduled with your Manager on your first day. If this is not the case, schedule one during your first week at DET.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At this meeting we recommend you discuss the Department's strategic intent, any responsibilities you have for budget, key policies and key stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

**Day 2**

<table>
<thead>
<tr>
<th>Number</th>
<th>Action</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td><strong>Delegations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confirm whether any delegations (financial or otherwise) are attached to your role by searching the Delegations, Authorisations &amp; Exemptions Register.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Organise meeting with stakeholders</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We recommend you begin to arrange meetings with key internal and external stakeholders by Week 3</td>
<td></td>
</tr>
</tbody>
</table>

**Day 3**

<table>
<thead>
<tr>
<th>Number</th>
<th>Action</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td><strong>Coffee with buddy</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your manager may have allocated you a buddy for your first 3 months at the Department. Your buddy will be able to provide you with informal guidance and information about working at the Department.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>We recommend you arrange to have a coffee with your buddy by Day 3.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Meet your team</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We recommend you hold a meeting with your team by Day 3 to introduce yourself and meet your team members.</td>
<td></td>
</tr>
</tbody>
</table>
### Week 2

<table>
<thead>
<tr>
<th>Number</th>
<th>Action</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Meet with direct reports</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We recommend that you meet with your direct reports individually by your second week. This meeting is a good opportunity to review the current Performance and Development Plan of each of your direct reports and receive an overview of current projects.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Meet with your Group Executives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>By week 2, we recommend that you arrange a 15 minute meeting with each of the Executive Officers in your Group.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Meet with key corporate functions</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>By the end of week 2, we recommend you work with your Executive Director to identify key personnel in the corporate functions and arrange a meeting with them.</td>
<td></td>
</tr>
</tbody>
</table>
Our Organisation

OUR DEPARTMENT

DET leads the delivery of education and development services to children, young people and adults, from birth to lifelong learning. We have a key role in shaping the lives of Victorians and the future of the state.

We support Ministers across two portfolios – Education and Higher Education, Training and Skills, reflecting DET’s role in providing lifelong learning.

Our Department employs a significant workforce of around 60,100 staff, the vast majority are in the teaching service (57,640). Our non-school based staff are located in the central offices and across our four regions.

The following seven groups support DET’s delivery of lifelong learning to all Victorians:

- People and Executive Services (PES)
- Financial Policy and Information Services (FPIS)
- Policy, Strategy and Performance (PSP)
- Early Childhood Education (ECE)
- School Education Programs and Support (SEPS)
- Higher Education and Skills (HES)
- Regional Services (RS).

The delivery of our services is managed by four regions (we have about 20 area offices) offices that provide learning, development, health and wellbeing support and services to children and young people through partnerships with funded early childhood services, DET’s schools, vocational education and training providers and Learn Local organisations.
OUR SECRETARY

Jenny Atta

Jenny Atta has been the Secretary of the Department since March 2019.

Prior to this, Jenny was Deputy Secretary of the Department’s Infrastructure and Finance Services Group. As Deputy Secretary, Jenny was responsible for the management and oversight of the Department’s financial, procurement and information technology services, along with strategic advice and planning for state budget processes, and infrastructure policy and delivery across the education and training portfolio.

Jenny has many years’ experience in senior public service leadership roles, notably at the Department of Treasury and Finance where she led the portfolio analysis function within Budget and Finance.

Our Ministers

Deputy Premier and Minister for Education, the Hon. James Merlino MP

Deputy Premier Merlino was elected to Parliament in 2002 as the Member for Monbulk. He was the Minister for Sport, Recreation and Youth Affairs from December 2006-December 2010, Minister Assisting the Premier on Multicultural Affairs from August 2007-December 2010 and Minister for Police and Minister for Corrections from October-December 2010.

Minister for Training and Skills and the Minister for Higher Education, the Hon. Gayle Tierney MP

Minister Tierney has most recently served as Cabinet Secretary and was elected to Parliament as Member for Western Victoria Region in 2006. She is currently the Deputy President of the Victorian Legislative Council and has served as Deputy Chair to both the Rural and Regional Parliamentary Committee and the Education and Training Parliamentary Committee.
THE VICTORIAN PUBLIC SECTOR

The Victorian Public Sector is comprised of public service bodies and public entities. The Victorian Public Sector supports the government of the day to serve the Victorian community by:

- providing public services
- supporting Ministers in developing and implementing policies and legislation
- building and maintaining physical and social infrastructure
- managing resources
- administering state finances.

This infographic was produced by the Victorian Public Service Commission.

The Victorian Public Sector is supported by the Victorian Public Sector Commission (VPSC). The VPSC’s objectives include:

- strengthening the efficiency, effectiveness and capability of the public sector in order to meet existing and emerging needs and deliver high quality services
- maintaining, and advocating for, public sector professionalism and integrity.

More information about the VPSC can be found on their website.
OUR SERVICES

DET is responsible for delivering state-wide learning and development services to Victorians every year across the early childhood, school education and higher education and skills sectors.

<table>
<thead>
<tr>
<th>Early childhood development</th>
<th>School education</th>
<th>Training and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 8</td>
<td>5 to 18</td>
<td>15 to 65+</td>
</tr>
<tr>
<td>over 400,000 children and families</td>
<td>over 915,000 students</td>
<td>over 443,000 in government subsidised vocational education and training</td>
</tr>
</tbody>
</table>

- Maternal and child health services
- Early years learning and development including early childhood education and care services
- Early childhood intervention services
- Primary education
- Secondary education
- Special education
- Health and wellbeing
- Technical and Further Education (TAFEs)
- Universities
- Private registered training providers
- Learn Locals

We have a diverse range of public, private and not-for-profit providers serving Victorians of all ages:

- Almost 4000 approved education and care services and approximately 450 licensed children’s services, including long day care services, community kindergartens, outside school hours care providers, occasional care services and family day care services
- 1528 government schools
- 700 non-government schools (493 Catholic schools and 207 independent schools)
- 12 TAFE institutes
- 8 public universities (4 of which also provide vocational training), 1 specialised university and campuses of the multi-state Australian Catholic University
- 314 registered adult and community education providers which include two Adult Education Institutions
- 497 government contracted private registered training organisations

OUR STAKEHOLDERS

We work collaboratively to build and maintain inclusive relationships with our stakeholders and education partners to ensure we are able to deliver for Victorian learners and their families.

We work and collaborate on a regular basis with:

- early childhood education and care services, non-government schools, vocational training providers including TAFEs, universities and other government agencies
- students, parents, carers and their families, local communities, the community sector, business, industry, local government; and
- professional bodies, community representatives and unions.
OUR STRATEGIC INTENT

DET's Strategic Intent sets out our vision for Victorians. Together we give every Victorian the best learning and development experience, making our state a smarter, fairer and more prosperous place.

As part of this vision:

- children and young people are confident, optimistic, healthy and resilient
- students reach their potential, regardless of background, place, circumstance or abilities
- Victorians develop knowledge, skills and attribute needed now and for the jobs of the future
- DET's workforce is high performing, empowered, valued and supported

The Strategic Intent sets out how DET will achieve this vision and focus its efforts to deliver the Victorian Government’s Education State agenda. This intent will guide future strategic plans, business plans and individual Performance Development Plans. Objectives include:

- ensuring Victorians have equitable access to quality education and training
- working with providers and partners to build an integrated birth to adulthood education and development system
- supporting children, young people and adults with well-coordinated universal and targeted services close to where they live
- activating excellence, innovation and economic growth
DEPARTMENT OF EDUCATION AND TRAINING
STRATEGIC INTENT

Together we give every Victorian the best learning and development experience, making our state a smarter, fairer, more prosperous place.

**Strategic Intent**
- Children and young people are confident, optimistic, healthy and resilient
- Students reach their potential regardless of background, place, circumstance or abilities
- All Victorians develop knowledge, skills and attributes needed now and for the jobs of the future
- Our workforce is high performing, empowered, valued and supported

**Vision**
**Our future**
- To ensure Victorians have equitable access to quality education and training
- To work with providers and partners to build an integrated birth to adulthood education and development system
- To support children, young people and adults with well-coordinated universal and targeted services close to where they live
- To activate excellence, innovation and economic growth

**Objectives**
**Our aims**
- We aspire to excellence in:
  - Achievement
  - Wellbeing
  - Engagement
  - Productivity

**Approaches**
**How we will achieve this**
- Develop excellence in educational practice, targeted to individual learning and development needs
- Support students to learn independently and contribute to each other’s learning
- Build creative and critical thinking through a world-class curriculum
- Build performance, develop capabilities and share expertise across all workforces
- Unify the education system through new pathways between schools and central and regional offices
- Build workforce capacity to support all children, young people and families, regardless of circumstances

**WORKFORCE STRATEGIES AND PRACTICES**
- Work with providers, employers, not for profits, families, children and young people to develop new approaches and share best practice
- Strengthen learning, health and wellbeing through stronger place-based partnerships
- Strengthen career pathways for learners while meeting the needs of business and industry
- Prepare learners to be global citizens and provide them with the skills to succeed in a fast-changing world
- Partner with other agencies, Departments and levels of government to deliver outcomes

**PARTNERSHIP AND INNOVATION**
- Promote strong public sector leadership and the highest standards of governance, integrity and conduct
- Build inclusive workplaces based on public sector values (integrity, accountability, impartiality, respect, responsiveness, leadership and human rights)
- Ensure use of resources provides value for money and meets community expectations
- Establish shared responsibility and clear accountability for decisions
- Provide stronger, more direct and place-based support to schools, services and providers

**ORGANISATIONAL REFORM**
- Give additional, targeted support to Victorians who need it
- Connect settings and sectors to improve transitions and ensure continuity of learning
- Focus on mental and physical health and wellbeing as an integral part of learning and development
- Monitor and improve systems, including by setting standards
- Map demand for services and effectively target resources to community needs
- Use evidence to design and implement policy

**Principles**
**How we work**
- We are accountable
- We work with integrity, transparency and impartiality
- We use evidence to make decisions
- We are responsive to the needs of Victorians
- We deliver high quality advice and services
- We have the capabilities and skills to achieve our priorities
MAKING VICTORIA THE EDUCATION STATE

The Victorian Government has invested $10.8 billion across the education portfolios to make Victoria the Education State, improving outcomes for children, young people and adult learners across our State.

For schools, the Education State means building a system that provides every student with the knowledge, capabilities and attributes that will see them thrive throughout their lives, to have the skills that industry needs, and that employers expect.

The Education State will improve outcomes for all students, regardless of their start in life, promoting foundational learning domains such as reading, mathematics and science, alongside other important areas, such as critical thinking, the arts, physical education and resilience.

Building excellence and equity in equal measure means that all students will have access to the same quality education, regardless of their background or circumstance. The Education State in Schools initiatives include changes to school funding that allow schools to invest in targeted programs and focus on the things that we know will make a difference to student outcomes.

The Victorian Government is working hard, in the first years of the Education State, to put the foundations in place so that we see positive change for students.

This is a once-in-a-generation opportunity to build a future where Victoria is recognised nationally and internationally for the skills, knowledge, and expertise of its people. Education State targets

Our ambitious Education State school targets focus our efforts on the things that promote excellence across the curriculum, the health and wellbeing of students and break the link between disadvantage and student outcomes.

These targets reflect our ambition to improve student outcomes:

- **Learning for Life** More students achieving excellence in reading, maths, science, critical and creative thinking and the arts.
- **Happy, Healthy and Resilient Kids** Building the resilience of our children, and encouraging them to be more physically active.
- **Breaking the Link** Ensuring more students stay in school and breaking the link between disadvantage and outcomes for students.
- **Pride and Confidence in our Schools** Making sure every community has access to excellence, in every government school and classroom.

You can find more information on the Education State internet page.
Our Organisational Structure

DET is structured with seven central groups and four regions and also works in conjunction with a number of statutory bodies. You can find more information Structure HRWeb page regarding the organisational along with the organisational chart. The Groups and Divisions intranet page provides information about the Groups and Divisions.

People and Executive Services

People and Executive Services (PES) focuses on people services, communications and media, legal services, knowledge services, ministerial support, audit and integrity. PES provides direct services to the Department’s central office, regional offices and to government schools.

Financial Policy and Information Services

Financial Policy and Information Services (FPIS) develops and implements finance and infrastructure policies, procedures and strategies providing direct services to the Department’s central office, regional offices and government schools. FPIS coordinates, facilitates and supports all areas of the Department to maintain and improve environmental outcomes.

Policy, Strategy and Performance

Policy, Strategy and Performance (PSP) brings the two existing policy and strategy groups together to focus on performance and strategy and ensure the Department’s policy agenda remains aligned with our organisational goals and delivers strategic coherence across the breadth of our portfolios.

Early Childhood Education

Early Childhood Education (ECE) was established to implement major reforms that will make Victoria the first state or territory to deliver universal three-year-old kindergarten.

Higher Education and Skills

The Higher Education and Skills (HES) facilitates participation and achievement in senior secondary and tertiay education and training by supporting partnerships between providers, employers and the community and advising on public funding and regulation. It manages the Government-funded training market, public provider governance and accountability, and the apprenticeship system.

School Education Programs and Support

SEPS plays a critical role in designing services, operational policy and programs across school education.

Regional Services

The role of the Regional Services (RS) is to deliver, and support the delivery of, services to children and learners. RS plans for services to ensure that children and young people are able to access and participate in high quality education. RS consists of four regions:

- North-Eastern Victoria Region (NEVR)
- North-Western Victoria Region (NWVR)
- South-Eastern Victoria Region (SEVR)
- South-Western Victoria Region (SWVR)

Each region is divided into areas. There are 17 areas in total. You can access a map of the regions on the Regional Maps and Data page.

Victorian School Building Authority

The Victorian School Building Authority’s (VSBA) mission is to deliver contemporary, safe and sustainable learning environments in line with the Victorian Government’s priorities for educational infrastructure.
OUR STATUTORY BODIES

Victorian Curriculum and Assessment Authority

The Victorian Curriculum and Assessment Authority (VCAA) is an independent statutory body directly responsible to the Victorian Minister for Education. The VCAA provides high quality curriculum and assessment programs for all students in Victoria, in both government and non-government schools.

Victorian Registration and Qualifications Authority

The Victorian Registration and Qualifications Authority (VRQA) is the statutory authority responsible for ensuring that employers of apprentices and trainees and providers of education and training (including course and qualification owners) meet quality standards, and that information is readily available to support informed choice in education and training.

Merit Protection Boards

The Merit Protection Boards (MPB) is an independent statutory body established to hear grievances; appeals and reviews from employees of DET.

The Department also works in conjunction with a number of statutory bodies including:

- Adult, Community and Further Education Board (ACFE)
- Adult Migrant English Service (AMES)
- Centre for Adult Education (CAE)
- Children’s Services Coordination Board
- Disciplinary Appeals Boards
- Victorian Children’s Council
- Victorian Institute of Teaching
- Victorian Skills Commission.

You can access further information on the Statutory Authorities page.
Our Governance Structures

DET's committee structure provides the foundation for good governance at DET.

Further information about our governance structures, including information about membership, committee principles and key dates can be accessed on the Structure and Governance page on DET's intranet.

Complementing the new governance arrangements, DET's central and regional office leaders have signed up to a Leadership Charter, discussed below.

OUR EXECUTIVE BOARD

The Executive Board (EB) is the ultimate decision making and governance body of DET and its responsibilities include setting policy directions, ensuring the alignment of planning and resources for the achievement of DET's priorities and considering advice of executive committees. More information about the EB, including its membership, can be found on the Executive Board page.

OUR EDUCATION STATE BOARD

The Education State Board (ESB) is the key advisory body to the Secretary with respect to the progression of the Education State Agenda. The ESB is intended to be time-limited with ongoing activity relating to Education State transitioning to the Executive Board or other committees. You can access more information about the ESB, including its membership, on the Education State Board page.

EXECUTIVE ROUND-UP

The Executive Round-Up is held every week and is as an opportunity for all Executive Officers to regularly meet and share information.
The Public Administration Act 2004 establishes values to guide conduct and performance in the Victorian Public Sector. The Public Sector Values and Code of Conduct for Victorian Public Sector Employees provide the foundation for integrity and accountability for all public sector employees. The values define what is important to our organisation and how things will be done. As Victorian public sector employees, the values underpin all of our interactions with the government, community, suppliers and other employees.

DET has adopted the Public Sector Values. You can access more information about on the Department’s Values page.

WORKING WITH INTEGRITY

Integrity is the capstone value of the Victorian Public Sector Values. Each of the Victorian Public Sector Values (responsiveness, impartiality, accountability, leadership and human rights) is an integral aspect of working with integrity.

Integrity is about being responsive, always acting without bias, respecting your colleagues and working well with them. More than being accountable, it’s about being responsible for your actions and doing the right thing, always.

The privilege of serving the public comes with high standards of ethical conduct that exceed those in the private sector. The community rightly expects all DET staff to demonstrate these standards. Behaving with integrity also requires us to speak up. This means:

- calling out bad behaviour
- engaging in discussions with your colleagues
- being open to different and diverse views and being willing to speak about behaviours, our values and the impact they have on our culture.

To assist all staff (including contractors) work with integrity, the Department has developed an ethical decision-making guide.

---

RAISING CONCERNS AT DET

All staff should feel safe and confident to raise concerns, issues, complaints and provide feedback about their workplace.

Employees who want to raise a concern or make a complaint should speak to an appropriate manager or principal first. This is the best way to reach a quick resolution. You should expect your manager to be responsive and manage your concerns fairly, respectfully, transparently and in a timely way.

Otherwise, employees can:

- Approach their manager’s manager or their regional office
- Obtain more information about lodging a formal grievance about employment decisions or actions, including appointments or leave, to the Merit Protection Board
- Seek advice on raising concerns about unprofessional conduct from the Employee Conduct Branch
- Report suspected fraud, corruption and serious conflicts of interest (e.g. on contracts) to the Department’s Speak Up service by:
  - Phone: 1800 633 462
  - Web: www.talkintegrity.com/det
  - Email: educationspeakup@pkf.com.au

OUR LEADERSHIP COMMITMENT

Leadership is critical to achieving DET’s reform program. It is through strong, ethical and authentic leadership that cultural change will be achieved, and the foundation laid for building our organisational capability. All our executive officers have committed to the DET’s Leadership Charter, launched in December 2015.

The Leadership Charter sets out our leaders’ shared commitment to living the values and modelling the behaviours we need to realise its Strategic Intent and the required Leadership Capabilities.

DET encourages self-leadership at all levels. This Leadership at DET guide provides information on leadership development, practice and staff engagement. You can access further information on the Leadership Charter and Capabilities page.

As a manager and leader, you can encourage every employee to strive towards achieving their own leadership capabilities as well as work to continually improve your own capabilities. This guide to leadership development, practice and staff engagement provides more information.
DEPARTMENT OF EDUCATION AND TRAINING
LEADERSHIP CHARTER

Our strategic intent
TOGETHER WE GIVE EVERY VICTORIAN THE BEST LEARNING AND DEVELOPMENT EXPERIENCE, MAKING OUR STATE A SMARTER, FAIRER AND MORE PROSPEROUS PLACE

Our promise:
• WE WORK AS ONE
• WE ARE ACCOUNTABLE, AND WORK WITH INTEGRITY
• WE INVEST IN AND EMPOWER STAFF
• WE ALWAYS FOCUS ON THE WELLBEING AND OUTCOMES OF THE CHILDREN, YOUNG PEOPLE, ADULTS AND FAMILIES WE SERVE

As leaders we:

SUPPORT CHILDREN AND LEARNERS BY:
• Meeting their individual wellbeing, learning and development needs through place-based service delivery
• Supporting the participation and engagement of all children and young people without exception
• Empowering and supporting staff in schools, early years services and training providers to achieve outcomes
• Addressing disadvantage

IMPROVE SERVICE DELIVERY BY:
• Applying evidence and data to service design and implementation
• Basing evidence on people and their lived experiences
• Identifying and sharing best practice
• Building and sustaining partnerships
• Being responsive, agile and open to change
• Taking a system-wide (birth to adulthood) approach to decision making

LEAD OUR PEOPLE BY:
• Living the public sector values and requiring staff to do so
• Building a culture of high performance
• Prioritising and investing in staff development and wellbeing
• Empowering staff to innovate
• Building inclusive and culturally aware workforces with diverse backgrounds and experiences

BUILD AND SUSTAIN PUBLIC TRUST BY:
• Demonstrating ethical leadership and exemplary professional conduct
• Being accountable and holding each other to account
• Building a culture of continual, open and honest feedback
• Raising concerns and supporting staff to speak up
• Contributing to good governance

Capabilities: Our skills & attributes
Strategic thinking  Leading change  Leading with integrity  Business acumen
Working collaboratively  Building partnerships  Influence & negotiation
People management  Delivering results  Self-mastery & awareness

See leadership capabilities document for more detail
<table>
<thead>
<tr>
<th>DEPARTMENT OF EDUCATION AND TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEADERSHIP CAPABILITIES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set a clear direction in line with</td>
</tr>
<tr>
<td>the DET vision</td>
</tr>
<tr>
<td>• Think and act across networks,</td>
</tr>
<tr>
<td>sectors and systems</td>
</tr>
<tr>
<td>• Anticipate change to mitigate</td>
</tr>
<tr>
<td>risks and take advantage of</td>
</tr>
<tr>
<td>opportunities</td>
</tr>
<tr>
<td>• Work effectively in</td>
</tr>
<tr>
<td>political context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be agile and responsive to</td>
</tr>
<tr>
<td>new information and changing</td>
</tr>
<tr>
<td>priorities</td>
</tr>
<tr>
<td>• Translate high level policy and</td>
</tr>
<tr>
<td>direction into practical action</td>
</tr>
<tr>
<td>• Effectively adapt and reprioritise</td>
</tr>
<tr>
<td>roles, responsibilities and</td>
</tr>
<tr>
<td>resources</td>
</tr>
<tr>
<td>• Mobilise support for change</td>
</tr>
<tr>
<td>with colleagues, partners and</td>
</tr>
<tr>
<td>stakeholders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading with integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be transparent and accountable for</td>
</tr>
<tr>
<td>decisions and delivery</td>
</tr>
<tr>
<td>• Role model public sector values</td>
</tr>
<tr>
<td>and promote ethical leadership</td>
</tr>
<tr>
<td>• Reinforce ethical practices,</td>
</tr>
<tr>
<td>standards and systems</td>
</tr>
<tr>
<td>• Identify and act on breaches</td>
</tr>
<tr>
<td>and concerns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business acumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop financially sound business</td>
</tr>
<tr>
<td>cases in line with DET objectives</td>
</tr>
<tr>
<td>• Practice good financial management</td>
</tr>
<tr>
<td>(analysis, planning, forecasting,</td>
</tr>
<tr>
<td>budget preparation and evaluation)</td>
</tr>
<tr>
<td>• Demonstrate strong risk</td>
</tr>
<tr>
<td>management, compliance and</td>
</tr>
<tr>
<td>assurance skills</td>
</tr>
<tr>
<td>• Invest in and build procurement</td>
</tr>
<tr>
<td>and contract management skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working collaboratively</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Build dynamic, respectful and</td>
</tr>
<tr>
<td>collaborative workplace cultures</td>
</tr>
<tr>
<td>• Build and reward cross-functional</td>
</tr>
<tr>
<td>teams and identify opportunities</td>
</tr>
<tr>
<td>for co-creation</td>
</tr>
<tr>
<td>• Overcome barriers to sharing</td>
</tr>
<tr>
<td>knowledge across the system</td>
</tr>
<tr>
<td>• Be open, frank and honest with</td>
</tr>
<tr>
<td>peers and hold each other to</td>
</tr>
<tr>
<td>account</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Build, promote and sustain</td>
</tr>
<tr>
<td>alliances across public, private</td>
</tr>
<tr>
<td>and community sectors</td>
</tr>
<tr>
<td>• Proactively engage communities and</td>
</tr>
<tr>
<td>local stakeholders to deliver</td>
</tr>
<tr>
<td>effective place-based services</td>
</tr>
<tr>
<td>• Understand partners’ priorities</td>
</tr>
<tr>
<td>and perspectives, identify</td>
</tr>
<tr>
<td>common goals and manage expectations</td>
</tr>
<tr>
<td>• Leverage partner arrangements</td>
</tr>
<tr>
<td>to deliver DET objectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Influence &amp; negotiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establish a clear negotiation</td>
</tr>
<tr>
<td>position and act in good faith</td>
</tr>
<tr>
<td>• Leverage relationships to increase</td>
</tr>
<tr>
<td>understanding and influence</td>
</tr>
<tr>
<td>• Establish common understanding</td>
</tr>
<tr>
<td>to minimise conflict and reach</td>
</tr>
<tr>
<td>agreement</td>
</tr>
<tr>
<td>• Communicate with impact (clear,</td>
</tr>
<tr>
<td>confident, articulate, logical and</td>
</tr>
<tr>
<td>compelling)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People management</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop capability in line with</td>
</tr>
<tr>
<td>DET objectives</td>
</tr>
<tr>
<td>• Empower staff and enable</td>
</tr>
<tr>
<td>innovation</td>
</tr>
<tr>
<td>• Identify high performance and</td>
</tr>
<tr>
<td>support future leaders</td>
</tr>
<tr>
<td>• Address performance issues and</td>
</tr>
<tr>
<td>hold staff to account</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivering results</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Take a person-centred approach to</td>
</tr>
<tr>
<td>improving performance</td>
</tr>
<tr>
<td>• Use and share evidence, data,</td>
</tr>
<tr>
<td>research, analysis and best</td>
</tr>
<tr>
<td>practice</td>
</tr>
<tr>
<td>• Invest in and build implementation</td>
</tr>
<tr>
<td>and project management skills</td>
</tr>
<tr>
<td>• Consistently evaluate and share</td>
</tr>
<tr>
<td>outcomes to improve future delivery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-mastery &amp; awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Commit to own learning and</td>
</tr>
<tr>
<td>development</td>
</tr>
<tr>
<td>• Reflect, invite scrutiny, value and</td>
</tr>
<tr>
<td>learn from feedback</td>
</tr>
<tr>
<td>• Address gaps in knowledge and skills</td>
</tr>
<tr>
<td>• Display resilience and composure</td>
</tr>
<tr>
<td>in high pressure situations</td>
</tr>
</tbody>
</table>
## Encouraging leadership in others: “leadership at all levels”.

<table>
<thead>
<tr>
<th>What this means: (self leadership)</th>
<th>Defining “leadership at all levels”</th>
</tr>
</thead>
<tbody>
<tr>
<td>The concept of leadership applies to all roles and levels, regardless of formal roles. Self-leadership is important being proactive, taking ownership and accountability, role-model the desired behaviours, and building personal resilience. The expectations for DET’s formal leaders are contained within DET’s Leadership Charter and Leadership Capability Framework. “Leadership at all levels” defines, more broadly, the general expectations for all staff. The qualities of self-leadership are those interpersonal behaviours expected of everyone, regardless of role or level—they are shared across the organisation. “Leadership at all levels” can be supported through performance reviews with formal feedback against defined criteria, can underpin a formal recognition programme, and reinforced through profiling “stories of success” through existing communications channels.</td>
<td>Role / Level</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Senior Leader</strong></td>
<td>• Connects DET’s strategic intent and plan to Group &amp; Divisional strategy</td>
</tr>
<tr>
<td></td>
<td>• Inspires through visioning the future</td>
</tr>
<tr>
<td></td>
<td>• Leads &amp; mobilises others through complex/ ambiguous situations and significant organisational change</td>
</tr>
<tr>
<td></td>
<td>• Develops Group / Divisional capability in line with strategy</td>
</tr>
<tr>
<td></td>
<td>• Takes responsibility for DET, Group and Divisional outcomes</td>
</tr>
<tr>
<td><strong>Manager</strong></td>
<td>• Connects Group / Divisional strategy to team strategy, across all team roles</td>
</tr>
<tr>
<td></td>
<td>• Provides cross-organisational leadership: inspires through connecting team activities to broader DET activities and priorities</td>
</tr>
<tr>
<td></td>
<td>• Leads and supports others through challenging situations and changes</td>
</tr>
<tr>
<td></td>
<td>• Challenges team members to stretch and fulfil their potential</td>
</tr>
<tr>
<td></td>
<td>• Provides opportunities for development in line with strategy &amp; career aspirations</td>
</tr>
<tr>
<td></td>
<td>• Coaches others/supports capability development in line with strategy &amp; delivery</td>
</tr>
<tr>
<td></td>
<td>• Takes responsibility for Divisional and team outcomes</td>
</tr>
<tr>
<td><strong>Specialist / Senior Consultant</strong></td>
<td>• Leads technical analysis and evaluation of issues in line with DET &amp; Group strategy</td>
</tr>
<tr>
<td></td>
<td>• Provides coaching, mentoring, &amp; guidance (in area of speciality) to support capability development across DET</td>
</tr>
<tr>
<td></td>
<td>• Leads the provision of consulting and advice to external stakeholders</td>
</tr>
<tr>
<td></td>
<td>• Takes responsibility for Group &amp; Divisional outcomes</td>
</tr>
<tr>
<td><strong>Project Lead</strong></td>
<td>• Communicates clear expectations</td>
</tr>
<tr>
<td></td>
<td>• Inspires through linking project to DET, Group and Divisional strategy</td>
</tr>
<tr>
<td></td>
<td>• Leads, supports and mobilises others through challenging project issues</td>
</tr>
<tr>
<td></td>
<td>• Provides feedback and delegates in a way that stretches others capability</td>
</tr>
<tr>
<td></td>
<td>• Takes responsibility for project and team outcomes</td>
</tr>
<tr>
<td><strong>Team Member</strong></td>
<td>• Regardless of role, understands and connects own responsibilities to team, Divisional, Group &amp; DET strategy, and to DET’s strategic intent</td>
</tr>
<tr>
<td></td>
<td>• Proactively tackles issues relevant to role and level, seeking support as appropriate</td>
</tr>
<tr>
<td></td>
<td>• Takes responsibility for own development and career</td>
</tr>
<tr>
<td></td>
<td>• Takes responsibility for own project outcomes as well as overall team outcomes</td>
</tr>
</tbody>
</table>
RESPECTFUL WORKPLACES

DET is committed to, and responsible for, providing workplaces that are healthy, safe and inclusive, and free from bullying, harassment, and discrimination. A respectful workplace culture, underpinned by the Victorian Public Sector values, is fundamental to the way we operate. We all have the right to be treated with respect and work in a respectful workplace. This also means that we all have the responsibility to act respectfully, and treat our colleagues with consideration.

A respectful workplace:

- is inclusive and values diversity
- communicates clear expectations
- promotes health, wellbeing and safety
- deals constructively with conflict
- strives for improvement, and
- has open channels of communication.

We all have the right to be treated with respect and work in a respectful workplace. As a manager, you have a responsibility to act respectfully, and treat our colleagues with consideration. You also have a responsibility to encourage respectful behaviour and hold people to account when their behaviours are inconsistent with a respectful workplace. You can contact the Employee Conduct Branch for guidance and support for managing inappropriate workplace behaviour.

DET’s Respectful Workplaces HRWeb page contains resources and links to eLearning modules covering Respectful Workplaces, Equal Opportunity and Addressing Workplace Bullying. There are also links to DET’s HR policies and procedures and additional support.

DIVERSITY AND INCLUSION

DET values its diverse workforce. A diverse workforce promotes equality and prevents discrimination against those with protected attributes and includes everyone, regardless of their circumstances, background, or personal preferences.

By bringing together different people we build a breadth of experience and diversity of through which enables us to achieve our goals. We are committed to building a diverse workforce reflective of the wider communities in which we serve, creating inclusive environments that unifies our people and recognises the unique needs and skills of everyone. It is every employee’s obligation to ensure they practice inclusion by treating their colleagues and clients with respect and dignity. DET has a range of Human Resources policies which guide how we conduct ourselves at work and what to do if a staff member has concerns about their treatment. These can be found on HRWeb under Diversity and Equity.

The Victorian Public Sector Values and DET’s Respectful Workplaces program are intrinsically linked to and supported by the Charter of Human Rights 2004 (Vic). An overview of the Charter and our obligations under it are explained in an eLearning module that can be accessed on LearnEd.

DET’s commitment to accessibility of information

The Department is committed to ensuring its information is accessible to all people. As a manager it is necessary to consider the needs of diverse users of the information and documents you produce to ensure that they can access the information. Guidance on what to do in order to ensure that your information is accessible is available on the Accessibility website.

Supporting staff with disabilities

DET works to provide the support and equipment staff with disabilities may need to help them do their jobs well. We partner with JobAccess to help assess and implement any reasonable adjustments. Further information and policy can be found on the Disability and Reasonable Adjustment page.

As a manager, it is important that you provide staff with disabilities the required support to help them do their job well, while understanding our legal obligations for making reasonable adjustments. More information can be found in DET’s Disability and Reasonable Adjustments in the Workplace Policy and the Disability Action Plan. When you are involved in recruiting staff consider what adjustments applicants with disabilities may need to be supported through the process.
**WIRNALUNG GANAIL - ABORIGINAL INCLUSION PLAN 2016–2026**

DET’s [Marrung, Aboriginal Education Plan 2016–26](#) ensures that all Koorie Victorians achieve their learning aspirations and is focused on four key action areas:

- Create a positive climate for learning and development where services demonstrate the highest levels of respect and inclusion and, as a result, Koorie children and learners of all ages feel strong in their identity within all services.
- Build community engagement in learning and development so that, through partnership and collaboration, services work together with Koorie people to find innovative ways to improve outcomes in local communities.
- Build a culture of professional leadership where success for Koorie Victorians is core business for all educational leaders.
- Achieve excellence in teaching, learning and development at all stages so that:
  - young Koorie children are on track in their health, development and well-being, and their early learning experience sets them up for life
  - Koorie students engage fully throughout their schooling years and gain the knowledge and skills to excel at year 12 or its equivalent
  - Koorie learners transition successfully into further education and employment, and have opportunities to access education at all stages of life.

**DET Pride Network**

The [DET Pride Network](#) is an important initiative to support and raise awareness, tolerance and understanding of Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) staff and contribute to DET being a safe and inclusive work environment.

**Cultural Diversity**

The Department celebrates the value of cultural, religious, racial and linguistic diversity. It is committed to making our workplace welcoming to people of all cultural backgrounds and working closely with culturally and linguistically diverse, migrant, refugee and asylum seeker communities.

The Department also proactively develops strategies to create better outcomes for Victoria’s culturally and linguistically diverse (CALD) communities through its Cultural Diversity Plan, including working towards strengthening the diversity of our workforce and building the cultural competency of staff.

The Department reports annually to the Office of Multicultural Affairs and Citizenship (OMAC) about the range of programs and initiatives it provides to multicultural communities, asylum seekers and refugees. This information is published in OMAC’s annual Whole-of-Victorian-Government [reports](#).

**Flexible Work Practices**

At the Department we are building a culture where working flexibly becomes business as usual. Our aim is to attract and retain great staff, and we know that flexibility is increasingly important to our current and potential employees.

The Department has well established [flexible work options](#) available to all its VPS staff.

As a manager, your role will be to embrace flexibility in the workplace and to consider flexible work requests from staff with an open mind by exploring the possibilities of new ways of working and to achieve business outcomes.

**Workplace Contact Officer Network**

The Department has a [Workplace Contact Officer Network](#) which is a group of staff who have volunteered to be a point of contact for colleagues experiencing harassment, discrimination, bullying, victimization or family violence. The network contributes to the Department’s commitment to a respectful and equal opportunity workplace. The network contributes to the Department’s commitment to a respectful and equal opportunity workplace. More information and contact details for your local Workplace Contact Officer can be found on the [Workplace Contact Officer page](#). People Matter Survey

Every year DET participates in the People Matter Survey to find out what matters most for our corporate employees. The People Matter Survey is an employee opinion survey run by the Victorian Public Sector Commission (VPSC).

The feedback provides an insight into how engaged and satisfied our staff are feeling. In addition to feedback about the public sector values and employment.
The DET People Matter Results can be accessed on the People Matter Survey page.
Our Programs and Systems

GOVERNANCE AND DECISION MAKING

Delegations and Authorisations

Statutory powers are given to individuals or bodies under specific pieces of legislation. For example, the Department’s Secretary or Ministers are given various powers under the Education and Training Reform Act 2006, Children’s Services Act 2006, Education and Care Services National Law, Public Administration Act 2004 and Financial Management Act 1994.

Delegations and authorisations are the formal process by which statutory powers and functions are passed from an office holder to a department employee or officer. This occurs to ensure efficient workflows and clear lines of accountability. DET’s management of delegations and authorisations is fundamental to ensure departmental employees make lawful decisions and take lawful actions.

It is important that DET employees are confident that any power that they exercise has been properly given to them under a valid delegation or authorisation before they use those powers.

There are three ways in which statutory powers can be given to DET employees:

1. By delegation. When expressly permitted by the relevant legislation, a power, duty or function may be delegated to another office holder or authority (the delegate). This will most commonly take the form of a written instrument of delegation, and the delegate will exercise the power in their own name and position (i.e. the delegate is accountable for decisions they make).

2. By express authorisation. Similar to a delegation, some legislation provides for the appointment of ‘authorised officers’ who exercise powers in their own right (i.e. authorised officers are accountable for decisions they make). These appointments are usually made by a particular office holder named in the legislation, such as the Minister or the Secretary.

3. By implied authorisation. When the express powers to delegate or authorise described above are not available, the Minister, Secretary or other authority may authorise an official to exercise a statutory power on their behalf. This will generally occur in the case of day-to-day administrative functions for reasons of practicality and the power is exercised for and on behalf of the holder of the statutory power (i.e the Minister or Secretary).

The Delegations and Authorisations Policy, which sets out the framework and procedures for managing the delegation of authority within DET, can be found on the Delegations and Authorisations Policy page. You may also want to review the Register of all Delegations and Authorisations.

The Department also provides the following Delegations and Authorisations training:

The Legal Division conducts face to face training upon request. To organise, please contact the Legal Division on x 73146 or at legal.services@edumail.vic.gov.au Possible Parliamentary Questions (PPQs)

A PPQ is a short document that provides the minister with speaking points and background on a topical matter likely to be raised in Parliament during question time.

The endorsement of PPQs is ultimately the responsibility of executive directors, but they may assign them to other staff to write.

Parliamentary Services supports the Department to prepare PPQs by:

- providing advice on protocols
- working with program areas and ministers’ offices to ensure all timelines are met
- keeping all relevant parties informed about key dates and stages.

Parliamentary Services also maintains a register of all PPQs (current and archived) that are reviewed or updated by the Department for each sitting week of Parliament. For more information, including a quick reference guide see: Parliamentary Help and Support.

Briefings

A briefing document advises decision-makers in the Department about matters they deal with. The purpose of a briefing is to ‘brief’ the reader on the facts and provide advice on the issues. There are four briefing types: noting; decision; events; and meetings. Briefings are either department-generated or requested by the Minister and Secretary’s offices.
The Departmental Liaison Unit (DLU) requests briefings through the Briefings and Correspondence Tracking System on behalf of the Deputy Premier and Minister for Education, the Minister for Training and Skills, the Minister for Families and Children. The DLU is responsible for communicating the preferences and priorities of the Ministers, and ensuring that requests for information and advice are clear, appropriate, set with realistic timelines and consistent with the Westminster system of government.

Department-generated briefings are also raised and submitted through the Briefings and Correspondence Tracking System by executives.

Further information about briefings is available through the following links:
- General information about briefings
- Briefings for Noting
- Briefings for Event
- Briefing for Meeting
- How to raise and track a briefing
- How to submit a briefing
- About the Departmental Liaison Unit

**Correspondence**

Correspondence is written and sent to the Department by members of the public, Members of Parliament, schools, interest groups and other stakeholders who choose to do so.

The Departmental Liaison Unit (DLU) requests replies to correspondence received by the Secretary and the education Ministers through the Briefings and Correspondence Tracking System. The DLU will assign a piece of correspondence to an executive or regional director. That member of the executive is ultimately responsible for providing the response to the correspondence. However, the member of the executive may ask another member of staff to draft a response on behalf of the division.

Further information about correspondence is available through the following links:
- General information about correspondence
- Correspondence from an MP
- Correspondence from the Public
- Correspondence Tracking System

**EMPLOYEE HEALTH, SAFETY AND WELLBEING**

The Department is committed to ensuring the safety, health and wellbeing of its employees, students and visitors through the provision of safe schools and workplaces. For more information on DET’s policies and practices relating to Safety, Health and Wellbeing in the workplace, view the Safety, Health & Wellbeing site.

**Employee safety and support service.**

The Department provides a range of employee safety and support services including:

- OHS Advisory Service (a telephone and in-person service providing effective and timely advice to principals, managers and employees on any aspect of workplace health and safety)
- Employee Assistance Program (a short term, solution focused, in person and strictly confidential counselling service)
- Manager Assist (a dedicated telephone advisory service available to support Principals and managers to access management support and coaching)
- Medical Advisory Service (a telephone and email advisory service for managers and principals provided by occupational health professionals familiar with the Department's policies and requirements).
- Workers’ Compensation Advisory Service (a dedicated advisory service to assist managers and principals with the management of complex workers’ compensation claims).
- The Workplace Contact Officer Network is a group of staff who have volunteered to be a point of contact for colleagues experiencing harassment, discrimination, bullying or victimisation.

Further information about these services is available on the Employee Safety and Workers' Compensation Support Services page.

**Reporting incidents and near misses - eduSafe**
eduSafe is DET's user based Incident Reporting and Hazard Management System that covers all non-student incidents across DET's operations. This can be accessed at the eduSafe reporting site.

Health and Safety Contacts
A list of key OHS and Workers' Compensation contacts can be found on the OHS, Workers' Compensation and Corporate Accommodation and Facilities Contacts page.
Performance and Development

At DET we are committed to continually improving individual performance and the Department’s performance.

PERFORMANCE AND DEVELOPMENT PLANS

The Department’s Performance and Development Plan (PDP) process provides employees with a clear understanding of how their work contributes to the achievement of business plans and DET’s Strategic Intent and clarifies the expectations of their role. It also allows employees to work with you to identify opportunities to strengthen their skill set and in proactively planning their personal career development. Performance planning and development is an ongoing process between you and your employees. Further information, including key principles, PDP documents, circulars, key dates and other guidance materials can be found on the Performance and Development page. PDP documents can also be accessed via eduPay. Managers also have oversight of their employee’s PDPs via the Manager Dashboard page on their own PDP on eduPay.

STAFF PERFORMANCE AND DEVELOPMENT PLAN

Each employee is responsible for developing their own PDP. As a manager at DET it is essential that you encourage and support employees through the PDP process, in accordance with DET’s guidelines. The PDP is based on a 12 month cycle.

The PDP cycle has three major milestones:

1. Planning; includes developing performance and learning and development goals, as well as identifying progression criteria. These are recorded in the PDP plan (generally August)
2. Mid-cycle review; includes a meeting between the employee and manager to discuss progress to date and to review, adjust or revise the PDP plan as necessary (generally December / January)
3. End of cycle review; includes the mandatory review of the employee’s performance based on the agreed PDP plan (generally June/July).

Specific milestones of the PDP are regularly communicated to staff by email during the cycle. Managers meet regularly with their employees throughout the PDP cycle and provide both informal and formal feedback.

Information on the PDP including key principles for performance and development, the PDP template, circulars, key dates and other guidance material can be found on the Performance and Development at DET page.

Capability development

DET is committed to capability development. You can find development resources on the capability development portal. For information about upcoming training courses visit the Learning and Development Calendar.

Any enquiries about capability development, contact staffdevelopment@edu mail.vic.gov.au.

BUDGET MANAGEMENT AND REPORTING

DET is committed to ensuring the effective management of financial resources through continuous improvement of the budgeting and reporting process, and through the provision of high quality, strategic budgeting and financial advice.

Internal Budget Management and Client Services

Managers can access a range of financial and budgetary services, including:

- Assistance with developing and ongoing monitoring of divisional budgets
- Provision of the divisional financial reports on a monthly basis
- Transactional processing including budget and expenditure journals
- Coordination of overspend / underspend carry forward process
- Advice on the robustness of costings associated with Expenditure Review Sub Committee submissions and Budget and Financial Management Committee submissions
- Verification of budget and financial information for Departmental and Ministerial briefings, Possible Parliamentary Questions, Freedom of Information requests and other ad hoc information requests
- Management of departmental contingency and budgetary cost pressures
- Secretariat Support to Budget and Financial Management Committee.

Each group and statutory authority is supported with a Senior Finance Officer (SFO) as the first point of contact within the Financial Services Division (FSD) for assistance with budget management and financial reporting. SFOs are
specialised in providing budgetary advice and are able to assist in redirecting any other finance related queries to the appropriate contact in FSD. Contact details for your SFO can be found in this FSO contact list.

**External Budget Management and Reporting**

The Department is also committed to maintaining an open and effective relationship with Department of Treasury and Finance, Commonwealth reporting bodies and the financial reporting areas of other jurisdictions and to ensure compliance with Government’s budget and financial management policies and procedures, and to ensure Departmental budgetary issues are dealt with in a timely and appropriate manner.
Communications

WRITING STYLE GUIDE

DET's Writing Style Guide is a reference for employees to ensure that style, tone, grammar, spelling and formatting is presented in a consistent manner across all internal and external written materials and can be accessed Writing Style page.

Stakeholder Engagement

DET's Stakeholder Engagement framework provides for a step-by-step process to develop a Stakeholder Engagement Plan, and allows you to work through the issues involved when engaging stakeholders.

MANAGING KNOWLEDGE FOR THE DEPARTMENT

As a DET employee, you have obligations under a number of legislative and regulatory structures and frameworks to ensure that you handle all information appropriately.

Records management

Public records are any document made or received by a public officer in the course of their duties. Records must be created and maintained appropriately in DET when:

- there is a requirement for accountability
- a business activity or transaction has occurred
- there has been formal communication with the public or other agencies
- to provide evidence of decisions made or actions taken
- there is a reasonable expectation that a record should be kept.

All staff are advised to complete the Knowledge and Records Management module within a week of commencement in order to gain an awareness of records management expectations at DET. This online module is accessible through LearnED. Each business area will have a Local Recordkeeping Procedure advising that records must be managed within an appropriate system, for example SharePoint is used to manage many of our electronic records. For help, advice or support, contact Knowledge, Privacy and Records Branch via knowledge@edumail.vic.gov.au and Information Services information.knowledge@edumail.vic.gov.au or phone 1300 359 140.

Privacy

DET collects personal and health information of individuals in order to carry out our functions and operate our services, while balancing the rights of those individuals to privacy. This information can be about staff, students, parents, research participants and others.

All staff have a duty to responsibly handle personal information in the course of their work. Broad guidance for this can be found in the Victorian Information Privacy Principles (IPPs) and in our own Privacy Policy. More direct guidance can be found in specific policies and processes such as the recruitment process, or school-specific policies found in the Schools Policy and Advisory Guide (SPAG).

Overall, staff must be aware of what information we are collecting, how we can and cannot use and/or disclose it, to ensure that we meet our obligations under privacy legislation while working at DET, and to avoid the mishandling of personal information. More information can be found on the Privacy page. All staff are advised to complete the Privacy for Corporate Staff module within a week of commencement in order to gain an awareness of privacy management expectations at DET. This online module is accessible through LearnED.

For help, advice or support, contact the Privacy Unit in Executive and Knowledge Services Division at privacy@edumail.vic.gov.au

Confidentiality for Cabinet materials

As a public servant, you may be involved in providing advice or assistance to Cabinet. The confidentiality of this process is referred to as ‘Cabinet-in-Confidence’. This confidentiality allows for frank and open discussion in the Cabinet decision making process. Detailed information of the Cabinet-in-Confidence protocol can be found on the Cabinet Confidentiality page.

Information security
DET employees are obliged to protect the confidentiality, integrity and availability of information under the *Privacy and Data Protection Act 2014 (Vic)*. This means that departmental information, including information held by schools, must be protected against unauthorised access, use, disclosure, disruption or destruction.

Information systems, flows and processes must be designed to ensure that security is maintained, to ensure that DET complies with the Victorian Protective Data Security Framework (*VPDSF*).

The [Information Security Classification Policy](#) outlines how to apply a classification or dissemination limited markers (DLMs) to documents with particular access requirements such as For Official Use Only (FOUO) or Sensitive: Legal. More information can be found on the [Information Security page](#).

**Freedom of Information**

All documents you create through your work with DET may be subject to a request for access under the *Freedom of Information Act 1982 (Vic)*. This means it is important that any emails, notes and documents are accurate. As with all communications, written correspondence should reflect the DET's Values. All use of the Departments' information and communications technology must be in accordance with the Department's [Acceptable Use Policy](#). You can learn more about freedom of information requests on the [Freedom of Information](#).

**Briefings and correspondence**

DET’s Briefing and Correspondence process is coordinated by the Executive and Knowledge Services Division. Information about the correspondence process can be accessed on the [General Information About Correspondence page](#). DET tracks this information through a briefing and correspondence tracking system. Information about this system can be found on the [Trach a Briefing page](#). DET templates, including letterhead and presentations, can be accessed on the [Education State Templates page](#).

**Intellectual Property and Copyright**

The Department's [Intellectual Property and Copyright Policy](#) outlines the responsibilities of departmental staff (including those located in schools) when creating or using intellectual property.

The policy’s overarching purpose is consistent with the Whole of Victorian Government Intellectual Property Policy in that it clarifies how:

- the Department grants rights to its intellectual property in a manner that maximises its impact, value, accessibility and benefit consistent with the public interest
- the Department acquires or uses third party intellectual property in a transparent and efficient way, while upholding the law and managing risk appropriately
- intellectual property created by employees in the course of their work is owned by the Department.

For help, advice or support, contact the Copyright Officer in Executive and Knowledge Services Division at [privacy@edumail.vic.gov.au](mailto:privacy@edumail.vic.gov.au).
Software Applications

Citrix

Citrix is a framework that allows remote access to DET applications. For any IT assistance required please log a service call via the IT Service Gateway (IT Online service desk) Submit a Request page.

Entity Register Search (ERS)

The ERS enables a search for school details across education sectors and contains information relating to a school including school status, principal details, school contact details, as well as physical and postal address details. ERS allows export of school details to Microsoft Excel, CSV or PDF files to assist with creating lists and mailing lists. Access is via the Entity Register Search page.

DET intranet

DET’s intranet provides useful information about DET and links to departmental templates, guidelines and procedures. When you open up internet explorer you are automatically taken to the Home Page of the DET intranet.

eduMail

The Department's messaging service, eduMail, is a central repository for all your emails, calendar and business contacts. All staff are provided with an eduMail account for the duration of their employment. The eduMail service is governed by the Acceptable Use Policy for the Department's Information, Communications and Technology (ICT) Resources.

If you need to access your inbox and calendar from home or another location, you are able to do so by logging into: www.eduMail.vic.gov.au

• Under Username, enter the pin number you use to log onto your work computer
• Under Password, enter the password you use to log onto your work computer.

eduPay

eduPay is the Department's web-based HR and payroll system which enables employees to:

• view online accurate and up to date leave balances (including Long Service Leave)
• access their online payslips
• apply online for leave
• view and update contact details
• update banking details
• access development courses via LearnEd

Visit the eduPay page for further information.

Skype for Business 2016

Skype for Business 2016 is used by DET for instant messaging, sharing documents, voice or video conferences from desktop or notebook computers. More information can be found on the Video Conferencing page.

PolyCom and Video Conferencing

Many of the Department's facilities have PolyCom functionality which allows videoconferencing. This is often used to allow central and regional staff to connect. More information about PolyCom and Video Conferencing can be found on the Video Conferencing page.

ProcureNET

ProcureNET is DET’s online purchasing system. Administrative staff in each Division manage access to ProcureNET. You are required to undertake training in order to access the ProcureNET system to create a requisition and pay an invoice. Visit the ProcureNET page to book a session.
You do not need to undertake training to use ProcureNET to undertake the following functions:
- mobile phones
- personal expense claims
- travel requests
- managing a Contract Workspace process (documentation and approvals).

Further information can be found on the ProcureNET Guides and Instructions page.

**SouRCe**

**SouRCe** is DET's internal Service Referral Catalogue. You can use SouRCe to locate general service information, to FAQs, to contact details.

**SharePoint**

SharePoint is the platform DET uses to save and share documents. Most teams use a collaboration site to store their work.

**IT TIPS**

**IT Service Desk**

If you are having IT problems, you will need to log an online service request via the IT Service Gateway. Access to the Gateway is available on the Information Technology Services page.

**Training and Support**

Online training is available via LearnED, whilst quick reference guides and video tutorials for using DET's Information Management Systems, collaboration sites and electronic document records management are available through the SharePoint Support page.

**Additional Software**

Additional software packages such as Microsoft Project and Microsoft Visio are available from IT (licences are limited). You will need your line manager's approval then you can log a service call through the IT Service Gateway requesting installation.
Our Support Services

DET has a range of services to support its staff. A summary of these services, along with key contacts and resources are outlined below.

COMMUNICATIONS DIVISION

The Communications Division operates CommNet which provides advice and guidelines, training and templates. DET employees can submit requests for information to be communicated on behalf of the Department. The Communication Division also manages DET's response to any media enquiries.

FACILITIES AND MAINTENANCE

DET operates a one-stop-shop to access a range of accommodation and building services, which can be found on the Corporate Accommodation and Facilities page.

Information about DET’s catering services can be found on the Catering Service page.

The Department's mail room is located in the basement of 2 Treasury Place, East Melbourne. More information about the Mail Services can be found on the Mail Service page.

FINANCIAL SERVICES DIVISION

Financial Services Division is responsible for designing and implementing financial management principles, processes and systems to ensure that staff have the necessary support to execute their financial management responsibilities. The Division is responsible for establishing the appropriate financial management and assurance environment within schools, groups, regions and the statutory authorities. The Division has a key role in supporting the second line of defence through its oversight functions. The division also administers programs supporting students to access education provision including student transport assistance programs and the Camps, Sports and Excursions Fund.

The Finance Business partner for each division can be found on this SFO Budget Contact list. For more information, see Financial Services intranet site.

PEOPLE DIVISION

The People Division provides a range of services to Department employees. All the Department's human resources information is located on HR Web. Specific information, including policies can be found on HR Web’s A - Z HR Directory.

Corporate managers and employees can obtain advice, assistance or further information by contacting Corporate People Services at vps.hr.services@edumail.vic.gov.au. More information about HR enquiries can be found on the A - Z HR Directory.

INFORMATION TECHNOLOGY DIVISION

The Information and Technology Division manages the Service Desk, a centralised IT support channel for most common IT services. Further information about the services ITD offers can be accessed on the Information Technology Services page.

INTEGRITY, ASSURANCE AND EXECUTIVE SERVICES DIVISION

Working with integrity underpins everything we do at DET. The Integrity and Assurance Division offers comprehensive assurance, information and advice to support effective decision-making. Information on topics including internal audits, fraud and corruption control and contacts can be found on the Integrity and Assurance page.

The division also provides key services to the Department that incorporates Departmental Liaison, Briefings and Correspondence, Knowledge Management, Records and Digitisation Services, Mail Services, and Cabinet, Parliament and Portfolio Services. Further information about executive services can be found on the Services relating to Ministers and Executives page and Executive and Knowledge Services page.

The Freedom of Information Unit manages any requests made under the Freedom of Information Act 1982. Any FOI requests received by a Departmental officer, Regional Office or school must be forwarded immediately to the Freedom of Information Unit for action.
Online training is available via LearnED, whilst quick reference guides and video tutorials for using DET’s Information Management Systems, collaboration

**LEGAL DIVISION**

The [Legal Division](#) provides legal advice to the Ministers, Secretary, executives, managers, regional directors, school principals and school councils.

**PROCUREMENT DIVISION**

The Procurement Division operates [ProcureNET](#) which provides guidance for appropriately procuring contracts and services.

**PERFORMANCE AND EVALUATION DIVISION**

The Performance and Evaluation Division advises managers on all aspects of the evaluation cycle. Evaluation policies, guides, research and data can be found on the [Performance and Evaluation](#).

**Other Support Services**

**VICTORIAN GOVERNMENT LIBRARY SERVICE**

The Victorian Government Library Service supports Victorian Government departments and agencies to deliver quality research and policy outcomes for the Victorian community and provides information resources such as subject specific journals, legal resources and conference papers.

Employees that are required to undertake research as part of their job may find this service useful.

Users will be required to register to use the service. Training is also available.

Further information can be found at the [Victorian Government Library Service](#) site.

**Sustainability**

Find out how you can reduce your carbon footprint by visiting the [Sustainability page](#).