

# Code of Conduct workshop guiding notes

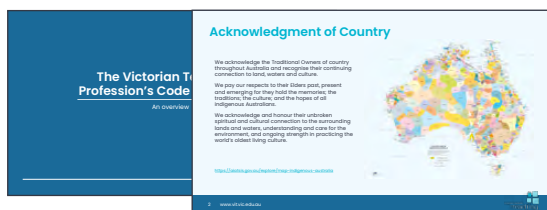
## Before the workshop

- familiarise yourself with the revised Victorian Teaching Profession's Code of Conduct (the Code)
- familiarise yourself with the explanatory note that highlights the changes to the Code
- set aside a meeting time for your staff to attend the workshop and ensure the meeting has adequate space and audio visual equipment to conduct the workshop
- from the case study reference document, choose 2–3 case studies to explore based on the context of your education setting
- ensure staff have access to pens / paper / devices to write notes and brainstorm ideas
- ensure staff have a copy of the Code (either printed or online).

Please note: you should consider the individual circumstances of your staff when determining which cases studies are most appropriate to use.

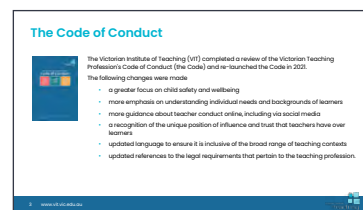
## During the workshop

### Slides 1–2



Introduce the workshop and offer an Acknowledgement of Country for your local area.

### Slide 3



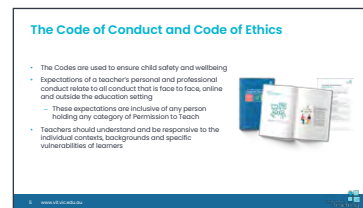
Talk about how the Code was relaunched in 2021 with a number of changes.

### Slide 4



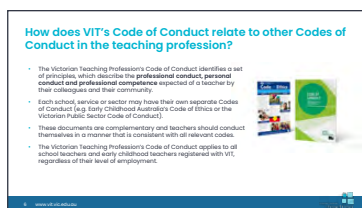
Introduce the 3 sections of the Code; professional conduct, personal conduct and professional competence.

### Slide 5



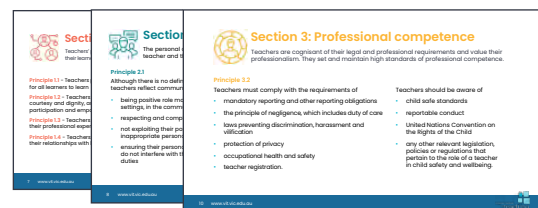
Explain the purpose of the Code while highlighting that it is applicable to all teachers / early childhood teachers registered with VIT.

### Slide 6



Advise that teachers need to be aware of all codes that cover their professional situation, and while each code will generally be complementary of each other, there may be some differences that they need to be aware of.


### Slides 7–10



Provide time for teachers to read and examine all principles from the Code's 3 sections.

## Slide 11

### Examining the Code



In small groups read through the Code and

- highlight any statements that you think are of particular relevance to your education setting
- discuss how you / your workplace can make sure teachers are aware of and complying with the Code.

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In small groups, ask staff to read through the revised Code and highlight any areas that they think are of particular relevance to your education setting. For example, in an early childhood setting this may mean a greater focus on relationships with parents / carers, or in a regional / rural school it may be about relationships with learners / families outside of the education setting.

Ask groups to explore what challenges they see in ensuring teachers in your setting are complying with the Code. They may wish to consider these on a personal, collegial or whole education setting level.

Ask groups to share their notes.

Keep a copy of the notes from each table. These notes can inform further professional learning opportunities for your staff, or be reviewed to support your staff in understanding and meeting the expectations of the Code.

Display VIT's ethical decision making model (used to support teachers to make ethical decisions within their individual teaching contexts). This model can be used to help guide discussions around the upcoming case studies.

## Slide 12

### REFLECT – Ethical decision-making model

RE	F	L	E	C	T
<b>Recognise a potential issue or problem</b>	<b>Find relevant information</b>	<b>Listen and consult</b>	<b>Evaluate the options</b>	<b>Come to a decision</b>	<b>Take time to reflect</b>
<ul style="list-style-type: none"> <li>Do I have a gut feeling that something is not right?</li> <li>Is there a potential issue or problem with this situation?</li> <li>What is the context of the situation?</li> <li>Is there any information that I need to know to understand this situation differently from the present?</li> <li>Is there a possibility of a conflict of interest?</li> </ul>	<ul style="list-style-type: none"> <li>Are there any legal obligations or professional standards that I need to consider?</li> <li>Are there any ethical principles that I need to consider?</li> <li>Are there any relevant policies or procedures that I need to consider?</li> <li>Are there any relevant information that I need to consider?</li> <li>Are there any relevant information that I need to consider?</li> <li>Are there any relevant information that I need to consider?</li> </ul>	<ul style="list-style-type: none"> <li>Who should I consult about this situation?</li> <li>Are there any ethical principles that I need to consider?</li> <li>Are there any relevant policies or procedures that I need to consider?</li> <li>Are there any relevant information that I need to consider?</li> <li>Are there any relevant information that I need to consider?</li> <li>Are there any relevant information that I need to consider?</li> </ul>	<ul style="list-style-type: none"> <li>What is the best thing to do based on the information I have?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> </ul>	<ul style="list-style-type: none"> <li>Do I need permission to do what I am planning to do?</li> <li>Do I need to make a record of my decision?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> </ul>	<ul style="list-style-type: none"> <li>Should I use the least?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> <li>Should I use the least?</li> </ul>

12 www.vit.vic.edu.au

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## Slide 13–22

### Case study – Teacher HN

Teacher HN is a primary school teacher. He repeatedly asks a specific learner, Learner S, to stop talking. Teacher HN also singles Learner S out in class for reprimand and makes belittling statements toward her, such as: "You have an extremely screechy voice".

While Teacher HN's behaviour is not intended to cause harm, he was unaware of the impact on Learner S. Learner S perceives Teacher HN's behaviour to be both intentional and bullying, and subsequently suffers from stress and anxiety because of the comments.

Teacher HN's behaviour occurs over many months. A friend of Learner S alerts Teacher HN to Learner S' distress, and Teacher HN immediately takes steps to both address the problem and to change his behaviour. Teacher HN does not follow up with the parents, notify school leadership or seek advice about the issue. Learner S continues to feel anxious during classes for months afterwards.

#### Reflective questions

- Which principle(s) of the Code provide guidance to a teacher about this type of conduct?
- To what extent do you think Teacher HN has breached these principle(s)?
- What advice could you provide to Teacher HN to prevent and / or address this situation?

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Using the case study reference document, Choose 2–3 case studies to explore based on the context of your education setting.

Ask groups to read the relevant case study, brainstorm the reflective questions and share their notes to the larger group. Further notes and guidance for the facilitator can be found in the case study reference document.

## Slide 23

### Professional learning opportunities



View the further guidance material including case studies, videos, podcasts and professional learning opportunities

[www.vit.vic.edu.au/codes](http://www.vit.vic.edu.au/codes)

23 www.vit.vic.edu.au

Highlight further professional learning opportunities and resources.