

Why the Order is What It Is: How the stages, the steps and the Code line up

Stage	The mindset shift (leaders first, staff mirror it)	Partnership Program Step	Spiral of Inquiry phase	Link to Code of Practice	Why it sits here - What the literature says
1. Understand and involve	Leaders: from defending to curious. "I want to know, even if it is uncomfortable." "We will let staff know where their feedback landed, and soon." Staff: It is safe to tell the truth here.	Step 1: Scan your school: Review data to understand what is really impacting your people. Survey, staff voice, data review, feeding the outcomes back. Three priorities chosen.	Scanning: what is going on for our staff? Focusing: where will we put our energy?	Duty to consult, including advising workers of the outcome (s 1.3; WHS Act ss 47 to 49). Identify hazards (ch 3).	Candour only follows safety (Edmondson, 1999). Being heard is the first act of validation, and validation has to come before any request to change (Linehan, 1993). Staff who raise concerns and hear nothing back stop raising them (Morrison, 2014). Shared evidence replaces opinion.
2. Lead with wellbeing in mind	Leaders: from blaming to owning. "How are we contributing to this?" "We own it, and we say what the school will do about it." Staff: leadership went first, so it is fair to ask what my part is.	Step 2: Establish a shared language, vision and strategy for wellbeing, psychosocial safety and culture. Then Step 3: Clarify the joint responsibilities. In that order.	Developing a hunch: First the leaders' hunch (what the school must do, becomes the vision), then the staff hunch (their part in embedding it, becomes the joint responsibilities).	Leadership commitment is essential; poor leader behaviour is a hazard in itself (ch 2). Organisational justice (ch 3).	Leaders going first breaks the attribution loop (Ross, 1977) and the us-and-them split (Tajfel & Turner, 1979). People mirror the model with the most status (Bandura, 1977). A fair process earns buy-in (Colquitt, 2001). Ask for staff's part any earlier, and you get reactance (Brehm, 1966).
3. Plan and systematise	Leaders: from reacting to designing. "We choose controls staff asked for and will use, not ones we copied." Staff: "My feedback is in the plan; learning or training opportunities are no longer an accusation."	Step 4: Build Leadership and Staff Capability to Reduce Preventable Stressors and Enhance Culture Then Step 5: Develop a Strategic Wellbeing Action Plan. Drafted after the scan, finalised after the learning.	New learning: what do we need to learn to make a difference?	Select the most effective controls (s 5.1), implement with clear roles, and maintain them (s 5.2). Record the process (ch 7).	Self-reflection becomes possible because the organisation has already taken ownership of its part. Individual-only interventions leave the organisation unchanged (LaMontagne et al., 2007). Shared learning builds collective efficacy (Dabrowski, 2020).
4. Provide and support	Leaders: From providing to partnering. "Helping people cope is not the same as changing the conditions." Staff: "I own my wellbeing, my conduct and raising concerns, because the school has owned its part."	Step 6 (a): Take action and follow through. Controls, conditions and supports delivered together.	Taking action	Administrative and individual controls last and in combination (s 5.1). Primary duty sits with the school as PCBU; a worker's duty is reasonable care, not managing the risk (s 28)	Action bias: visible effort feels like progress. Resources do not remove demands (Bakker & Demerouti, 2007). Personal responsibility lands as partnership, not deflection, because of the sequence.
5. Sustain the conditions	Leaders: from project to practice. "We stay consistent and unified, keep championing what we started, and treat setbacks as information." Staff: Trust that compounds. Safety, engagement and connection first; then loyalty, morale and retention follow.	Step 6 (b): Re-scan, review and sustain meaningful change.	Checking: have we made enough of a difference? Then the spiral turns, deeper.	Review controls; modify or replace what is not working; if in doubt, go back through the steps (ch 6).	Trust is built by behaviour over time (Bryk & Schneider, 2002). An honest explanation, even of a "no" or a "not yet", builds more trust than silence (Shapiro, Buttner & Barry, 1994). Staff who raise concerns and hear nothing back stop raising them (Morrison, 2014).