INTRODUCTION

The NSW Department of Education and Communities Multicultural Plan 2012-2015 (Multicultural Plan) is the Department’s strategy for ensuring that the education and training needs of a culturally and linguistically diverse NSW are addressed in the delivery of our core business.

It demonstrates the Department’s commitment to providing world class education and training for all students and clients, including those from culturally, linguistically and religiously diverse backgrounds.

NSW is one of the most culturally and linguistically diverse societies in the world. The people of NSW represent diverse cultures, languages, beliefs, practices, families, experiences and outlooks. This diversity includes migrants and children of migrants as well as Aboriginal and Torres Strait Islander students and is reflected in the Department’s learning and working environments. Almost 30 percent of students in NSW public schools and more than 40 percent of students in Departmental preschools are from language backgrounds other than English. In addition, almost 25 percent of TAFE NSW students are from language backgrounds other than English.

Education plays a central role in preparing children and young people for work and for equipping them with the knowledge, skills, understandings and values required to participate in, contribute to and face the challenges of our democratic society in the twenty-first century. The Multicultural Plan provides a framework for educational programs and services that develops these skills and understandings and contributes to building a socially cohesive, civil society that respects and appreciates cultural, linguistic and religious diversity.

All public sector agencies, including the Department of Education and Communities, have a responsibility to plan for and to report annually to Parliament on initiatives undertaken to meet the needs of a culturally diverse society and to implement the Principles of Multiculturalism under the Community Relations Commission and Principles of Multiculturalism Act, 2000. Our Multicultural Plan 2012-2015 provides a framework for meeting these legislative requirements.
THE MULTICULTURAL POLICIES AND SERVICES PROGRAM

The Multicultural Policies and Services Program (Program) is the NSW Government’s response to the cultural and linguistic diversity of the people of the State. This response aims to ensure that all public sector agencies incorporate appropriate responses to cultural and linguistic diversity in their core business.

The Program, administered by the Community Relations Commission for a multicultural NSW, is based on public sector agencies’ responsibility to develop a multicultural plan and report annually to Parliament on initiatives undertaken to meet the needs of a culturally diverse society and to implement the Principles of Multiculturalism which are enshrined in State law in the Community Relations Commission and Principles of Multiculturalism Act 2000.

Principles of Multiculturalism

1. the people of New South Wales are of different linguistic, religious, racial and ethnic backgrounds who, either individually or in community with other members of their respective groups, are free to profess, practise and maintain their own linguistic, religious, racial and ethnic heritage

2. all individuals in New South Wales, irrespective of their linguistic, religious, racial and ethnic backgrounds, should demonstrate a unified commitment to Australia, its interests and future and should recognise the importance of shared values governed by the rule of law within a democratic framework

3. all individuals in New South Wales should have the greatest possible opportunity to contribute to, and participate in, all aspects of public life in which they may legally participate

4. all individuals and institutions should respect and make provision for the culture, language and religion of others within an Australian legal and institutional framework where English is the common language

5. all individuals should have the greatest possible opportunity to make use of and participate in relevant activities and programs provided or administered by the Government of New South Wales

6. all institutions of New South Wales should recognise the linguistic and cultural assets in the population of New South Wales as a valuable resource and promote this resource to maximise the development of the State

In practical terms, public sector agencies make these principles part of their core business through their Multicultural Policies and Services Program plans.
The Multicultural Policies and Services Program Planning Framework

The Community Relations Commission has developed a Multicultural Planning Framework to guide agencies in their multicultural planning and implementation processes. It describes seven outcomes for the delivery of services for a culturally and linguistically diverse NSW grouped under three activity areas as shown in the table below. Each outcome is further described by a number of criteria as shown in the appendix on page 16.

<table>
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<tr>
<th>Activity Areas</th>
<th>Outcomes</th>
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<td>A. Planning and evaluation</td>
<td>1. Planning</td>
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<td></td>
<td>2. Consultation and feedback</td>
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<td>B. Capacity building and resourcing</td>
<td>3. Leadership</td>
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<td>4. Human resources</td>
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<td>C. Programs and Services</td>
<td>5. Access and equity</td>
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<td>6. Communication</td>
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<td>7. Social and economic development</td>
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The NSW Department of Education and Communities used these seven outcomes in developing its Multicultural Plan. The Plan is cross referenced to the seven outcomes. In addition, it incorporates references to each of the outcome criteria.
ABOUT THE MULTICULTURAL PLAN 2012 – 2015

The NSW Department of Education and Communities Multicultural Plan 2012 - 2015 replaces the Department’s Ethnic Affairs Priorities Statement Plan 2009 – 2012. It provides a framework for developing activities to be undertaken by the Department across all education and training portfolio areas aimed at:

- supporting the particular learning needs of students from diverse cultural, linguistic and religious backgrounds through the provision of specific programs and services
- promoting community harmony and social inclusion through programs which counter racism, intolerance and discrimination and develop understanding of cultural, linguistic and religious diversity
- meeting the education and training needs of a culturally, linguistically and religiously diverse society.

The Multicultural Plan is a key enabling plan underpinning the Department’s 5 Year Strategic Plan 2012-2017 in which the Director-General states that “education and training and strong, cohesive communities are the key factors leading to a more equitable society, as well as personal, social and economic wellbeing”.

The Multicultural Plan 2012–2015 supports the implementation of the three priorities of the Strategic Plan and articulates how the particular focus on the outcomes of multicultural education and training programs and services is linked to and enhances the achievement of the outcomes of the Strategic Plan.

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<tr>
<td>Priorities</td>
<td>Outcomes</td>
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<tr>
<td>1. Quality teaching and leadership</td>
<td>Teachers and leaders have the knowledge and skills to deliver high quality teaching programs and services that meet the needs of students and clients from culturally and linguistically diverse backgrounds</td>
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<tr>
<td>2. High expectations, closing the gaps</td>
<td>High expectations for all and targeted education programs serve to close the educational gaps so that students from all backgrounds and communities can achieve their potential and participate fully in society</td>
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<tr>
<td>3. New and better ways of doing business</td>
<td>Innovative educational delivery based on evidence and in partnership with families, communities and business meets the changing needs of a culturally and linguistically diverse NSW</td>
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</table>
IMPLEMENTING THE MULTICULTURAL PLAN

The General Manager, Access and Equity, has general carriage of the Multicultural Policies and Services Program across the Department. In addition, there is a dedicated unit whose role is to ensure the delivery of high quality multicultural education programs and services. It is responsible for coordinating the Multicultural Policies and Services Program planning and reporting process across all areas of the Department supported by the TAFE NSW Social Inclusion Unit.

The Multicultural Plan is implemented through a range of local plans, including annual school plans, regional plans, NSW TAFE Institute and college plans and business unit plans. Senior officers, including regional directors and Institute directors, are responsible for managing the implementation of the Multicultural Plan and for reporting achievements against it.

Each year, school regions, TAFE and Community Education, and state office directorates contribute to the development of a Multicultural Policies and Services Program Report. This provides an overview of the broad range of activities undertaken to achieve the outcomes of the Multicultural Plan. The report also identifies service delivery issues and implications which inform future directions.

A summary of the report is included in the Department’s Annual Report and the full report is published on the Department’s website. Both reports are forwarded to the Community Relations Commission for a multicultural NSW (Commission). The Commission assesses and monitors the performance of all public sector agencies, and reports on this performance in an annual Community Relations Report.
THE MULTICULTURAL PLAN
2012 – 2015
PRIORITY 1: QUALITY TEACHING AND LEADERSHIP

Outcome:

Teachers and leaders have the knowledge and skills to deliver high quality teaching programs and services that meet the needs of students and clients from culturally and linguistically diverse backgrounds
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Outcome: Teachers and leaders have the knowledge and skills to deliver high quality teaching programs and services that meet the needs of students and clients from culturally and linguistically diverse backgrounds.

<table>
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<tr>
<th>Strategy</th>
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| 1.1 Build the capacity of teachers and leaders to deliver high quality education for a culturally and linguistically diverse community | • Leadership development programs include skills and knowledge to lead and manage a culturally and linguistically diverse learning community  
• Leaders in schools, regions, TAFE NSW Institutes and ACE and AMES colleges promote culturally inclusive learning environments  
• Professional learning is delivered to assist teachers to develop students' intercultural understanding and promote community harmony  
• Programs are conducted to prepare overseas trained teachers for teaching in NSW public schools  
* MPSP Framework criteria: B.4.5 |
| 1.2 Deliver professional learning programs to assist teachers to meet the education and training needs of students and clients from culturally and linguistically diverse backgrounds | • Professional learning activities are conducted to assist teachers in meeting the English language and literacy needs of students from language backgrounds other than English  
• Professional learning is conducted to assist teachers, counsellors and other staff in meeting the education, training and settlement needs of refugee and humanitarian entrant students  
• Professional learning activities are conducted for teachers of languages other than English  
* MPSP Framework criteria: B.4.3; B.4.4; B.4.5 |
| 1.3 Deliver professional learning to assist staff in countering racism and discrimination | • Professional learning opportunities in anti-racism and anti-discrimination education are provided for school, regional, TAFE NSW, AMES and ACE college staff  
• Regions collect and analyse data on the appointment and training of anti-racism contact officers to inform planning for professional learning  
• Data on complaints and resolution of racist incidents is collected and informs professional learning for all staff  
* MPSP Framework criteria: B.4.3; B.4.4; B.4.5 |

* MPSP criteria – see page 16 for details

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# PRIORITY 1: QUALITY TEACHING AND LEADERSHIP

**Outcome:** Teachers and leaders have the knowledge and skills to deliver high quality teaching programs and services that meet the needs of students and clients from culturally and linguistically diverse backgrounds

<table>
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<tr>
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| **1.4** Employ specialist staff to deliver teaching programs and services which assist in meeting the needs of a culturally and linguistically diverse NSW | - Specialist ESL staff deliver high quality teaching programs that meet the English language and literacy needs of students learning English as a second language  
- Community languages teachers assist students to develop and maintain their first or heritage languages  
- Specialist staff support the delivery of high quality multicultural, anti-racism and ESL education programs  
- Specialist staff assist the delivery of effective teaching programs and services for refugee and humanitarian entrant students and clients  
* MPSP Framework criteria: B.4.3; B.4.4; B.4.5 |
| **1.5** Employ specialist staff for engaging with culturally and linguistically diverse communities | - Bilingual staff enhance communication with students and clients from language backgrounds other than English  
- Specialist staff liaise with communities in a range of ways, using a range of different media and/or programs to build links to and strategic partnerships with local communities  
* MPSP Framework criteria: B.4.3; B.4.4; C.6.5; C.7.6 |
| **1.6** Collect and analyse data on professional learning needs of staff to support education for cultural and linguistic diversity | - Data on staff professional learning needs related to multicultural, anti-racism and ESL education is collected and analysed to inform future training needs  
* MPSP Framework criteria: A.1.3; B.4.3; B.4.4; B.4.5 |

* MPSP criteria – see page 16 for details
MPSP Outcomes
Outcome 1: Planning
Outcome 4: Human resources
Outcome 5: Access and equity
Outcome 6: Communication
Outcome 7: Social and economic development

PRIORITY 2: HIGH EXPECTATIONS, CLOSING THE GAPS

Outcome:

High expectations for all and targeted education programs serve to close the educational gaps so that students from all backgrounds and communities can achieve their potential and participate fully in society.
## PRIORITY 2: HIGH EXPECTATIONS, CLOSING THE GAPS

**Outcome:** High expectations for all and targeted education programs serve to close the educational gaps so that students from all backgrounds and communities can achieve their potential and participate fully in society

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<th>Indicators</th>
<th>* MPSP Framework criteria:</th>
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</table>
| 2.1 Increase access to education for people from culturally and linguistically diverse families | • Increased enrolments in preschools by children from culturally and linguistically diverse families  
• Increased enrolments and customised support for people from culturally and linguistically diverse backgrounds  
• Targeted vocational programs are provided to meet the needs of students and clients from culturally and linguistically diverse backgrounds | C.5.1                      |
| 2.2 Provide high quality English language programs for students learning English as a second language, including refugees | • ESL programs are provided as part of school and post-school educational pathways in a range of contexts and delivered using a range of modes to meet the differing needs of students  
• ESL teaching materials and resources are provided to support teachers | C.5.1; C.6.5                |
| 2.3 Provide support programs for students from refugee and humanitarian backgrounds | • Settlement and transition programs are provided for refugee and humanitarian entrant students  
• Partnerships with agencies and community organisations assist in delivering welfare and support programs for students and clients  
• Teaching materials and resources are provided to support teachers of refugee and humanitarian entrant students | B.4.3; B.4.4; C.5.1; C.7.6 |
| 2.4 Promote tertiary pathways among disadvantaged students from culturally and linguistically diverse backgrounds | • Partnerships with universities and other agencies support pathways to further education for students from culturally and linguistically diverse backgrounds | C.5.1; C.7.6                |
| 2.5 Promote intercultural understanding and positive community relations | • Intercultural understanding and community harmony is promoted through a range of activities  
• Anti-racism education activities are conducted to support teachers and students to understand and counter racism  
• Teaching resources and materials are provided to support teachers to counter racism and promote intercultural understanding | C.5.1                      |
PRIORITY 2: HIGH EXPECTATIONS, CLOSING THE GAPS

**Outcome:** High expectations for all and targeted education programs serve to close the educational gaps so that students from all backgrounds and communities can achieve their potential and participate fully in society

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| **2.6** Promote understandings about education and training in NSW among people from culturally and linguistically diverse backgrounds | • Community consultations and information sessions on schooling and education and training pathways in NSW are conducted with parents, clients and community members from culturally and linguistically diverse backgrounds  
• Partnerships are developed with parents, clients and community members from culturally and linguistically diverse backgrounds  
* MPSP Framework criteria: C.5.1 |
| **2.7** Provide interpreter services to support communication with clients, parents and community members | • Resources are allocated to support the provision of interpreter services in schools and TAFE NSW colleges  
• Availability of interpreter services is promoted to students, parents and community members from language backgrounds other than English  
• Data on number and nature of interpreter assignments is analysed to inform service provision  
* MPSP Framework criteria: A.1.3; C.5.2 |
| **2.8** Develop partnerships and contracts with other agencies and organisations to deliver appropriate programs and services to support students and clients from culturally and linguistically diverse backgrounds | • Schools, regions and TAFE NSW Institutes develop partnerships with local community organisations to assist in providing support to targeted student groups from culturally and linguistically diverse backgrounds backgrounds  
• Contracted services provided through external providers and grants programs include provision of programs and services for students and clients from culturally and linguistically diverse backgrounds  
* MPSP Framework criteria: C.5.3; C.7.6 |
| **2.9** Implement a range of communication strategies to inform people from culturally and linguistically diverse backgrounds about programs, services and activities | • Key documents are provided in a range of languages other than English and are easily accessible in a range of formats  
• Targeted information campaigns are provided in the ethnic press and radio  
• Data on languages other than English spoken by students, parents and community members is collected and analysed to inform the provision of interpreters and translated materials  
* MPSP Framework criteria: A.1.3; C.6.4; C.6.5 |

* MPSP criteria – see page 16 for details
PRIORITY 3: NEW AND BETTER WAYS OF DOING BUSINESS

Outcome:

Innovative educational delivery based on evidence and in partnership with families, communities and business meets the changing needs of a culturally and linguistically diverse NSW
### Strategy

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<tr>
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| **3.1 Promote the role of public education and training in delivering programs that meet the needs of a culturally and linguistically diverse community** | • A range of communication avenues is used to promote the key role of public education in ensuring a cohesive culturally diverse community  

* MPSP Framework criteria: B.3.1 |

| **3.2 Embed responsibilities for implementing and reporting on multicultural policies and strategies within all areas of education and training** | • Regions, TAFE NSW Institutes, ACE and AMES colleges develop local plans for multicultural education and training and report on achievements through the annual Multicultural Policies and Services Program report  
• Schools include strategies to implement the Cultural Diversity and Community Relations Policy in their school plan and report on achievement in their annual school report  

* MPSP Framework criteria: A.1.1; A.1.2 |

| **3.3 Allocate resources to support the implementation of multicultural education and training programs and services to meet the needs of a culturally, linguistically and religiously diverse NSW** | • Resources are allocated to schools under the Local Schools Local Decisions plan to support the needs of targeted LBOTE, ESL and refugee and humanitarian entrant students  
• Resources are allocated to implement state wide English language and refugee student support programs and to implement programs promoting intercultural understanding and anti-racism  

* MPSP Framework criteria: A.1.2 |

| **3.4 Collect and analyse data on participation and outcomes of students and clients from culturally and linguistically diverse backgrounds to inform planning and reporting at local, state and national levels** | • State wide background data on LBOTE, ESL and refugee and humanitarian entrant students and clients is collected and analysed  
• State wide data on the learning needs, outcomes and pathways for LBOTE, ESL and refugee and humanitarian entrant students and clients is collected and analysed to determine trends and inform planning  
• Best practice models are identified to support needs of students from culturally and linguistically diverse backgrounds across the state  
• Community as well as student views are canvassed in the collection of data to inform program and service delivery  

* MPSP Framework criteria: A.1.3; C.5.1 |
### PRIORITY 3: NEW AND BETTER WAYS OF DOING BUSINESS

**Outcome:** Innovative educational delivery based on evidence and in partnership with families, communities and business meets the changing needs of a culturally and linguistically diverse NSW

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<tr>
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</table>
| **3.5** Conduct research into effective educational strategies to support the needs of students and clients from culturally and linguistically diverse backgrounds across the State | • Research projects are undertaken to investigate effective pedagogy for ESL and refugee and humanitarian entrant students and ways of promoting intercultural understanding and community harmony and countering racism  
* MPSP Framework criteria: A.2.4 |
| **3.6** Support a range of consultative structures and advisory bodies to ensure effective consultation with parents, communities, employers and organisations in meeting the education and training needs of a culturally diverse NSW | • The Director-General’s Advisory Group on Multicultural Education and Training (AGMET) provides feedback and consultation with key stakeholder groups  
• Schools, regions, TAFE NSW Institutes, ACE and AMES colleges consult with relevant community, non-government and government organisations at the local level in relation to education and training needs and issues for specific culturally and linguistically diverse communities  
* MPSP Framework criteria: A.2.6 |
| **3.7** Develop, use and celebrate the skills of people from culturally and linguistically diverse backgrounds for the social and economic benefit of the State | • Community partnerships are developed to harness the skills of people from culturally and linguistically diverse backgrounds to contribute to local initiatives, programs and decision-making processes  
• Cultural and linguistic diversity is promoted as a strength at local, state and national levels  
• Community Language and Allowance Scheme (CLAS) is used to facilitate delivery of services to people from language backgrounds other than English  
* MPSP Framework criteria: A.2.6; B.4.4; C.5.1; C.7.6 |
## Outcomes and criteria

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Outcome statement</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Outcome 1 Planning</td>
<td>Multicultural policy goals are integrated into the overall corporate and business planning, as well as the review mechanisms of the agency</td>
<td>A.1.1 Planning and performance measurement, A.1.2 Integration with corporate planning, A.1.3 Use of data and analysis</td>
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<tr>
<td>Outcome 2 Consultation and feedback</td>
<td>Policy development and service delivery is informed by agency expertise and by client feedback and complaints and participation on advisory boards, significant committees and consultations</td>
<td>A.2.4 Staff expertise and research, A.2.5 Client and community feedback, A.2.6 Participation on advisory bodies</td>
</tr>
<tr>
<td>Outcome 3 Leadership</td>
<td>The CEO and senior managers actively promote and are accountable for the implementation of the Principles of Multiculturalism within the agency and wider community</td>
<td>B.3.1 Active involvement of senior management, B.3.2 Accountability of senior management</td>
</tr>
<tr>
<td>Outcome 4 Human resources</td>
<td>The capacity of the agency is enhanced by the employment and training of people with linguistic and cultural expertise</td>
<td>B.4.3 Staffing reflects business needs, B.4.4 Cultural and linguistic competence, B.4.5 Staff development and support</td>
</tr>
<tr>
<td>Outcome 5 Access and equity</td>
<td>Barriers to the accessibility of services for people of culturally, linguistically and religiously diverse backgrounds are identified and programs and services are developed to address them</td>
<td>C.5.1 Responsive mainstream and targeted programs, C.5.2 Interpreter service use, C.5.3 Accountability of funded services</td>
</tr>
<tr>
<td>Outcome 6 Communication</td>
<td>A range of communication formats and channels is used to inform people from culturally, linguistically and religiously diverse backgrounds about agency programs, services and activities</td>
<td>C.6.4 Planned communication, C.6.5 Emerging technology use</td>
</tr>
<tr>
<td>Outcome 7 Social and economic development</td>
<td>Programs and services are in place to develop and use the skills of a culturally diverse population for the social and economic benefit of the State</td>
<td>C.7.6 Building potential through partnerships</td>
</tr>
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GLOSSARY

ACE
Adult and Community Education

AGMET
Director-General’s Advisory Group for Multicultural Education and Training

AMES
Adult Migrant English Service

CALD
Cultural and linguistic diversity

Commission
NSW Community Relations Commission for a multicultural NSW

ESL
English as a second language

LBOTE
Language background other than English