Ethnic Affairs Priorities Statement

Plan 2004
1 Introduction

The cultural and linguistic diversity of the people of New South Wales is recognised and valued as an asset by the Department of Education and Training. The Department is committed to building a learning community which supports and capitalises on this diversity in order to create a civil, fair and productive society.

1.1 The NSW Department of Education and Training

The NSW Department of Education and Training coordinates the delivery of education and training services across New South Wales. It is the key provider in NSW with responsibilities for early childhood, primary and secondary education, vocational education and training, higher education and adult and community education.

Public Schools

The NSW public school system provides high quality education for approximately sixty eight per cent of all school students in NSW at over 2,200 locations. 755,000 students from diverse cultural and linguistic backgrounds attend schools, including pre-schools, primary schools, high schools, colleges and specialist schools.

The principal concern of public schools is to provide children and young people with the foundations of lifelong learning so that they become well-educated citizens with capabilities and confidence to make a positive contribution to our culturally and linguistically diverse society.

NSW public schools are world leaders in comprehensive education with a commitment to ensuring that all students can reach the highest educational standards irrespective of background or circumstances. Schools provide educational programs and services, responsive to the range of students’ abilities and community needs, for the benefit of each individual, the community and the state.

TAFE NSW

The NSW Technical and Further Education Commission (TAFE NSW) continues to be the key organisation in NSW that provides high quality vocational education and training programs and services. It has been providing quality vocational education and training in NSW for over 100 years. Under the guidance of twelve institutes, including a distance education facility, more than 130 locations across the state deliver nationally and internationally recognised courses and services.

More than 520,000 students from diverse cultural and linguistic backgrounds are provided with opportunities to gain technical knowledge and develop skills required by industry and the community through more than 1,200 major award courses. Flexible delivery modes, particularly through the use of new technology, are designed to meet the diverse needs of students.
The courses are recognised by industry, designed to concur with national priorities for vocational education and training and are mostly nationally accredited under the Australian Qualifications Training Framework.

**Industry Training Services**

The Department provides a range of quality vocational education and training services for specific industries and individuals. These include the provision of training programs to address industry skills needs, the administration of the apprenticeship and traineeship system, and the provision of recognition services and a range of associated programs to support vocational education and training in industry. Many of the industry programs are managed through the Department’s eleven industry training centres located throughout the state.

In addition, the Department funds 20 NSW Industry Training Advisory Bodies (ITABs) which provide advice relating to industry in New South Wales. It also funds group training organisations, industry skills centres and other community organisations to support training in industry.

The NSW Board of Vocational Education and Training (BVET) is principally responsible for the quality of vocational education and training in NSW.

Publicly funded training providers are registered by the Vocational Education and Training Accreditation Board (VETAB) which also accredits and endorses courses and industry training packages. The Vocational Training Board assesses applications for recognition of prior skills and provides formal certification.

**Adult and Community Education**

The New South Wales Government is committed to the maintenance and promotion of a dynamic, high quality and fair adult and community education sector that has the flexibility to respond effectively to community needs.

The Board of Adult and Community Education (BACE) is the Department’s body responsible for co-ordinating, supporting, funding and monitoring community based adult education programs in NSW. ACE encourages and targets equity groups in NSW communities to engage adults who have not traditionally participated in learning.

ACE courses are open to all adults in NSW, regardless of age or previous education.

**NSW Community Languages Schools**

The NSW Community Languages Schools program supports the maintenance and development of the first and/or heritage language of communities whose background language is not English.
**NSW Adult Migrant English Service**

The NSW Adult Migrant English Service (AMES) assists newly arrived migrants to study English, enabling them to participate in the community, education and work. English instruction is delivered at AMES centres, workplaces and community venues by a home tutor or through distance education.

**National Art School**

The National Art School is an independent school funded by the Department. It provides a three year Bachelor of Fine Arts, extended in 2002 to include honours and a master’s degree in fine arts. It also offers a comprehensive program of short courses, summer and winter courses and an HSC extension course. The school aims to provide students with the skills and knowledge to become practising artists who have a broad awareness of cultural values.

1.2 Cultural and linguistic diversity in the Department of Education and Training

The diversity of the state’s population is reflected in its schools, colleges and other training institutions.

In 2003, 197,076 students from language backgrounds other than English enrolled in NSW government schools. In 2003, 90,833 students who spoke languages other than English at home enrolled in TAFE NSW courses.

The Saturday School of Community Languages provided instruction in 24 community languages to approximately 5,000 secondary school students from language backgrounds other than English.

Under the NSW Community Languages Schools Board Community Languages Program, the Department provided funds for approximately 32,000 students who wished to learn and maintain their first or heritage language. Instruction in 47 languages was provided by 216 community organisations in 2003.

*The Links to Learning Community Grants Programs (LTL)* is part of the Government’s cross sectoral approach to assist young people at risk into prevocational and vocational education and training. In 2003, there were approximately 89,392 hours of assistance provided to young people from language backgrounds other than English enrolled in the program.

During 2002, the NSW Board of Adult and Community Education recorded a total number of 428,992 clients. Of these, 37,217 clients from a language background other than English, which represented a 37% increase from 2001. The total number of overseas born students was 50,726 which represented approximately 12% of the total enrolments. In 2002, over 9.5% of the students enrolled spoke a language other than English at home.
Adult and Community Education providers offer courses in community locations where there are high concentrations of people from language backgrounds other than English. The Multi-ACE Language and Literacy Strategy continued in 2003 with 11,631 enrolments recorded in the accredited English for Speakers of other Languages (ESOL) and English Language Literacy and Numeracy (ELLN) courses. The Partnerships in ACE project recorded the participation of 570 people from culturally and linguistically diverse backgrounds.

The Skillmax Program, conducted by NSW Adult Migrant English Service (AMES) provides jobseeking and communication skills training and work experience placements for migrants with overseas qualifications and work experience. In 2003, the Skillmax Program enrolled 1,411 participants in its program.

During 2003 there were 12,443 students enrolled in the Advanced Migrant English Programme (AMEP) operating through NSW AMES in conjunction with Department Contract Partners.
2 Strategic Planning in the Department of Education and Training

2.1 NSW Public Schools: Strategic Directions 2002 – 2004

The *NSW Public Schools Strategic Directions 2002 – 2004* reflects the NSW Government’s commitment to the public school students of New South Wales. It is the key planning document for the school sector and includes commitments that:

- ensure quality learning and teaching is the central focus of every classroom
- provide students with the knowledge, understanding, skills and values for productive and rewarding lives
- provide a well rounded education that values and supports the intellectual, creative, physical, social and emotional development of each child
- ensure that students have appropriate information and communications technologies
- cater for students from all backgrounds and draw strength from the rich cultural diversity of communities in New South Wales
- provide a safe, secure, disciplined and quality learning environment
- recruit and support a well qualified teaching workforce
- involve parents, caregivers and local communities in all aspects of the public education system
- strengthen partnerships with other government agencies, universities, industry and community organisations.

This plan reinforces the commitment of the department to ensuring that all students can reach the highest educational standards irrespective of background or circumstances. It forms the basis of reporting on the achievements of the public education system to parents and the community, who are the partners in education.

Directions are established in relation to quality teaching and learning; the State Literacy and Numeracy Plan; creating confident users of information and communications technologies; opportunities for young people to study vocational subjects and develop workplace skills while still at school; and improving school facilities for students.

2.2 TAFE NSW Strategic Directions 2000 – 2004

The *TAFE NSW Strategic Directions 2002-2004* sets out the Department’s vision of TAFE NSW as the market leader in vocational education in Australia. It guarantees the provision of the highest quality vocational education and training to meet the needs and aspirations of its customers and to provide relevant skills for the current and future workforce.

Strategic directions include a focus on implementing initiatives that will encourage social and economic development; being highly competitive and entrepreneurial; being proactive with local industry and community groups; maintaining a strong reputation for equity and social justice; and strengthening the TAFE NSW teaching
workforce. The directions and specified outcomes will be used as the basis for reporting on TAFE NSW performance.

2.3 The NSW Strategic Plan for Vocational Education and Training (VET) 2002 – 2004

The NSW Strategic Plan for VET, 2002–2004, builds on the strengths of previous plans for vocational education and training in contributing to the development of a high quality vocational education and training system with the capacity to meet the current and emerging needs of NSW industry. It outlines the broad strategies that will strengthen the vocational education system and help guide decision making. The strategic directions aim to intensify the impact of vocational education and training effort on broad social and economic interests. Its focus is on:

- skills for the new economy
- skills for regions and communities
- skills for participation.

2.4 NSW Board of Adult and Community Education Strategic Plan 2004 – 2006

Communities Learning for the Future Strategic Directions 2004-2006 furthers the NSW Government’s goals for adult and community education. Strategic directions are established in relation to promoting community learning; facilitating innovation; fostering creating collaborations and partnerships; achieving inclusive participation that reflects the diversity within communities; building the capacity of all ACE organisations to deliver high-quality programs and services and utilising new and emerging information and communications technologies. This plan is currently under revision.

2.5 NSW Community Languages Schools Board Strategic Directions 2002 – 2004

The NSW Community Languages Schools Board Strategic Directions 2002 -2004 establishes strategic directions for the Program which support quality teaching and learning of community languages; provides fair, efficient and accountable processes for the allocation of funds and program management; and aims to strengthen the profile of community languages schools and the achievements of their students by mainstream schools and the community.

2.6 AMES Business Plan

The NSW AMES Business Plan is the key planning document for the Adult Migrant English Services sector.

It identifies corporate objectives relating to the provision of high quality responsive services and courses to clients' diverse needs; support for staff through professional development and resources; the increase of marketing initiatives, and the diversity and flexibility of service and products; positioning the organisation to compete for the Adult Migrant English Program and other programs; and strengthening links with other AMEP Department partners, the community, other education and training providers and other service providers.
3 Multicultural Education and Training

Multicultural education and training encompasses a range of policies, programs and services that aim to promote social harmony and an understanding of Australia’s culturally diverse society for all learners. It includes programs and strategies that address the specific learning needs of individuals and groups from culturally and linguistically diverse communities. It recognises and builds on the knowledge and skills of people from diverse backgrounds to strengthen the skills base of the state.

Together these strategies aim to benefit the whole community by educating for a just, harmonious and productive Australian society.

3.1 Goal and principles

Goal

The NSW Department of Education and Training is committed to building a learning community which supports and capitalises on the cultural and linguistic diversity of New South Wales in order to create a civil, fair and productive society.

Principles

The following principles underpin the Department’s approach to multicultural education and training. They represent the values that inform all activities aimed at achieving the goal.

_A civic minded community_

Education and training that promotes community harmony and mutual responsibilities encourages the development of democratic values and active citizenship in a culturally diverse, civil society.

_English as the national language_

Development of English language and literacy skills is essential for effective participation in education and training and life in the community.

_Anti-discrimination_

A learning environment free from discrimination, racism and harassment is a precondition for effective education and training.

_Diversity and cultural identity_

Effective design and delivery of education and training programs recognises the cultural and linguistic diversity of all learners and provides opportunities to express cultural identity.

_Access to and participation in quality programs_

People from language backgrounds other than English are entitled to high quality programs that meet their specific needs and develop their talents to the full.


Diversified skills base

The diverse cultural and language skills of the community are a productive resource for the state’s social, cultural and economic advancement.

3.2 Key focus areas and intended outcomes

In order to achieve the goal of multicultural education and training, the Department of Education and Training provides programs and services to realise objectives in three broad focus areas – civic responsibility and community harmony; social justice; and productive diversity.

<table>
<thead>
<tr>
<th>Key Focus Areas</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Civic responsibility and community harmony</td>
<td>Students and staff are equipped with the knowledge, skills and values needed to participate and contribute as responsible members of a culturally diverse, civil society.</td>
</tr>
<tr>
<td>All Australians have the right to express and share their cultural, linguistic and religious heritage and to participate in Australia’s democratic processes and in its developing national identity. In a culturally diverse nation, full social and political participation by both individuals and groups is only possible when the rights of others are respected and community harmony is supported as an integral part of the civic responsibility of every Australian. Community harmony is sustained when the benefits of cultural and linguistic diversity are promoted by public institutions and supported by anti-discrimination measures. Publicly funded education and training services and programs have an important role to play in developing understanding of and commitment to responsible citizenship in a culturally diverse society.</td>
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<tr>
<td>Social Justice</td>
<td>Learners from language backgrounds other than English share equitably in the benefits and outcomes of education and training.</td>
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<tr>
<td>Social justice in education and training means the right of all learners to an equitable share of the benefits and outcomes of education and training. The goal is to maximise educational outcomes for all. In relation to multicultural education and training, social justice means taking full account of the cultural and linguistic diversity of learners. This involves removing barriers to access and successful participation by people from diverse cultural and language backgrounds and identifying resources for the achievement of better and more equitable outcomes. It includes a commitment to ensuring that people from language backgrounds other than English have opportunities for genuine participation and consultation on decisions about programs and service delivery.</td>
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<tr>
<td>Productive diversity</td>
<td>The community’s cultural and linguistic resources are harnessed to increase educational opportunities and economic benefits for the individual, the state and the nation.</td>
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<tr>
<td>Productive diversity is the recognition of cultural and linguistic diversity as a rich resource for international engagement and the economic advancement of the individual, state and the nation. An emphasis on lifelong learning, vocational and higher education in an international context has focused effort beyond schools and TAFE to community-based learning, the workforce and enterprises. Priority is given to using and developing the skills needed to function in the social and cultural environments that exist both within Australia and among diverse trading partners and export markets.</td>
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4 The Ethnic Affairs Priorities Statement (EAPS) Plan

4.1 About the EAPS Plan 2004

The Department’s EAPS Plan 2004 incorporates the stated outcomes of multicultural education and training as well as additional specific ethnic affairs initiatives.

It describes the Department’s key result areas, outcomes and strategies planned to develop and implement teaching and learning programs and support services for students and clients from diverse cultural and language backgrounds.

In addition, it includes outcomes and strategies that relate to management practices promoting access to and participation in the full range of services for clients from language backgrounds other than English. Indicators of performance have been included to guide sector based self assessment reporting in 2004. The plan does not include information on funds allocated to support each of the strategies. Budgetary allocations represent a feature of the Department’s reporting on the implementation of ethnic affairs initiatives.

4.2 Reporting on EAPS Plan 2004

The EAPS Plan 2004 is necessarily broad in its scope, including strategies that address the needs of students and clients across the full range of education and training sectors and service providers.

A reporting proforma has been developed to assist in analysing and collating the information from different responsibility areas. From this information, a comprehensive report on the outcomes achieved in multicultural education and ethnic affairs will be prepared. This information will be included in the Department’s Annual Report which will highlight local initiatives undertaken to meet the intended outcomes of the plan.

4.3 Responsibilities for implementing EAPS

The overall responsibility for implementing EAPS rests with the Director-General of the Department of Education and Training and Managing Director of TAFE NSW.

Within the Department, the Director of Aboriginal Education and Equity Programs has responsibility for coordination of EAPS across the sectors of education and training.

The Manager of Multicultural Programs is the nominated EAPS contact officer for the Department with responsibility for liaising with the Community Relations Commission for a multicultural NSW. The Multicultural Programs Unit provides support to other areas of the Department to ensure all sectors understand and can implement their responsibilities under EAPS.
Individual managers of program areas, including state office directors, TAFE institute directors, and regional directors, are required to develop local initiatives and to report on relevant EAPS strategies through the reporting process.
## 4.4 EAPS Plan 2004

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strategies</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>1</td>
<td>Students and staff are equipped with the knowledge, skills and values needed to participate and contribute as responsible members of a culturally diverse, civil society.</td>
<td>1.1 Support quality teaching practice and curriculum which recognise and promote cultural and civic understanding for a culturally diverse, harmonious society.</td>
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<td>1.2 Provide programs and services to equip staff and learners to work effectively in a culturally diverse community.</td>
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<td>1.4 Provide opportunities for groups from diverse cultural and linguistic backgrounds to participate in decision making and contribute more fully to public life.</td>
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<tr>
<td>Outcome</td>
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<td>Indicators</td>
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<td>2</td>
<td>Learners from language backgrounds other than English share equitably in the benefits and outcomes of education and training.</td>
<td>2.1 Provide programs and services to improve the English language and literacy skills of learners from language backgrounds other than English.</td>
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<td></td>
<td></td>
<td>- Number and type of intensive and post-intensive English language and literacy programs provided.</td>
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<td></td>
<td></td>
<td>- Number of students from language backgrounds other than English participating in English language or literacy programs.</td>
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<td>- Level of demand for English language and literacy programs compared to participation rates.</td>
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<td>2.2 Improve access to educational programs and pathways for people from language backgrounds other than English.</td>
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<td>- Number of programs which combine vocational training and English language development that target students from backgrounds other than English.</td>
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<td>- Production of publications which promote education and training pathways for people from diverse cultural and linguistic backgrounds.</td>
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<td>2.3 Provide welfare and support services that facilitate the access and full participation of learners from language backgrounds other than English in education and training.</td>
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<td></td>
<td></td>
<td>- Availability and range of welfare and support services targeting the specific education and training needs of learners from language backgrounds other than English.</td>
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<td>2.4 Ensure effective communication with communities from diverse cultural and language backgrounds.</td>
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<td></td>
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<td>- Number of translations by community language.</td>
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<td></td>
<td>- Level of interpreter usage.</td>
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<td></td>
<td></td>
<td>- Range and type of targeted ethnic communication strategies.</td>
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<tr>
<td>Outcome</td>
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</tbody>
</table>
| 3       | The community’s cultural and linguistic resources are harnessed to increase educational opportunities and economic benefits for all. | 3.1 Enhance the linguistic resources of the community through provision of languages other than English programs. | - Number and range of language other than English programs.  
- Number and range of language maintenance and heritage language programs.  
- Number of students in Language other than English, language maintenance and heritage language programs. |
|         | 3.2 Ensure that vocational education and training is responsive to the needs of a culturally and linguistically diverse workforce. | Access and participation rates by people from language backgrounds other than English in vocational education and training.  
Participation rates by students from language backgrounds other than English in vocational education and training in schools. |
|         | 3.3 Increase vocational opportunities for clients and learners from culturally diverse backgrounds. | Participation rates in targeted vocational education and training.  
Number and range of culturally or linguistically targeted vocational education programs and services.  
Participation rates of rural and isolated students from language backgrounds other than English in vocational education and training. |
|         | 3.4 Improve systems for recognising overseas skills and qualifications. | Recognition rate for clients with overseas skills and qualifications.  
Number and range of recognition services accessed by clients with overseas skills and qualifications. |
<table>
<thead>
<tr>
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<tr>
<td>4</td>
<td>The skills of the Department’s culturally diverse workforce are used to enhance the delivery of education and training services.</td>
<td>4.1 Ensure that the skills and experience of the Department’s culturally diverse workforce are recognised.</td>
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<tr>
<td>5</td>
<td>The services funded through external providers and via grants programs meet the needs of a culturally diverse community.</td>
<td>5.1 Ensure that funded services and grants programs are responsive to the Principles of Multiculturalism.</td>
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</table>
4.5 A selection of EAPS initiatives 2004

**Outcome 1:**

*Learners are equipped with the knowledge, skills and values needed to participate and contribute as responsible members of a culturally diverse society.*

- Continue to strengthen the relationship of the Department with culturally and linguistically diverse communities of NSW.
- Provide support for anti-racism professional development in all School Education Areas.
- Continue to implement strategies to eliminate racism in schools and to promote anti-racism education materials.
- Trial cultural exchange program between nominated schools to promote cultural understanding and community harmony.
- Publish and distribute anti-prejudice classroom materials for students in Stages 1 and 2 of schooling.
- Publish and distribute bibliography of multicultural education resources and teaching units incorporating multicultural perspectives.
- Release a website – *Making Multicultural Australia* - jointly with the Board of Studies.
- Provide professional development to teachers to support civics and citizenship education.
- Increase knowledge and understanding of Australia’s cultural, linguistic and religious diversity.
- Report on the research project *Exceptional Schooling Outcomes* to identify factors that have produced outstanding education outcomes in a number of schools with high numbers of students from language background other than English.
- Continue to implement exemplary gender programs in schools to improve the participation and performance of boys and girls from diverse backgrounds.
- Provide training for Anti-Racism, Anti-Discrimination and Anti-Harassment Contact Officers.
- Conduct training and development for primary and high school teachers to support the implementation of culturally specific drug education strategies.
- Maintain and consolidate partnerships with key stakeholders to support young people at risk of disengaging with education and training, including young people from language backgrounds other than English.
- Continue to implement initiatives funded as part of the Youth Partnerships with Arabic Speaking and Pacific Island communities.
- Increase career and training opportunities for students from language backgrounds other than English through part time traineeships in NSW schools.
- Enhance educational pathways for students from language backgrounds other than English through closer links between ACE and AMES.
- Provide ongoing promotion and support of innovative practice in career expos for students from culturally and linguistically diverse backgrounds.
Continue to cater for students, parents and caregivers from language backgrounds other than English in providing accurate and relevant post HSC careers advice allowing for the use of interpreters through Advisory Services.

Implement professional development within the AMEP to assist staff in meeting the needs of specific client needs, including clients from African communities.

Develop cultural awareness professional development workshops for TAFE NSW staff.

Continue to implement professional development for staff in all Community Grants Program areas to assist in addressing issues of cultural diversity, including culturally appropriate curriculum design and assessment.

Promote the use of teachers’ guide Cultural Diversity and distance Education within OTEN and TAFE NSW to enhance the capacity of distance education teachers to meet the education needs of students from language backgrounds other than English.

Support rural and regional initiatives for coordinated migrant resources and information provision.

Continue to monitor representation of ethnic communities on university councils to ensure compliance with legislation.

Outcome 2:

Students and staff from language backgrounds other than English share equitably in the benefits and outcomes of education and training

Continue to provide programs and services that meet the specific needs of learners from language backgrounds other than English in education and training.

Continue to provide first language and bilingual support for students including interpreters, translated information, bilingual teachers’ aides and counsellors, and bilingual learning materials.

Implement the final year of research project in bi-literacy in targeted schools to identify links between first language literacy development and literacy development in English.

Extend mentoring programs, including development of online discussion board, to support teachers of newly arrived ESL students and post intensive ESL students in government schools in rural and regional areas and metropolitan of NSW.

Provide, promote and distribute translations both online and in hard copy to support students, parents and caregivers from backgrounds other than English.

Enhance OASIS to facilitate collection of data in relation to ESL and New Arrivals Program students, and students from language backgrounds other than English in NSW government schools to ensure strategic use of data for improved education and training outcomes.

Implement Refugee Student Assistant Scheme, jointly established by the Department and NSW Teachers Federation, to provide financial support
for students in schools who are refugees, including temporary protection visa holders, asylum seekers and humanitarian entrants.

- Warehouse data in relation to non-English speaking background students enrolled in AMES and *Links to Learning Community Grants Program*.
- Continue to access new learning opportunities for students in Adult Community Colleges.
- Promote the *Migrant Career Development Program* to assist overseas trained people employed in the NSW public sector and job seekers in gaining local work experience relevant to their overseas skills and qualifications.
- Promote *Skillmax Program* to provide public sector employees from language backgrounds other than English with the opportunity to develop written and oral communication skills.
- Continue to implement a range of strategies to support and provide professional development for overseas trained teachers.
- Develop and implement *Vocational Learning across the KLAs* to provide explicit links to vocational learning for students who study a language other than English.
- Provide increased career opportunities for students from diverse cultural and linguistic backgrounds through the delivery of TAFE courses during Summer Schools.
- Provide professional development courses to support TAFE teachers to deliver culturally inclusive online training.
- Deliver *Chemical Safety* course, with translated learning resources for trainees from language backgrounds other than English in conjunction with the NSW Department of Agriculture.
- Report on research undertaken jointly by the Department and the University of Technology, Sydney to identify ways of improving literacy outcomes of ESL students in transition from primary to secondary schools.
- Ensure effective communication with diverse linguistic communities through the continued provision of interpreter services and translations, the use of ethnic media and community seminars.
- Continue to provide Information Technology training for mature age people from language backgrounds other than English through a minimum of 12 courses in rural NSW, Western and South Western Sydney.
- Provide funding to develop Stage 5 Board of Studies endorsed community languages courses with small candidature for implementation in Saturday School of Community Languages program.
- Provide funding to targeted SSCL teachers to undertake language teaching methodology course.
- Continue to provide support to refugee students and their families through the Refugee Resettlement project.
- Refer unsuccessful Trade Test applicants from language backgrounds other than English to appropriate TAFE NSW English language and literacy programs.
Review training materials for clients of Education and Training Plan for Sustainable Agriculture in the Sydney Region in plain English and translate updated materials into five community languages.

Develop strategies including flexible learning options and provision of student materials in a range of community languages to enable clients to have equitable access to NSW AMES courses and services.

Continue to offer Unlocking Training Packages in the Community Sector to facilitate better understanding of language and literacy issues for trainers and assessors within Industry Programs Services sector.

Implement Behind the Label Clothing Outworker Strategy to assist displaced clothing outworkers to acquire skills for current and future employment.

Outcome 3:

The community’s cultural and linguistic resources are harnessed to increase educational opportunities and economic benefits for all.

Continue the Department’s commitment to the Community Languages Schools Program, the Saturday School of Community Languages and Community Languages K-6 program to support the maintenance and development of community languages.

Continue support for the Migrant Skills Work Experience Program to assist overseas trained migrants whose skills and qualifications are under utilised in their current employment within the public sector.

Continue support for the Skillmax Program to ensure provision of a range of vocational skills for migrant jobseekers and underemployed public service employees from language backgrounds other than English.

Continue the Department’s commitment to the Migrant Career Development Program.

Continue training program for TAFE staff in recognition of overseas qualifications skills and experience.

Continue Productive Diversity project investigating recognition of prior learning for vegetable growers from culturally and linguistically diverse backgrounds.

Support the Migrant Skills and Qualifications Advisory Committee (MSQAC) in meeting the needs of overseas skilled migrants and industry.

Provide funding for the Productive Diversity in the Workplace program and fund and coordinate the Productive Diversity Network to develop strategies to increase awareness of the benefits of productive diversity.

Provide Overseas Skills Advisory Service at Bankstown and City industry training centres to provide specialist information and advice in relation to the recognition of overseas skills for employment and training purposes.

Provide trade skills recognition services in accordance with NSW legislation governing apprenticeships and trainees (NSW Apprenticeship and Traineeship Act 2001) and monitor country of origin and languages spoken of people sitting trade tests.

Provide funds to support the delivery of a range of community language programs under the auspices of Adult and Community Education (ACE).
continue professional development of community languages teachers in NSW government schools through the Community Languages Induction Program (CLIP).

Continue the Specialist Migrant Placement Officer Program and provide information on the Overseas Skills Advisory Service in at least four community languages.

Outcome 4:

The skills of the Department’s culturally diverse workforce are used to enhance the delivery of education and training services.

- Continue to assist overseas trained staff and job seekers through the Migrant Career Development Program.
- Continue to support the Targeted Support for Prerequisite Psychology Program to targeted groups to increase the number of teachers from minority ethnic and ethno-religious groups with approved psychology major training as school counsellors.
- Continue to promote the Community Language Allowance Scheme policy across the Department to advance the use of staff with bilingual and multilingual language skills.
- Continue to provide ongoing support for English for Specific Purposes courses for Overseas Trained Teachers (OTTs).
- Continue to provide places for culturally and linguistically diverse groups in the Public Sector Management Course which support participation and implementation of the government’s reform agenda.
- Continue to support the Professional and Collegial Communication Skills (PACCS) courses to improve the English language proficiency of overseas trained teachers who are permanent employees of the Department.
- Enhance utilisation of computer technology through staff training in technology and e-learning facilitation.
- Continue to implement a range of strategies to support and provide development for overseas trained teachers.

Outcome 5:

The services funded through external providers and via grants programs meet the needs of a culturally diverse community.

- Continue to ensure that funded services and grants programs apply the principles of cultural diversity
- Promote the 2004 Multi ACE providers Language and Literacy Program to increase participation by people from a language backgrounds other than English
- Continue to support the Links to Learning Community Grants Program to provide assistance for young people from backgrounds other than English at risk of leaving school early
Continue to ensure that minority groups, including culturally and linguistically diverse communities, are targeted through external advertising of grants funds
Continue to monitor and analyse the number of course commencements of apprentices and trainees from language backgrounds other than English.
Encourage the participation of people from equity groups, including culturally and linguistically diverse communities, in the Apprenticeship and Traineeship Training Program.
Continue to support the maintenance of heritage languages through the ongoing operation of the Community Languages Schools Program.