

# Multicultural Plan 2016 –2018



# Introduction

The Multicultural Plan 2016-2018 ensures that the needs of culturally diverse NSW are addressed in the programs and services provided by the NSW Department of Education. It demonstrates our commitment to providing world class education and training for all students and school communities, including those from culturally, linguistically and religiously diverse backgrounds.

NSW is one of the most culturally diverse societies in the world. The people of NSW represent different cultures, languages, beliefs, practices, families, experiences and perspectives. This diversity is reflected in our learning and working environments and across our school communities. In our schools, about a third of the students are from language backgrounds other than English (LBOTE). In our preschools, more than 40% of total enrolments are LBOTE students.

This plan provides the framework for educational programs and services that develop the knowledge, skills, values and understandings needed for effective participation in our democracy. The plan seeks to build a socially cohesive and civil society that respects and appreciates cultural, linguistic and religious diversity.

Our multicultural education provisions specifically aim to:

- increase social inclusion and community harmony by providing all of our students with the knowledge, skills and values needed to participate successfully in our culturally diverse society
- support the specific needs of our LBOTE students including students learning English as an additional language or dialect (EAL/D), new arrivals and refugees
- facilitate communication and engagement with our parents and carers from culturally diverse backgrounds.

In addition, the department employs more than 86,000 staff. Our workforce diversity strategies aim to strengthen fair and inclusive workplace practices and attract and retain a workforce that is reflective of the diversity of our students and communities.

## Strategic priorities

The Department of Education's 5 Year Strategic Plan 2012-2017 outlines our commitment to creating a highly skilled, educated, vibrant, inclusive and prosperous NSW. The Multicultural Plan 2016-2018 articulates links between *the 5 Year Strategic Plan 2012-17* and provisions which respond to the specific education and training needs of culturally diverse NSW.



# Strategic priority 1: quality teaching and leadership

Target	Strategy	MPSP Focus Area
1.1 Leaders are skilled in delivering high quality, culturally responsive educational programs and services	<p>Skills and knowledge in leading learning in culturally and linguistically diverse learning contexts are integrated into additional leadership development programs.</p> <p>Additional professional learning resources to assist the development of intercultural understanding and promotion of community harmony are provided.</p> <p>Professional learning programs are developed in response to contemporary multicultural education research and the needs of leaders working in culturally diverse educational settings.</p> <p>Professional learning programs that develop leadership capacity in multicultural education and culturally inclusive teaching practice are conducted and evaluated.</p>	Leadership Planning
1.2 Staff are equipped to meet the specific needs of students and community members from culturally and linguistically diverse backgrounds	<p>Ongoing professional learning is conducted to assist teachers in meeting the English language and literacy needs of students from language backgrounds other than English.</p> <p>Additional professional support in meeting the education and settlement needs of refugee and humanitarian entrant students is provided for teachers, leaders, school counselling service and other staff.</p> <p>Ongoing professional learning activities are conducted to enhance the teaching of languages, including community languages.</p> <p>Professional learning programs are developed in response to the needs of diverse school communities and promote culturally responsive and inclusive pedagogy and practice.</p>	Service delivery
1.3 Staff are able to identify and address racism and discrimination in the learning and working environment	<p>Increased professional learning opportunities in anti-racism education are provided.</p> <p>Anti-Racism Contact Officers (ARCOs) are trained to assist in the resolution of complaints of racism and to promote anti-racism education in schools.</p> <p>Data on the appointment and training of ARCOs is used to inform the delivery of professional learning programs.</p> <p>Data on racist incidents is used to inform the development of whole school anti-racism education strategies.</p>	Service delivery Planning
1.4 Specialist staff are available to support the education and wellbeing needs of students from culturally diverse backgrounds	<p>Specialist EAL/D teachers are engaged to deliver high quality teaching programs that meet the diverse needs of EAL/D students.</p> <p>Community languages teachers are engaged to assist students develop and maintain their heritage language/s.</p> <p>Additional specialist school counselling service and support staff are engaged to meet the specific needs of vulnerable students.</p> <p>Specialist staff are available to support schools in the delivery of high quality multicultural, anti-racism, EAL/D and refugee education provisions.</p>	Service delivery Leadership

Target	Strategy	MPSP Focus Area
1.5 Leaders and specialist staff are able to support the engagement of culturally and linguistically diverse families and communities in school activities and student learning	<p>Bilingual staff are engaged, in response to community needs, to enhance communication with students and community members from culturally diverse backgrounds.</p> <p>Staff with expertise in community engagement are appointed to strengthen home-school and local community partnerships.</p> <p>Resources to support the engagement of families from culturally diverse backgrounds in student learning and school activities are provided and regularly revised.</p> <p>Increased professional learning opportunities are available to support leaders and staff in implementing culturally inclusive, consultative decision making processes in schools.</p>	Leadership Engagement

## Strategic priority 2: high expectations, closing the gaps

Target	Strategy	MPSP Focus Area
2.1 High quality English language programs improve learning outcomes for EAL/D students, including refugees	<p>EAL/D programs continue to be provided in a range of contexts and delivered in a range of modes to meet the diverse needs of students.</p> <p>Additional EAL/D teaching materials and resources are provided to support teachers of EAL/D students.</p> <p>EAL/D provisions and resources are regularly revised and updated in response to the needs of EAL/D students, their families and their teachers.</p>	Service delivery
2.2 Targeted programs support the settlement of refugee and asylum seeker students and improve their social and educational outcomes	<p>Settlement and transition programs for refugee and humanitarian entrant students continue to be provided in response to student needs and school enrolment patterns.</p> <p>Cross-agency and community partnerships supporting the successful resettlement of refugee students and their families are strengthened and extended.</p> <p>Additional resources are provided to support schools enrolling refugee and humanitarian entrant students.</p>	Engagement Service delivery
2.3 Targeted strategies improve the participation rates of disadvantaged students from culturally diverse backgrounds in education and training	<p>Data on the participation rates of students from diverse backgrounds is used to identify gaps in provision and inform the development of targeted interventions for under achieving cohorts.</p> <p>Targeted university and cross-agency partnerships supporting pathways to further education, training and employment are provided and extended.</p> <p>Targeted programs support vulnerable children and their families in transitioning to school.</p>	Engagement Service delivery
2.4 Culturally inclusive school and teaching practices enhance student wellbeing and learning outcomes and promote intercultural understanding and positive community relations	<p>Additional teaching resources and materials are provided to support teachers and leaders in promoting intercultural understanding and community harmony through the curriculum and whole school activities.</p> <p>Whole school anti-racism education activities are conducted to assist all members of the school community understand and counter racism.</p> <p>Successful models of culturally inclusive and consultative school practices are promoted across schools.</p>	Engagement Leadership
2.5 Interpreting and translation services enhance communication with parents and community members	<p>Schools are supported to access, and appropriately use, interpreter services to facilitate communication with parents and carers.</p> <p>Key documents continue to be provided in a range of languages other than English and are easily accessible in a range of formats.</p> <p>Data on the languages other than English spoken across school communities and interpreter usage is used to inform ongoing service provision and improve communication with families and communities from culturally diverse backgrounds.</p>	Service delivery Planning Engagement

## Strategic priority 3: new and better ways of doing business

Target	Strategy	MPSP Focus Area
3.1 Implementing and reporting responsibilities for multicultural policies and provisions are clearly articulated	<p>Principals continue to monitor the implementation of the Multicultural Education Policy in schools.</p> <p>Schools include multicultural education strategies in their school plans and report on achievement in their annual reports.</p> <p>Leaders in state office directorates provide strategic direction for the delivery of multicultural education provisions, evaluate their effectiveness and report on achievements.</p> <p>State wide and school based policies and programs are regularly revised and updated to ensure cultural inclusivity and address the changing needs of culturally diverse school communities.</p>	<p>Planning</p> <p>Leadership</p>
3.2 Resources are allocated to schools in response to identified student and community needs	<p>Resources are allocated to schools, on the basis of student enrolment and enrolment patterns, to support the identified needs of EAL/D, newly arrived and refugee students.</p> <p>Resources are allocated to support the implementation of responsive, state wide multicultural education provisions.</p> <p>Schools continue to report, through their Annual Reports, on how targeted funds have been used to support the education of EAL/D, newly arrived and refugee students.</p>	<p>Planning</p> <p>Leadership</p>
3.3 Research and data inform and improve planning and provisions at local and state levels	<p>Data on the number and needs of LBOTE, EAL/D and refugee and humanitarian entrant students is collected, analysed and used to inform planning and service delivery in schools and across the state.</p> <p>State wide data on the learning needs, outcomes and pathways for LBOTE, EAL/D and refugee and humanitarian entrant students is collected and analysed to determine trends and inform planning, program and resource development.</p> <p>Research continues to be undertaken in partnership with universities, community and other agencies, to identify strengths and gaps in multicultural education provisions.</p> <p>Staff, student and community views are canvassed and inform program and service delivery.</p>	<p>Planning</p> <p>Service delivery</p>
3.4 Consultative structures and advisory mechanisms ensure that the needs of students and community members from culturally diverse backgrounds are met at the local and state levels	<p>The Secretary's Multicultural Education Advisory Group (MEAG) continues to provide strategic advice on the education and training needs of culturally diverse communities.</p> <p>Local consultation mechanisms are in place to inform the delivery of programs and services for culturally and linguistically diverse communities.</p> <p>The department participates in cross-agency and community networks and forums aimed at meeting the needs of culturally diverse NSW.</p>	<p>Engagement</p>

Target	Strategy	MPSP Focus Area
3.5 The linguistic and cultural assets of NSW public school communities are harnessed to enhance the delivery of educational provisions and the development of the State	<p>School-community partnerships are strengthened to improve the participation rates of people from culturally diverse backgrounds in education, training and employment.</p> <p>The cultural and linguistic diversity of our school communities and workforce is promoted as a strength.</p> <p>Programs are conducted to prepare overseas trained teachers for teaching in our schools.</p> <p>Community Language and Allowance Scheme (CLAS) is used to facilitate delivery of services to speakers of languages other than English.</p>	Engagement  Service delivery

# Reporting on our progress

The Multicultural NSW Act 2000 sets out the principles that guide multicultural policy in NSW and which must be observed by each public authority when conducting its affairs. Our Multicultural Plan responds to these legislative requirements.

We report on our progress in implementing the plan through the Multicultural Policies and Services Program (MPSP) Report. The MPSP is the mechanism for NSW agencies to show how their provisions are benefitting people from culturally diverse backgrounds. The MPSP directs agencies to focus on four key areas of Service delivery, Planning, Leadership and Engagement. Our Multicultural Plan maps proposed strategies to these focus areas.



## Multicultural Education Policy

The Multicultural Education Policy outlines our responsibilities in implementing and monitoring the Multicultural Plan and multicultural education provisions in general. The policy details specific responsibilities for reporting on our progress and achievements in the following areas.

- The Deputy Secretary, School Operations and Performance reports on progress in our Annual Report and biennially in our MPSP Implementation Report.
- The Leader Equity monitors the implementation of the policy and plan and coordinates reporting achievements through the MPSP Implementation Report and MPSP Appendix of our Annual Report.
- Executive Directors and Directors PSNSW report annually, through their contributions to the MPSP Report, on progress in implementing the policy and plan.
- The Centre for Education Statistics and Evaluation through the Statistics Unit reports annually on numbers of LBOTE students in our schools.
- Our schools include multicultural education strategies in their plans and report on their achievements in their Annual Reports.

In addition to multicultural education provisions, we implement a range of other programs and services which contribute to social inclusion and community harmony in NSW. Other relevant policies include the:

- Anti-Racism Policy
- Bullying: Preventing and Responding to Student Bullying in Schools Policy
- Code of Conduct Policy
- Values in NSW Public Schools Policy
- Wellbeing Framework for Schools
- Workforce Diversity Policy.