Equal Employment Opportunity

Annual Report

2007
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EXECUTIVE SUMMARY

Our agency and its purpose

The NSW Department of Education and Training (the Department) delivers high quality, internationally competitive public education and training from early childhood through to the compulsory years of schooling and senior secondary education leading to the award of the NSW Higher School Certificate (in Years 11 and 12).

The Department also provides TAFE NSW courses, adult and community education courses, migrant English programs, post-secondary art courses and advice to the NSW Government on higher education. The Department is particularly focused on addressing the training needs of industry and meeting the challenge of skills shortages in certain vocational areas. It strongly promotes lifelong learning and aims to provide students with a smooth transition from school to work or further education and training.

The Department is the largest single organisation, public or private, in Australia, with over 93,000 employees (permanent and temporary by headcount) as at 30 June 2007. One of the priorities of the Department’s Corporate Plan 2006-2008 is ‘To value our staff and provide a working environment that acknowledges their contribution and builds capacity’. A number of strategies have been incorporated in the Plan to attract and build capabilities for a diverse and high quality workforce. Some of the key strategies are: Build leadership capacity throughout the Department; Create a working environment and infrastructure that attract staff, support their work and sustain job engagement; and Provide access to resources and professional development to build staff capability. The Department’s corporate priorities are underpinned by a number of associated strategic plans, including the Equal Employment Opportunity Management Plan 2005-2008.


The Department continues to implement the Equal Employment Opportunity Management Plan 2005-2008 which has been developed in accordance with Section 122J of the NSW Anti-Discrimination Act 1977 to achieve the objectives of the Equal Employment Opportunity program. This plan contains strategies through which the Department can create a diverse and skilled workforce; a workplace culture that displays fair practices and behaviour; and enhanced employment, participation and professional learning opportunities for employees who have identified themselves as belonging to Equal Employment Opportunity groups or equity groups.

1 Equal Employment Opportunity groups are:
Women
Aboriginal People or Torres Strait Islanders
People from racial, ethnic and ethno-religious minority groups
People whose first language spoken as a child was not English
People with a disability
People with a disability requiring adjustment at work.
The Equal Employment Opportunity Management Plan 2005-2008 continues to be promoted through the Department’s website:

Equal Employment Opportunity Annual Report

The Equal Employment Opportunity Annual Report for the 2007 calendar year presents the outcomes of program initiatives for Equal Employment Opportunity groups in the Department achieved through implementing strategies of the Equal Employment Opportunity Management Plan 2005-2008. Information contained in this report has been provided by business areas from across the Department. Throughout the report statistical data have been presented to support the qualitative information and program outcomes wherever possible.

The report also contains statistics on trends on representation of Equal Employment Opportunity groups as percentages of total staff in the Department’s workforce and the distribution of these groups across salary levels. These statistics and the 2007 Equal Employment Opportunity statistics as presented in Appendix 3 have been extracted from the Department’s Workforce Profile in partnership with the NSW Department of Premier and Cabinet. Except for women, the statistics on all other Equal Employment Opportunity groups are weighted. The weighted methods were used to estimate the representation of Equal Employment Opportunity groups in the workforce where Equal Employment Opportunity survey response rates were less than 100%.

In addition to fulfilling the reporting requirements under Part 9A of the NSW Anti-Discrimination Act 1977, preparation of the Equal Employment Opportunity annual report provides opportunities to monitor progress of the Department’s Equal Employment Opportunity program, showcase achievements in this area and inform directions for the Department’s future strategies and programs.

The 2007 Equal Employment Opportunity Annual Report is also accessible through the Department’s website: https://www.det.nsw.edu.au/reports_stats/stats/index.htm#2


Women

Increased representation of women in leadership and management positions

- The proportion of women in promotion positions in schools continues to improve. Women represented 65.3% of primary teachers in executive positions in 2007, an increase from 55% in 1997. Similarly, 43.8% of secondary teachers in executive positions were women compared with 32.1% in 1997 (Appendix 1, p34-36).
Women represented 47.3% of principal positions in primary schools in 2007, an increase from 32.9% in 1997. Similarly, women represented 32.8% of secondary principal positions, an increase from 20.9% in 1997 (Appendix 1, p34-36).

Women represented 72% of the permanent and temporary workforce and 34% of the Department’s senior executive service officers as at 30 June 2007 (Appendix 3, p38). In general, the representation of women in the Department is significantly higher than the representation of women in the NSW public sector workforce which was 60.5% and 32.7% in senior executive service officers as at 30 June 2006.

Management and leadership development opportunities for women

The participation of women in a range of management and leadership development programs and higher duties opportunities exceeded the 50% target (Key Result 3a, p20-21). These programs included:
- School Executive Leadership Development Program (schools)
- Executive Development Program (schools/corporate employees)
- Corporate Managers Network (corporate employees)
- Aspiring Leaders Program (schools)
- Women and Leadership (TAFE)
- Professional Mentoring Training for Aboriginal leaders (schools)
- Leadership - Certificate IV in Frontline Management (TAFE).

Women in Educational Leadership Network

The Department actively supports the Women in Educational Leadership Network, which provides a forum for women in the public education and training system to develop leadership skills and pursue career advancement opportunities through collegial support, mentoring and conferences.

Aboriginal people or Torres Strait Islanders

The Aboriginal Human Resource Development Plan 2006-2008 aims to increase employment, retention and professional learning and network support for Aboriginal people and to develop a working environment that acknowledges the contribution of Aboriginal employees. This plan received a Finalist Award in the 2007 NSW Aboriginal Employment and Business Awards - NSW Public Sector Agency category. The award celebrates the creation and achievements of the Plan.

Key achievements for 2007 included:
- The percentage of Aboriginal people employed in the Department in 2007 was 1.9% up from 1.7% in 2006.

2 Throughout this report, any reference to ‘Aboriginal people’ refers to ‘Aboriginal people or Torres Strait Islanders’.
• Advertising for the Department’s vacant positions now encourages Aboriginal people to apply.

• *Teacher Education Scholarships* for Aboriginal people have doubled from 30 to 60. In 2007, 61 scholarships were offered to Aboriginal people.

• 20 scholarships were awarded to selected final year teacher education students across a number of universities to undertake enhanced preservice training prior to being appointed to NSW public schools with Aboriginal students. Aboriginal mentors supported the teacher education students to develop their capacity to understand the issues facing Aboriginal communities and to support their engagement with these communities.

• 50 Aboriginal teachers were appointed to permanent positions during the 2007 staffing operation. Appointments are case managed and support for the newly appointed Aboriginal teachers commences from the time of their appointment.

• Over 100 participants including newly appointed Aboriginal teachers, their principals and mentors attended a two day orientation workshop in 2007.

• 19 Aboriginal people have been appointed to School Administrative and Support positions identified for Aboriginal people during 2007, an increase from eight Aboriginal people appointed to identified School Administrative and Support positions in 2006.

• 53 participants including newly appointed Aboriginal School Administrative and Support staff, their principals and mentors attended a two day orientation and support program.

• Nine *Yarn Ups* (workshops) were held in local Aboriginal communities across NSW for prospective Aboriginal employees to obtain information and advice on applying for employment in school administrative and support positions.

• 16 Aboriginal staff from schools, TAFE, regions and state office were trained as facilitators for delivering mentoring training.

• As an example of positive initiatives in TAFE NSW, the North Coast Institute demonstrated success in creating career opportunities for Aboriginal people, including:
  – the appointment of a Director for the North Coast Aboriginal Learning Partnership Program
  – successful completion of traineeships by nine Aboriginal people and the temporary employment of three other Aboriginal trainees within the Institute
  – creation of two Aboriginal teacher positions and an Aboriginal Counsellor position.
Staff whose language first spoken as a child was not English or staff from racial, ethnic and ethno-religious minority groups

Achievements for 2007 included:

- 227 overseas trained teachers participated in the Pre-employment Program for Overseas Trained Teachers which continues to provide a comprehensive induction to government schools.

- 24 overseas trained teachers were supported by the Department to undertake English for Specific Purpose courses delivered by TAFE to better prepare them for the Professional English Assessment for Teachers.

- 13 bilingual teachers were supported to undertake the Community Language Fluency Testing and 12 were successful.

- Management and leadership development opportunities were targeted for staff from non English speaking backgrounds through acting in higher positions at Adult Migrant English Services. During 2007, one staff member was acting as Director, two staff as Coordinators, one as Operations Manager and three Clerical Officers were acting as Registrars.

- 25 staff members attended the Tips and Techniques workshop developed by DET International. This course aimed at enhancing job seeking skills for staff from non English speaking backgrounds and staff from minority groups so that they could positively respond to higher duties opportunities and suitable promotion positions.

- Professional development activities in various business areas have had a particular focus on cultural awareness. For example, the Western Sydney Institute conducted a range of training courses for teachers and non teaching staff on diversity and inclusive practices in line with the Institute’s business strategies. These included the Aboriginal Cultural Education Program (32 participants), African Cultural Awareness Program (17 participants) and Dealing with diversity (9 participants).

- An anti-racism education conference, STAND UP! SPEAK OUT! was jointly conducted by the Department and the NSW Teachers Federation. Over 350 participants attended the conference which explored the issues of Australian identity, Islamaphobia, the media and racism, and anti-racism strategies for contemporary times.
Staff with a disability

Achievements for staff 2007 included:

- The Department celebrated the achievements of members of the *Staff with Disabilities Network* in a forum to mark the International Day of People with a Disability in 2007. The event focused on valuing and embracing diversity in our workforce and showcasing inclusive practices.

- 11 staff with a disability completed the *Certificate of Administrative Leadership*, an accredited course offered by the Staff with Disabilities Network.

- Various business areas offered *Mental Health First Aid* courses to raise awareness of mental health issues and disability awareness to improve understanding of and support to staff and students with a disability. For example, The Western Sydney Institute conducted a range of training courses for teachers and non teaching staff on diversity and inclusive practices in line with the Institute’s business strategies. These included *Mental Health First Aid* (82) and workshop on *Accessing the Future - Assistive Technology in Education and Employment* (13 participants).

- Launch of the *Beyond Expectations* DVD resource, developed by TAFE NSW Disabilities Programs to inspire employers to consider the pool of talented potential employees who have a disability and the valuable contributions they make in a broad range of occupations.

- The *Technical Equipment Program*, which is a state funded program managed by the Department, provides technical equipment support to staff with a disability across the NSW public sector. For the 2006/07 financial year, approximately $52,500 has been spent to cover 16 applications for a diverse range of technical and assistive equipment.

- The Centre for Learning Innovation, through the Adaptive Technologies position, provides services such as physical access, requirements for sign language interpreters and adaptive technology to enable staff with a disability to effectively participate in professional learning activities. All Centre for Learning Innovation’s audio/visual materials available through the Teaching and Learning Exchange are captioned and meet accessibility standards.

A DIVERSE AND SKILLED WORKFORCE

Key Result 1: Diversity in the workforce reflects the diversity in the NSW community.

Table 1.1 highlights the trends in representation of Equal Employment Opportunity groups as a percentage of total permanent and temporary staff in the Department, and Table 1.2 shows the trends in distribution of these groups across salary levels.

Table 1.1: Trends in representation of Equal Employment Opportunity groups as % of total number of staff

<table>
<thead>
<tr>
<th>EEO Groups</th>
<th>NSW Govt Benchmark</th>
<th>The Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2005</td>
</tr>
<tr>
<td>Women</td>
<td>50%</td>
<td>70%</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious groups</td>
<td>19%</td>
<td>12%</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>19%</td>
<td>11%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Total number of staff</td>
<td>-</td>
<td>87,434</td>
</tr>
</tbody>
</table>

Source: Workforce Profile data extracted as at 30 June each year.

Notes:

1. Equal Employment Opportunity statistics have been extracted from the Department’s Workforce Profile in partnership with the NSW Department of Premier and Cabinet as at 30 June each year.

2. Representation of Equal Employment Opportunity groups is calculated as the estimated number of staff in each group divided by the total number of staff.

3. These statistics, except for women, have been weighted to estimate the representation of Equal Employment Opportunity groups in the workforce where Equal Employment Opportunity survey response rates were less than 100%.
Table 1.2: Trends in the distribution of Equal Employment Opportunity groups across salary levels

<table>
<thead>
<tr>
<th>EEO Groups</th>
<th>NSW Govt Benchmark</th>
<th>The Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>Women</td>
<td>100</td>
<td>91</td>
</tr>
<tr>
<td>Aboriginal people</td>
<td>100</td>
<td>87</td>
</tr>
<tr>
<td>People from racial, ethnic and ethno-religious minority groups</td>
<td>100</td>
<td>101</td>
</tr>
<tr>
<td>People whose first language spoken as a child was not English</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>People with a disability</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>100</td>
<td>101</td>
</tr>
</tbody>
</table>

Source: Workforce Profile data extracted as at 30 June each year.

Notes:
1. A distribution index of 100 indicates that the centre of the distribution of the Equal Employment Opportunity groups across salary levels is equivalent to that of other staff. Values less than 100 mean that the Equal Employment Opportunity group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the Equal Employment Opportunity group is less concentrated at lower salary levels.

2. A distribution index based on an Equal Employment Opportunity survey response rate of less than 80% may not be completely accurate.

Comments on representation and distribution of Equal Employment Opportunity groups

During 2007, the Department continued to promote and implement a wide range of strategies to build individual capability and diversity in its workforce. These strategies are incorporated in the Strategic Human Resources Plan 2006-2008, the Equal Employment Opportunity Management Plan 2005-2008, the Aboriginal Human Resource Development Plan 2006-2008 and relevant strategies of the Disability Action Plan and the Ethnic Affairs Priorities Statement. All TAFE institutes, regions and state office directorates implemented specific initiatives and programs to improve recruitment, retention and participation of Equal Employment Opportunity groups within their business areas (Key Result 3a, p20-28).

Women

The representation of women in the Department’s workforce has exceeded the government benchmark and the number of women in promotion positions across the
Department continues to rise, especially across teaching service staff (p3-4 and Appendix1 p34-36).

While there is a steady increase in the representation of women in promotion positions, the distribution index for women in the Department’s workforce is under the government benchmark of 100.

There are a number of factors that may influence the imbalance in the representation of women in the distribution index. These factors are common not only for women in the Department but for women in general in the workforce across both the public and private sectors. These factors include: women remaining the primary carers of children and dependent family members; women being over represented in temporary and casual employment; and a concentration of women remaining in lower graded positions and traditionally female dominated occupations.

The Department is collaborating with the NSW Department of Premier and Cabinet to develop a statewide strategy, CAREERS THAT COUNT- Making the Public Sector Work Better for Women. The proposed actions in Making the Public Sector Work Better for Women are designed to deliver sustainable benefits to all women focusing on attracting and developing women to establish their career in the public sector, providing new opportunities for women to move into senior roles and creating work environments that support the diverse need of a multigenerational workforce.

In addition, the Department continued to implement a comprehensive range of programs to improve the representation of women in management and leadership roles. These included participation of women in higher duties opportunities, management and leadership development programs, professional support through networks such as the Women in Educational Leadership Network (Key Result 3a, p20) and provision of flexible work practices (p15). Many business areas within the Department have achieved a high level of representation of women in senior positions. For example, in the Sydney Region, 75% of School Education Directors are women and 80% of Senior Education Officers (grade 2 level) or supervisors/managers are women.

Aboriginal staff

The representation of Aboriginal people in the Department’s workforce has increased from 1.4% in 2005 to 1.9% in 2007. The distribution index for Aboriginal staff has declined from 87 in 2005 to 79 in 2007. This may be due to an increasing number of Aboriginal people recruited into positions such as education support and school administrative and support roles, which is one of the recruitment strategies of the Aboriginal Human Resource Development Plan 2006-2008. This creates employment opportunities for Aboriginal community members in schools with high Aboriginal student enrolments so that they can offer valuable education support to Aboriginal students and contribute to strengthening partnerships between schools and local Aboriginal communities.
In addition to the above initiative, Aboriginal people are predominantly recruited in teaching positions in schools (Key Result3a, p25-27). Aboriginal people also occupied positions across all levels in the Department including Senior Officer, Senior Education Officer, Education Consultant, Manager, Policy Officer, Project Officer and administrative and clerical roles. These positions are strategically located within state office directorates, regional offices and TAFE institutes to provide effective support to Aboriginal students and communities and to actively participate in the Department’s decision making processes.

Customised professional learning, mentoring and network support for Aboriginal teaching and non teaching staff continued to be offered to build and retain a high quality diverse workforce (Key Result3a, p21-22).

Staff whose language first spoken as a child was not English and staff from racial ethnic and ethno-religious minority groups

The representation of these groups in the Department’s workforce has been steady over the last few years although it is below the government benchmark. The distribution indexes for these groups have also remained steady. Effective implementation of the merit selection process, flexible work practices, higher duties opportunities and professional learning programs to support an equitable representation of these groups are key strategies of the Equal Employment Opportunity Management Plan 2005-2008.

Staff with a disability and staff requiring adjustment at work

- The representation of people with a disability in the Department’s workforce remains almost the same as in previous years and the distribution indexes remain unchanged. Various business areas offered Mental Health First Aid courses to raise awareness of mental health issues and disability awareness training to improve understanding of and support to staff with a disability. Financial support for the Staff with Disabilities Network continued to be maintained to ensure professional learning and network support for its members (p7 and Key Result 3a, p24).

- The Department and the Disability Council of NSW jointly produced a DVD resource titled Critical Bridges Meeting Challenges at Points of Transition in Education by Working Together. This resource highlights some of the challenges people with a disability experience as they navigate their way through society. The DVD aims to create disability awareness and a better understanding of the needs of people with a disability.

- The Department is represented on the Disability Employment Reference Group sponsored by the NSW Department of Premier and Cabinet to work towards the NSW Government’s strategic directions for improving employment and participation of people with a disability in the NSW public sector.
A WORKPLACE CULTURE DISPLAYING FAIR PRACTICES AND BEHAVIOUR

Key results 2: The workforce is free from discrimination. Workplace relations are based on respect for others.

Sound information base

The Equal Employment Opportunity survey response rate was 63% in 2007 which was an increase from 51% in 2004 when the online Equal Employment Opportunity survey facility was first established.

The online Equal Employment Opportunity survey facility continues to be promoted to achieve at least 80% survey completion rate by staff and to ensure that Equal Employment Opportunity statistics are accurate and comprehensive.

A variety of promotional methods have been used to encourage staff to complete the survey and to inform them of the Department’s Equal Employment Opportunity program. These included:

- promoting the online survey facility through the Human Resource home page, the online *Induction Resource for New Corporate Staff* and through payslips
- incorporating the online survey reference into the letter of employment offer and entry on duty form
- incorporating the online survey reference into the *Orientation Resource Package for Newly Appointed Aboriginal Teachers*
- emphasising the importance of completing the survey at Orientation Programs for newly appointed Aboriginal teachers and School Administrative and Support staff
- encouraging new staff to complete the survey as part of induction
- promoting the survey at team meetings and during professional learning programs
- incorporating the survey into all professional learning course registration forms.

Information regarding Equal Employment Opportunity program and principles was integrated into relevant professional learning and staff induction across TAFE institutes. For example, the Hunter Institute developed a DVD which summarised the Department’s *Code of Conduct* and one specific section of the DVD focused on equity and diversity at work. In 2007, the Equal Employment Opportunity survey completion rate by the Institute staff was 92.4%, an increase from 91.4% in 2006.

Qualitative information and statistics continued to be collected for Equal Employment Opportunity planning, monitoring and reporting purposes. Regional offices, state office directorates and TAFE institutes provided progress reports against strategies of the *Equal Employment Opportunity Management Plan 2005-2008*.

The information provided by business areas demonstrated that the participation of equity group members in professional learning activities and higher duties opportunities is generally proportional to their representation in the workforce (*Key Result 3a, p20-24*).
Equal Employment Opportunity principles are included in agency planning

Corporate Plan 2006-2008

The Department’s Corporate Plan 2006-2008 reflects a strong focus and commitment to equity and diversity. The Plan affirms that our staff are our greatest asset and aims to provide a working environment that promotes professional and personal growth and acknowledges the contributions of staff. The Corporate Plan 2006-2008 is an overarching plan that underpins the development of Portfolio, Directorate, Regional and Institute plans to produce a positively diverse, inclusive and responsive system of public education and training.

The Human Resources Directorate is responsible for driving the development and implementation of strategic human resource plans, policies and programs that build workforce capability, enhance equity and diversity, and address professional learning, workplace complexity and multigenerational workforce needs. Key plans which underpin this organisational change include:

- Strategic Human Resources Plan 2006-2008
- Aboriginal Human Resource Development Plan 2006-2008

Strategic Human Resources Plan 2006-2008

The Plan focuses on valuing our staff and providing a working environment that acknowledges their contribution and builds capacity. Key achievements during the reporting period include:

- the new professional development website provides information about professional development opportunities available to corporate staff;
- the draft Workforce Capability Framework is currently being piloted in conjunction with Performance Management and Development Scheme for Public Service and TAFE Administrative and Support Staff. A core capability of the Framework to Achieve organisation’s outcomes to the highest standards, has a descriptor, understand and uphold the principles of equity and diversity.
- the Corporate Managers' Network provides managers and team leaders with a forum to hear and interact with leading speakers on contemporary issues directly relevant to their work. It also offers the opportunity to meet with colleagues on a regular basis and develop an internal network of professional support; and
- a quarterly e-Newsletter has been produced to update all staff on the progress of key projects within the Strategic Human Resources Plan 2006-2008.

The Equal Employment Opportunity Management Plan 2005-2008 provides the foundation for targeted programs and initiatives through which the Department can create:

- a diverse and skilled workforce
- a workplace culture that displays fair practices and behaviour, and
- enhanced employment, retention and professional learning opportunities for Equal Employment Opportunity groups.

Outcomes and program initiatives which resulted from the implementation of strategies of this plan are presented throughout this report (2007 Equal Employment Opportunity Annual Report).

Aboriginal Human Resource Development Plan 2006-2008

The Aboriginal Human Resource Development Plan 2006-2008 focuses on:

- increasing recruitment of Aboriginal people into positions at all levels of the organisation
- building the skills and capacity of Aboriginal staff through professional learning and leadership development opportunities
- supporting a workplace culture that recognises and values the contribution of all its employees
- encouraging involvement by the NSW Aboriginal Education Consultative Group Incorporated and local Aboriginal communities.

The significant achievements under this plan have been included in this report (p4-5, Key Result 3a, p21-22 and p25-27 respectively).

The above mentioned three plans will be reviewed in 2008 to accommodate any changes in strategic directions and to build on achievements of these plans. The new plans will be developed in line with priorities of the NSW State Plan and the Department’s Corporate Plan 2008-2010 in consultation with a broad range of key internal and external stakeholders.

The information provided by business areas shows that equity and diversity strategies incorporated within their human resource and business plans to achieve progress towards the Equal Employment Opportunity outcomes were many and varied. For example:

- The Western Sydney Institute 2007 Business Strategy included as priority strategies to:
– reduce the gap in participation and achievement between Aboriginal and non-Aboriginal staff;
– provide professional development and cultural awareness training to staff to improve workplace support and participation of Equal Employment Opportunity group members;
– raise staff awareness of amendments to the Disability Discrimination Act to improve the provision of reasonable adjustment for staff with a disability;
– meet the provisions of TAFE’s strategic enabling plans including Aboriginal Education Plan, Women’s Strategy, Disabilities Action Plan, Ethnic Affairs Priority Statement Plan; and
– ensure equity initiative funding targeted to specific Equal Employment Opportunity groups to improve outcomes.

• The Western Institute launched a new Aboriginal Employment Strategy at the end of 2007 which focuses on the attraction, retention and professional learning opportunities for Aboriginal staff.

• The Aboriginal Education and Training Directorate in partnership with the Centre for Learning Innovation developed a multimedia resource to support the process of consultation with staff and communities on the new Aboriginal Education and Training Policy.

Fair policies and procedures

The Department has an ongoing process of reviewing and updating its human resource policies and procedures. The policies are developed or revised in accordance with relevant legislation, awards, agreements and relevant equity standards. All current policies are published on the Department’s Our Policies website: https://www.det.nsw.edu.au/policies.

The Department continued to implement a range of policies and programs to eliminate discrimination and promote equal employment opportunity to support the diverse needs of staff and to meet its business and service goals. These included:

Flexible Work Practices

A range of flexible work practices continued to be implemented across the Department to ensure a family friendly work environment and assist staff of all ages with diverse needs to balance their work and other responsibilities more effectively. Flexible work practices are also recognised as an important means of addressing workplace adjustment needs for staff with a disability. During 2007, 45,875 staff accessed flexible work options including permanent and temporary part time work, job sharing and leave without pay arrangements. Women made up 83.3% of all staff accessing these options. An additional 48,506 staff took short term absences for family and community responsibilities during the reporting period, 74.1% of whom were women.
Adjustment at Work

The Adjustment at Work guidelines are promoted and implemented to support people with a disability in employment, participation and professional learning activities. Adjustments include the provision of equipment, changes in workplace design, provision of safe access to the workplace and training facilities and flexible work practices. Data on staff who have accessed the adjustment at work options have not been collected centrally. The following examples give an indication of the range of adjustments that have been made in accordance with these guidelines.

In 2007, the Riverina Institute offered workplace adjustment for seven staff with a disability. The workplace adjustment need was addressed in consultation with the staff involved and the process was facilitated and monitored by line managers and the Institute’s Disabilities Unit. The Hunter Institute used various methods to identify and address all requests for workplace adjustments such as reduced workload, communication with line managers and a gradual return to work program. There were two functional assessment methods performed to determine suitable duties.

Technical Equipment Program

The Technical Equipment Program is a state funded program that provides funding for additional modification in the form of technical equipment for staff with a disability. For the 2006/07 financial year, approximately $52,500 has been spent to cover 16 applications for a diverse range of technical and assistive equipment to ensure equitable participation by staff with a disability in the workplace.

Prevention of Bullying and Harassment in the Workplace

The Department continued to improve occupational health and safety performance through its corporate Occupational Health and Safety strategy titled Safe Working and Learning Environment 2005-2008. A wide range of policies and programs were implemented to ensure the workplace is free from discrimination and supports the well being of staff and productive workplace relations. Such policies and programs included the provision of the Employee Assistance Program, Prevention of Bullying in the Workplace and procedures for Responding to Suggestions, Complaints and Allegations to guide managers and staff to efficiently deal with concerns. Relevant policies and resources were promoted through the Department’s website, staff meetings and training programs. These policies and procedures were implemented and monitored across regions, TAFE Institutes and state office directorates which have implemented strategies to raise awareness of occupational health and safety issues in the workplace.

The following are some examples:

- During 2007, over 1,000 staff who were elected to workplace Occupational Health and Safety committees participated in Occupational Health and Safety training to ensure a safe working and learning environment. The provision of support for staff
and students was also highlighted including early intervention, return to work and the provision of suitable duties.

- Staff members were supported to undertake First Aid training to ensure First Aid officers were strategically located within the Department to assist staff with illness and injury. The Mental Health First Aid training was delivered to raise awareness of mental health issues and to develop knowledge and skills to assist staff members experiencing mental health problems.

- The Employee Assistance Program is a free and confidential counselling service to support eligible staff who are experiencing work related or personal problems. The program was promoted through the website and induction resources. The accessibility of Employee Assistance Program to staff, including the use of interpreting and translating services by the service providers, was monitored by the Occupational Health and Safety Directorate.

Table 2.1: Represents the percentage of Equal Employment Opportunity group members accessing these services during 2005 to 2007.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of staff accessing general counselling</th>
<th>Women</th>
<th>Aboriginal staff</th>
<th>Staff from racial, ethnic and ethno-religious minority groups</th>
<th>Staff with a disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>3,690</td>
<td>78%</td>
<td>0.5%</td>
<td>1.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>2006</td>
<td>2,736</td>
<td>67%</td>
<td>1.0%</td>
<td>2.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>2007</td>
<td>2,670</td>
<td>74%</td>
<td>0.9%</td>
<td>2.8%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Source: Occupational Health and Safety Directorate

- A total of 614 new Anti-Racism Contact officers based across all ten regions were provided with training to implement the Department’s Anti-Racism Policy. The training provides skills to effectively resolve complaints about racism. An online resource continues to be promoted to assist school counsellors working with students from culturally and linguistically diverse backgrounds.

Aboriginal Cultural Education Program

The Aboriginal Cultural Education Program continues to be delivered in various business areas of the Department. The program provides participants with knowledge and skills to enhance cultural inclusiveness in their work practices and increase responsiveness to Aboriginal students and communities. This program is progressively implemented across the Department. For instance:

- the Human Resources Directorate offers orientation programs each year for all newly recruited Aboriginal teachers and School Administrative and Support Staff. An Aboriginal cultural awareness and education session is included in the orientation
programs and is held for principals, school executive members and non Aboriginal mentors. The Aboriginal cultural awareness and education session assists them to support their newly appointed Aboriginal colleagues and to enhance cultural inclusiveness in partnership with local Aboriginal communities.

- The Aboriginal Cultural Education Program was delivered to 68 staff in the Hunter Institute. Other institutes which implemented the program in 2007 were Western Sydney Institute, Sydney Institute and Northern Sydney Institute.

Community Language Allowance Scheme

The Community Language Allowance Scheme supports the Department’s commitment to improve the access and quality of services delivered to those members of the public who speak a language other than English by utilising the language skills of bilingual and multilingual staff members. During 2007, 122 bilingual staff were receiving the language allowance, covering 32 languages.

Managers and Employees are informed, trained and accountable for Equal Employment Opportunity

Accountabilities to lead, implement and monitor progress of the Department’s policies and programs relating to equity and diversity continue to be included in performance agreements for all Senior Executive Service officers and Senior Officers across the Department and managers in TAFE institutes. Human Resources managers, unit managers and supervisors were responsible for ensuring that principles of equity and diversity were upheld in recruitment, promotion, professional learning and staff supervision.

Including Aboriginal perspectives in selection criteria for promotion positions

The Department's Aboriginal Human Resource Development Plan 2006-2008 has a major focus on increasing employment and participation of Aboriginal people and supporting all staff to have a stronger understanding of Aboriginal peoples and their cultures. One policy change helping to bring about this cultural shift is that all people applying for promotion positions within the Department are now required to demonstrate knowledge of and commitment to the implementation of Aboriginal education and training policies and programs. In this way, all staff are able to influence, promote and enhance outcomes for Aboriginal students and Aboriginal employees in a direct and supportive manner in collaboration with Aboriginal communities and other partners.

Information on the Equal Employment Opportunity program and the Equal Employment Opportunity Management Plan 2005-2008 were promoted through the Department’s website, included in induction packages, and raised at staff meetings and training sessions. To promote fair and equitable work practices, Equal Employment Opportunity principles were reinforced in all procedural documents involving staff selection and management accountabilities, including those relating to prevention of harassment and safe and supportive work environments.
Examples of a variety of strategies that were implemented in schools, regions, state offices and TAFE institutes to promote staff awareness of equity and inclusive practices included the following:

- All line managers in the North Coast Institute attended the *Early Intervention Strategy* workshop. This workshop provided managers with tools and understanding to support their diverse team and to solve workplace conflicts and problems more effectively. There has been a 24% decrease in compensation costs during the reporting period which contributed to increased productivity and a more supportive workplace.

- The Hunter Institute offered the *African Cultural Awareness* workshop which was designed to provide teachers and other staff with a better understanding of students and their families from various parts of Africa as well as strategies to improve two-way communication and learning outcomes for these students.

- The Professional Learning and Leadership Development Directorate has established a *Professional Learning and Leadership Development Reference Group* that provides advice and endorsement on all professional learning programs to ensure strategies have considered the needs of all Equal Employment Opportunity groups. School and regional based programs also take account of cultural awareness, gender bias, English as a second language and special needs of participants. Leadership development programs such as the *Principal Preparation Program*, the *Executive Leadership Development Program*, and the *Team Leadership Program* include segments on equity and valuing diversity in the workplace.
IMPROVED EMPLOYMENT ACCESS AND PARTICIPATION BY EQUAL EMPLOYMENT OPPORTUNITY GROUPS

Key Result 3a: Needs based professional learning programs for staff from Equal Employment Opportunity groups

Information regarding professional learning programs and acting in higher positions was promoted to all staff including staff from Equal Employment Opportunity groups to ensure career development opportunities were available to all staff. Table 3.1 represents the number of equity group members who acted in higher positions during the reporting period.

Table 3.1: Staff Acting in Higher Positions during 2007

<table>
<thead>
<tr>
<th>All Instances</th>
<th>21,120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>15,430</td>
</tr>
<tr>
<td>Aboriginal staff</td>
<td>158</td>
</tr>
<tr>
<td>Staff from a racial, ethnic and ethno-religious minority groups</td>
<td>1,512</td>
</tr>
<tr>
<td>Staff whose first language was not English</td>
<td>1,486</td>
</tr>
<tr>
<td>People with a disability</td>
<td>417</td>
</tr>
<tr>
<td>People with a disability requiring adjustment at work</td>
<td>157</td>
</tr>
</tbody>
</table>

Source: Workforce Profile as at 31 December 2007

Participation of Equal Employment Opportunity Group members in professional learning activities was maximised through a range of customised training programs and mentoring and network support. Details of those programs and equity groups’ participation are reported below.

Professional learning opportunities for Women

The provision of management and leadership development opportunities for women continued to be enhanced in 2007. Some examples of the participation of women in such courses offered by the Professional Learning and Leadership Development Directorate include:

- Of the 147 participants in the Aspiring Leaders Training program, 60% were women. Similarly over 56% of 166 participants in the Senior Executive Program were women.

- Participation by 497 school executives in the Executive Induction Program, over 73% of whom were women.

- Attendance by 488 participants in the Executive Leadership Development Program, 62% of whom were women.
• Participation by 369 school leaders or aspiring leaders in the Team Leadership Program. This program allows participants to consider the demands, responsibilities and implications of leadership in a collegial atmosphere. Of the participants 51% were women.

• Participation by an increasing number of women and other equity group members in a wide range of professional learning programs offered by TAFE institutes. In particular, participation of women in management and leadership development program exceeded the target of 50%. Proportion of women in such programs included:
  - 55% in Certificate IV in Frontline Management (20 participants)
  - 96.5% in Managing Performance (28 participants)
  - 100% in PRINCE 2, Project Management Program (12 participants)
  - 100% in Women and Leadership Forum and Women Connect (36 participants)
  - 66.6% in Staff Selection Techniques (27 participants).

• The Women in Educational Leadership state network continued in 2007 to provide numerous and varied professional learning experiences and mentoring opportunities for female educational leaders across the State. The main pursuit of the network for 2007 was the Biennial State Conference held in Sydney to coincide with International Women's Day. Over 300 women attended the conference. At the conference members celebrated 10 years of the Network supporting women throughout NSW. The Network continues to maintain strong links with the Department's Spokeswomen Network, Women in TAFE, Association of Women Educators and the Premier's Council for Women. The Network is also supporting the newly formed Young Professionals Network.

Professional learning opportunities for Aboriginal people

Professional learning, mentoring and network support for Aboriginal staff continued to be offered to build skills and capability in line with the Aboriginal Human Resource Development Plan 2006-2008. For instance:

• Attendance by 100 participants including newly appointed Aboriginal teachers, their principals, school executive members and mentors in a two day workshop in 2007. The workshop included orientation for newly appointed Aboriginal teachers, quality teaching issues and information on local and regional support networks for Aboriginal teachers. An Aboriginal cultural education and awareness session was held for principals, school executive members and mentors. Feedback indicated that the workshop was highly valuable for participants.

• Attendance by 53 participants including newly appointed Aboriginal School Administrative and Support staff, their mentors and school executive members in a two day orientation workshop. Participants welcomed the opportunity to form networks and gather information and resources relevant in their new role as school administrative and support staff. An Aboriginal cultural education and awareness
session was also held for their school executive members and mentors. This training assists them to support their newly appointed Aboriginal colleagues and to enhance cultural inclusiveness in partnership with local Aboriginal communities.

- **Organisation of nine *Yarn Ups* (workshops) in local Aboriginal communities across NSW for prospective Aboriginal employees to obtain information and advice on applying for employment in school administrative and support positions.**

- **Provision of training support for Aboriginal staff to develop and design training for other Aboriginal staff. During 2007, 16 Aboriginal staff from schools, TAFE, regions and state office were trained as facilitators to deliver mentoring training.**

- **Participation of Aboriginal staff in management and leadership development programs was encouraged and supported. Proportion of Aboriginal staff in such programs included:**
  - 3.5% in *Aspiring Leaders Training Program* (147 participants)
  - 3.6% in *Senior Executive Program* (166 participants)
  - 3.4% in *Executive Leadership Development Program* (488 participants)
  - 43.7% in *Mentoring Training* (71 participants)

- **Participation by 16 Aboriginal staff from the North Coast Institute and the North Coast Region in a two day workshop, *Keeping Our Mob in the Job*. The program focused on increasing competitiveness when seeking employment or promotional opportunities, understanding of and preparedness for selection processes, increasing awareness of employers’ expectations, and enhancing networking skills.**

- **Utilisation of *Special Leave* by 46 Aboriginal staff members, including Aboriginal Education Officers (formerly Aboriginal Education Assistants), Aboriginal Community Liaison Officers and Aboriginal Student Liaison Officers to undertake approved teacher education training and other professional development programs.**

- **Participation by 17 Aboriginal Education Officers in the *Certificate III Aboriginal Education Officers Traineeship* program, eight of whom completed the program following two years training which includes part-time attendance at TAFE courses. The program offers specific training and professional development for Aboriginal Education Officers to perform their role more efficiently.**

- **Completion by four Aboriginal staff of the *Certificate III in Education Support Teachers Aides (Special) Traineeships* in 2007 delivered through TAFE institutes while two other participants are continuing with the courses.**
**Professional learning opportunities for staff from non English speaking backgrounds or staff from racial, ethnic and ethno-religious minority groups**

A range of professional learning opportunities for staff from staff from non English speaking backgrounds and staff from minority groups was implemented.

Outcomes for 2007 included:

- Participation by 227 overseas trained teachers in the *Pre-employment Program for Overseas Trained Teachers* which continues to provide a comprehensive induction to government schools and an opportunity for these teachers to demonstrate their classroom teaching skills.

- Continued funding support for the Professional English Assessment for Teachers exemplar materials to assist overseas trained teachers in their preparation for the test. In 2007, 36 overseas trained teachers successfully completed all components of test.

- Provision of support for 13 teachers who are native speakers of a community language to undertake the Community Language Fluency Testing which provides opportunities for teachers to be assessed in community languages so that they may be accredited to teach those languages to students in NSW government schools. Of the 13 applicants, 12 successfully completed their test.

- Provision of support for 24 overseas trained teachers to undertake *English for Specific Purposes* courses delivered by TAFE colleges. These courses focus on improving general communication skills for teachers in their preparation for the Professional English Assessment for Teachers. Support included a series of Departmental presentations to these participants and funding for an optional one week school placement where overseas trained teachers had the opportunity to be part of a functioning government school, promoting professional discussion with new colleagues and enhancing their understanding of the culture of schools and their future roles as classroom teachers.

- Increased opportunities for acting in higher positions for staff from non English speaking backgrounds at Adult Migrant English Services to enhance their leadership capability and promotional opportunities. During 2007, one staff member was acting as Director, two staff as coordinators, one as Operations Manager and three Clerical Officers were acting as Registrars.

- Attendance by 25 staff members in the *Tips and Techniques* workshop developed by DET International. This course aimed at enhancing job seeking skills for staff from non English speaking backgrounds and staff from minority groups so that they could positively respond to higher duties opportunities and suitable promotion positions.

- Support and encouragement for staff from non English speaking backgrounds at Industry Programs Directorate to participate in a range of professional learning
forums and conferences. Staff attended: Building Workforce Capacity Knowledge Forum (13); Corporate Partners for Change Knowledge Forum (13); Mintrac Knowledge Forum (22); e-Learning and Training Conference (7); and Time Management Training (5).

**Professional learning opportunities for staff with a disability**

A number of professional learning opportunities for staff with a disability were implemented to maximise staff potential and provide career development opportunities. These activities included:

- Successful completion by 11 staff with a disability of the Certificate of Administrative Leadership, an accredited course offered by the Staff with Disabilities Network.

- Celebration of the achievements of members of the Staff with Disabilities Network in a forum to mark the International Day of People with a Disability in 2007. The event focused on valuing and embracing diversity in our workforce and showcasing inclusive practices. Graduates of the Certificate of Administrative Leadership demonstrated their leadership capabilities and project management skills through showcasing their workplace projects and illustrating how this benefited individual employees and their respective business units.

- Organisation of a forum by the Illawarra Institute for people who are blind or vision impaired. The forum was attended by 80 participants including staff in TAFE and schools, local service providers and community members. The forum provided opportunities for the participants to develop an understanding of the needs of people with vision impairment and how their skills and capabilities could be utilised more effectively in education and business environment.

- Launch of the Beyond Expectations DVD resource, developed by TAFE NSW Disabilities Programs to inspire employers to consider the pool of talented potential employees who have a disability and the valuable contributions they make in broad range of occupations.

- Participation by over 100 TAFE NSW Teachers/Consultants for Students with a Disability at a workshop conducted by TAFE strategy. A number of working parties were formed as a result of the workshop to address a range of issues including: Auslan interpreters especially in rural areas; students with Autism Spectrum Disorder; and the licensing of assistive technology.

- Implementation of Mental Health First Aid courses by various business areas to raise awareness of mental health issues and disability awareness improve understanding of and support to staff and students with a disability. For example, The Western Sydney Institute conducted a range of training courses for teachers and non teaching staff on diversity and inclusive practices in line with the Institute’s business strategies. These included Mental Health First Aid (82) and workshop on Accessing the Future - Assistive Technology in Education and Employment (13 participants).
Recruitment strategies target Equal Employment Opportunity groups

As demonstrated throughout the report the Department implemented a wide range of recruitment, retention and promotional strategies to build a skilled and diverse workforce. These strategies are contained in the Equal Employment Opportunity Management Plan 2005-2008 and the Aboriginal Human Resource Development Plan 2006-2008. In addition, the Strategic Human Resources Plan 2006-2008 has a strong equity and diversity focus (Key Result 2, p13-15).

Positions were advertised in a range of media to ensure that equity group members have access to relevant information regarding the advertised positions. This included advertising in print and electronic form with accessible formats and in community newspapers such as the Koori Mail, Indigenous Times and ethnic press where appropriate.

Appropriate representation of specific equity group members on selection panels was ensured for identified positions or positions that require an understanding of, and sensitivity to the needs of Aboriginal people, people with a disability or people from racial, ethnic and ethno-religious minority groups. The representation of Equal Employment Opportunity group members on selection panels is presented at the end of this section (p28).

Some of the key strategies and outcomes during 2007 included the following.

Women

There has been a renewed focus across all areas of the Department to improve gender balance in management and senior positions. This has resulted in a steady increase in the representation of women in promotion positions (p3-4). Opportunities for women to enhance their management and leadership capabilities were provided through strategies such as acting in higher positions and attending management and leadership development programs as well as professional network support (Key Result 3a, p20-21).

Aboriginal people

Ongoing promotion and implementation of the Aboriginal Human Resource Development Plan 2006-2008 has contributed to significant improvements in recruitment, participation and professional learning opportunities for Aboriginal people (p4-5; and Key Results 2 and 3, p14 and p21-22). Achievements included:

- Introduction of a new selection criterion for all promotion positions in the Department which requires applicants to demonstrate knowledge of and commitment to the implementation of Aboriginal education and training policies and programs. Inclusion of this criterion emphasises the importance of the Department’s goals to improve employment, education and participation of Aboriginal staff, students and community members.
• Advertisements for the Department’s vacant positions now encourage Aboriginal people to apply.

• Increased participation of Aboriginal staff and community members in the Department’s recruitment processes. In 2007, 870 Aboriginal people were represented on selection panels, an increase from 750 in 2006.

• Recruitment outcomes and scholarships and pre-employment support for Aboriginal people included:
  – 50 Aboriginal teachers were appointed to permanent positions in NSW government schools during the 2007 staffing operation
  – 61 Teacher Education Scholarships were offered to Aboriginal people
  – 19 Aboriginal people were appointed to School Administrative and Support positions identified for Aboriginal people in 2007 which was an increase from eight positions in 2006. These positions are located in schools with significant Aboriginal student enrolments.
  – Nine Yam Ups workshops were held at local level to assist Aboriginal community members to obtain information and advice on applying for employment in school administrative and support positions
  – In 2007 Aboriginal staff represented 1.9% of the permanent and temporary workforce of the Department, an increase from 1.7% in 2006.

• Offer of 20 scholarships to selected final year teacher education students to undertake enhanced preservice training prior to being appointed to NSW public schools with significant Aboriginal student enrolments. The teacher education students were supported by Aboriginal mentors to develop their capacity to understand the issues facing Aboriginal communities and to support their engagement with these communities.

• Implementation by the North Coast Institute of the Aboriginal Employment Strategy and the North Coast Aboriginal Learning Partnerships achieved significant success in creating career opportunities for Aboriginal people including:
  – appointment of a Director for the North Coast Aboriginal Learning Partnership Program
  – successful completion of traineeships by nine Aboriginal people and the temporary employment of three other Aboriginal trainees within the Institute and
  – creation of two Aboriginal teacher positions and an Aboriginal Counsellor position.

• Advertisement of a permanent teaching position and a permanent administrative and clerical position as Aboriginal identified positions by the Western Sydney Institute to increase employment opportunities for Aboriginal people.
• Provision of work experience placement opportunity for 13 Aboriginal people by the Western Sydney Institute. Some of these work experience participants obtained casual employment within the Institute.

People from non English speaking backgrounds and people from minority groups

• Continued implementation of the Pre-employment Program for Overseas Trained Teachers which contributes to professional learning and comprehensive induction to government schools prior to teaching appointments being made.

• Implementation of a range of strategies by the Western Sydney Institute with a particular focus on improving cultural awareness and valuing diversity in line with the Institute’s business plan. Programs included Aboriginal Cultural Education Program (32 participants), African Cultural Awareness Program (17 participants) and Dealing with Diversity (9 participants).

• Recruitment of community liaison officers from Pacific Islander and Arabic speaking backgrounds by the South Western Sydney Region has created a stronger link and partnership with these communities. These officers promote programs, services and support that are available through the region.

Staff with a disability

• Continued funding support by the Department for the Staff with Disabilities Network which offers professional learning programs, mentoring and network support to its members. In addition, adjustment at work, flexible working arrangements and support through the Technical Equipment Program are offered to staff with a disability to facilitate their full participation in the workplace.

• Establishment of an Adaptive Technologies position by the Centre for Learning Innovation to provide services such as physical access, requirements for sign language interpreters and adaptive technology to enable staff with a disability to effectively participate in professional learning activities. All Centre for Learning Innovation’s audio/visual materials available through the Teaching and Learning Exchange are captioned and meet accessibility standards.

• Attendance by three human resource officers of the Hunter Institute in a workshop on Disability Awareness. The aim of the program was to empower participants to work effectively and confidently with people with a disability, and to explore strategies for improving recruitment and retention of people with a disability.

• Establishment of an identified Team Leader position for people with a disability by the Riverina Institute as part of its revised disability services model in 2007-2008. This role is filled on a temporary, rotational and developmental basis in each semester to provide leadership and development opportunity for all Disability consultants.
In addition to the above initiatives, participation of Equal Employment Opportunity group members on selection panels is encouraged and monitored to ensure equitable representation of this group in recruitment and selection processes. Appropriate representation of Equal Employment Opportunity group members on selection panels was ensured for identified positions or positions that require an understanding of and sensitivity to the needs of Aboriginal people, people with a disability and people who belong to minority groups.

Table 3.2 summarises the composition of selection panels for schools, regions and state office positions during 2007.

Table 3.2: Number and Percentages of Equal Employment Opportunity group members on selection panels in 2007

<table>
<thead>
<tr>
<th></th>
<th>Number of positions</th>
<th>Total number of panel members</th>
<th>Women</th>
<th>First language was not English</th>
<th>Aboriginal people</th>
<th>People with a disability</th>
<th>EEO group members as independents</th>
<th>EEO group members as convenors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching positions in schools</td>
<td>2,019</td>
<td>7,526</td>
<td>4,411</td>
<td>418</td>
<td>657</td>
<td>11</td>
<td>2,665</td>
<td>871</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>58.6%</td>
<td>5.6%</td>
<td>8.7%</td>
<td>0.1%</td>
<td>35.4</td>
<td>11.6%</td>
</tr>
<tr>
<td>School administrative and support staff</td>
<td>1,371</td>
<td>4,210</td>
<td>2,604</td>
<td>63</td>
<td>126</td>
<td>3</td>
<td>837</td>
<td>640</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>61.8%</td>
<td>1.5%</td>
<td>2.9%</td>
<td>0.01%</td>
<td>19.9%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Non-school based teaching service positions</td>
<td>262</td>
<td>812</td>
<td>449</td>
<td>62</td>
<td>27</td>
<td>14</td>
<td>139</td>
<td>139</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>55.3%</td>
<td>7.6%</td>
<td>3.3%</td>
<td>1.7%</td>
<td>17.1%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Public service positions</td>
<td>493</td>
<td>1,527</td>
<td>820</td>
<td>211</td>
<td>54</td>
<td>19</td>
<td>255</td>
<td>251</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>53.7%</td>
<td>13.8%</td>
<td>3.5%</td>
<td>1.2%</td>
<td>16.7%</td>
<td>16.4%</td>
</tr>
<tr>
<td>TAFE positions (based at state office)</td>
<td>16</td>
<td>48</td>
<td>26</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>54.2%</td>
<td>12.5%</td>
<td>12.5%</td>
<td>2.1%</td>
<td>10.4%</td>
<td>27.1%</td>
</tr>
<tr>
<td>Total</td>
<td>4,161</td>
<td>14,123</td>
<td>8,310</td>
<td>760</td>
<td>870</td>
<td>48</td>
<td>3,901</td>
<td>1,914</td>
</tr>
</tbody>
</table>

Source: Human Resources Staffing Services Directorate and Human Resources Services and Systems Directorate.
Employee views are heard

Key Result 3b: Equal Employment Opportunity group members contribute to decision making

The Department encourages diverse perspectives and inclusive practices in its decision making processes. The Director-General has a number of advisory groups that assist in decision making including the Director-General’s Advisory Group on Aboriginal Education and Training and the Director-General’s Advisory Group on Multicultural Education and Training.

During 2007 representation of women on the Department’s major boards and committees included:

- 38.5% of the NSW TAFE Commission Board
- 70% of the Board of Adult and Community Education (this board ceased in September 2007)
- 41.7% of the NSW Vocational Education and Training Accreditation Board
- 37.5% of the NSW Board of Vocational Education and Training

As at 30 June 2007, 34% of the senior executive staff in the Department were women (Appendix 3, p38) maintaining the same level as in 2006.

Regions, institutes and state office directorates have a variety of consultative committees that include staff and community representatives from Equal Employment Opportunity groups to ensure diverse perspectives of staff and stakeholders are reflected in decision making processes. For example:

- the Aboriginal Education and Training Directorate:
  - Held consultation with representatives from state office, schools, regions and TAFE institutes to seek their input into the draft Aboriginal Education and Training Policy. The consultations included reviewing processes for mandatory Aboriginal education training and greater input into the Department’s decision making role.
  - Conducted the Aboriginal Cultural Education Trainers Workshops for staff from schools and TAFE as a means for staff to raise issues and share strategies relating to relevant issues.
  - Arranged consultation on a range of Aboriginal education and training issues through quarterly workshops of Aboriginal Development Managers with each Institute being represented.
• The representation of equity groups on key decision making bodies of the North Coast Region include: the North Coast Region Aboriginal Education Review Management Implementation Group; the North Coast Region Equity Committee and the North Coast Region Indigenous Education Advisory Committee. All these committees have strong representation of Aboriginal staff, community members, women and other equity group members to ensure their views are reflected in the decision making processes.

• The New Ways of Working Forums were attended by staff at TAFE Business to identify a business model and the operational structure that would support new ways of planning and working. All staff had the opportunity to provide input into the future directions and the tasks and responsibilities that they would be undertaking in the future. Staff consultation occurred through group discussions facilitated by an external facilitator, staff surveys and voting on recommendations. The outcome from the forums will allow all staff including the members of equity groups to either continue with their current tasks (where practical) or seek opportunities for expansion of skills and experience to further advance their career.

• The Hunter Institute continued to implement Networking in Practice for Staff with a disability. Teaching staff across a number of faculties accessed the program to share information on issues relating to the needs of students with psychiatric and neurological disabilities and support for the teaching staff, as well as contributing to decision making processes within the Institute.

• The Staff with Disabilities Network continued to provide a valuable means of network support, professional learning and assisting workplace adjustment needs for staff with a disability in the Department. A communication structure between the network and the Department’s senior management has been maintained to provide feedback on policies and programs relating to staff with a disability.

• The Department’s Young Professionals’ Network supports corporate employees under 35 years of age by providing a range of professional development opportunities, a support network and mechanism for future leaders to contribute to the strategic direction of the Department. An Aboriginal Human Resource Project Officer is a member of the Network’s steering committee.

• The representation of Equal Employment Opportunity group members in selection panels is encouraged and monitored to ensure equitable representation of these groups in recruitment and selection processes (p28).
CASE STUDY 1

Ms Jodie Hoger, Teacher Consultant for students with vision impairment, Illawarra Institute

Ms Jodie Hoger joined the Illawarra Institute in May 1996 as Teacher Consultant for students with vision impairment. “Teaching is my passion and I love it,” Ms Hoger said. “I teach mainstream students as well as vision impaired students and it is a great feeling being out the front of a classroom”.

Ms Hoger became involved in the Department’s Staff with Disabilities Network around three years ago. The Network provides a valuable means of networking, professional learning and mentoring support for staff with a disability. Ms Hoger has participated in and contributed to the Network’s professional learning programs which focus on building capabilities and developing career pathways for the benefit of individual members and their workplaces.

Ms Hoger’s received a prestigious award, the Illawarra Institute Director’s Award for Excellence.

In her presentation speech the Institute Director, Ms Dianne Murray, congratulated Ms Hoger on demonstrating "dedication, support and innovation at many levels". She added:

"Jodie is highly motivated and a wonderful advocate of TAFE, passionately promoting our organisation and what it has to offer. She has driven change for students in so many ways and actively works on projects that provide people with the pathways to higher education and promising career outcomes.”

“In particular she is passionate about helping others to overcome disadvantage and make the most of career and learning opportunities. She is also recognised in the broader community as an advocate for people with disabilities including coordinating events to better educate the public on opportunities for people with a disability and was selected to represent NSW and ACT at a national access advisory forum last year. I’m sure that she made them sit up and take notice.”
"One of our greatest ambassadors for TAFE and an inspiration to us all, it is with the
greatest pleasure that tonight I present the Institute Director’s Award for Excellence to
Jodie Hoger!"

On 17 June 2008 the *Illawarra Mercury* published Ms Hoger’s story and wrote:

Jodie Hoger thought she was attending the 2008 TAFE awards to present one of her
students with their accolade. Instead the teacher consultant for students with vision
impairment was presented with a Recognition of Excellence award.

“It was actually really overwhelming and quite humbling”, Ms Hoger said. “I just feel that
I love my job and love working for the Institute and I just figure I’m doing my job.”

Ms Hoger, who lost her eyesight in her teens, understands firsthand how difficult further
education can be for students with disabilities, though she doesn’t think of herself as an
expert.

“I may have personal insight into that, but it is important to remember that everybody’s
story is different,” she said. “Just because I’m blind doesn’t mean that my experiences
are someone else’s experiences.”

Ms Hoger has been a driving force behind several events and programs in the
Shoalhaven aimed at preparing vision impaired people for the workplace. The latest is a
12-week program geared towards giving vision impaired people workplace experience
and employability skills.

Ms Hoger’s job takes her to campuses up and down the coast from Wollongong to Bega
and would not be able to do the work she loves if she did not have a dedicated support
team to help her.

“My husband Steve is amazing, he is my rock,” she said. “He is also with NSW TAFE
Illawarra Institute as a disability assistant who works with students with intellectual
disabilities.

“So between his commitments and driving me around between campuses, then running
our three kids around, it can get a little hectic.” Balancing a busy home life with her job
was not the only challenge Ms Hoger faced.

“I do face challenges in my job, and it can be frustrating when something is not quite set
up in a way that I access, but the Institute is very reasonable and responsive with my
requests and I have extra clerical help and use a lot of adaptive technology,” she said.

But Ms Hoger believes people create their own “roadblocks” and encouraged her
students to think laterally when trying to solve access issues.
CASE STUDY 2

Ms Karlene Duncan, appointed as a School Administrative Officer

Ms Karlene Duncan was appointed as a School Administrative Officer at Boggabilla Central School in 2006. Ms Duncan was one of a number of Aboriginal people who successfully won positions under the Department's Aboriginal Human Resource Development Plan recruitment initiative to designate school administrative and support staff positions for Aboriginal people in schools with a significant number of Aboriginal students.

Ms Duncan participated in the orientation and support program as a newly appointed Aboriginal school administrative and support staff member in November 2006. She found the two-day workshop supportive on a personal and professional level.

Ms Duncan participated in mentor facilitator training in October 2007. This training led to an invitation to join the orientation workshop for newly appointed Aboriginal school administrative and support staff in November 2007 as a facilitator. Ms Duncan also spoke at the workshop dinner, sharing experiences of her first year in the new role. She felt that the support of her mentor contributed significantly to her confidence and professional development.

Ms Duncan is not only a role model for students in her school and members of the local community; she is also an aspiring young Aboriginal leader. Her ongoing commitment to further develop her skills will give her confidence to meet the challenges of future career opportunities.

In 2008, Ms Duncan accepted a transfer to Orara High School as a School Administrative Officer.
### APPENDIX 1

**TEACHING SERVICE STAFF - PRIMARY TEACHERS**  
(PRE-SCHOOL AND KINDERGARTEN TO YEAR 6 TEACHERS)

Gender and classification of full-time permanent and temporary (non-casual) teachers on payroll

<table>
<thead>
<tr>
<th>Classification of position</th>
<th>Primary</th>
<th>Female</th>
<th></th>
<th></th>
<th>Male</th>
<th></th>
<th></th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of total Female</td>
<td>% of total at this level</td>
<td>Number</td>
<td>% of total Male</td>
<td>% of total at this level</td>
<td>Number</td>
<td>% of grand total</td>
</tr>
<tr>
<td>Classroom teachers</td>
<td>14,972</td>
<td>79.7%</td>
<td>84.0%</td>
<td>2,858</td>
<td>58.4%</td>
<td>16.0%</td>
<td>17,830</td>
<td>75.3%</td>
</tr>
<tr>
<td>Assistant principal</td>
<td>2,767</td>
<td>14.7%</td>
<td>74.4%</td>
<td>952</td>
<td>19.5%</td>
<td>25.6%</td>
<td>3,719</td>
<td>15.7%</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>198</td>
<td>1.1%</td>
<td>60.9%</td>
<td>127</td>
<td>2.6%</td>
<td>39.1%</td>
<td>325</td>
<td>1.4%</td>
</tr>
<tr>
<td>Primary principal class 6</td>
<td>107</td>
<td>0.6%</td>
<td>75.4%</td>
<td>35</td>
<td>0.7%</td>
<td>24.6%</td>
<td>142</td>
<td>0.6%</td>
</tr>
<tr>
<td>Primary principal class 5</td>
<td>255</td>
<td>1.4%</td>
<td>51.0%</td>
<td>245</td>
<td>5.0%</td>
<td>49.0%</td>
<td>500</td>
<td>2.1%</td>
</tr>
<tr>
<td>Primary principal class 4</td>
<td>190</td>
<td>1.0%</td>
<td>43.3%</td>
<td>249</td>
<td>5.1%</td>
<td>56.7%</td>
<td>439</td>
<td>1.9%</td>
</tr>
<tr>
<td>Primary principal class 3</td>
<td>178</td>
<td>0.9%</td>
<td>47.1%</td>
<td>200</td>
<td>4.1%</td>
<td>52.9%</td>
<td>378</td>
<td>1.6%</td>
</tr>
<tr>
<td>Primary principal class 2</td>
<td>106</td>
<td>0.6%</td>
<td>36.3%</td>
<td>186</td>
<td>3.8%</td>
<td>63.7%</td>
<td>292</td>
<td>1.2%</td>
</tr>
<tr>
<td>Primary principal class 1</td>
<td>22</td>
<td>0.1%</td>
<td>34.9%</td>
<td>41</td>
<td>0.8%</td>
<td>65.1%</td>
<td>63</td>
<td>0.3%</td>
</tr>
<tr>
<td>Total</td>
<td>18,795</td>
<td>100%</td>
<td>79.3%</td>
<td>4,893</td>
<td>100%</td>
<td>20.7%</td>
<td>23,688</td>
<td>100%</td>
</tr>
</tbody>
</table>

| Total primary principals  | 858     | 4.6%  | 47.3% | 956   | 19.5% | 52.7% | 1,814  | 7.7%  |
| Total promoted            | 3,823   | 20.3% | 65.3% | 2,035 | 41.6% | 34.7% | 5,858  | 24.7% |

**Source:** Workforce Profile data as at 30 June 2007

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2007 are not included in the table.
## TEACHING SERVICE STAFF - SECONDARY TEACHERS

Gender and classification of full-time permanent and temporary (non-casual) teachers on payroll

<table>
<thead>
<tr>
<th>Classification of position</th>
<th>Number</th>
<th>% of total Female</th>
<th>% of total at this level</th>
<th>Number</th>
<th>% of total Male</th>
<th>% of total at this level</th>
<th>Number</th>
<th>% of total at this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom teacher</td>
<td>10,525</td>
<td>82.5%</td>
<td>56.9%</td>
<td>7,963</td>
<td>73.6%</td>
<td>43.1%</td>
<td>18,488</td>
<td>78.4%</td>
</tr>
<tr>
<td>Head teacher/ district guidance officer</td>
<td>1,833</td>
<td>14.4%</td>
<td>46.7%</td>
<td>2,091</td>
<td>19.3%</td>
<td>53.3%</td>
<td>3,924</td>
<td>16.6%</td>
</tr>
<tr>
<td>Deputy principal</td>
<td>258</td>
<td>2.0%</td>
<td>34.7%</td>
<td>486</td>
<td>4.5%</td>
<td>65.3%</td>
<td>744</td>
<td>3.2%</td>
</tr>
<tr>
<td>Secondary principal class 2</td>
<td>79</td>
<td>0.6%</td>
<td>32.2%</td>
<td>166</td>
<td>1.5%</td>
<td>67.8%</td>
<td>245</td>
<td>1.0%</td>
</tr>
<tr>
<td>Secondary principal class 1</td>
<td>59</td>
<td>0.5%</td>
<td>33.5%</td>
<td>117</td>
<td>1.1%</td>
<td>66.5%</td>
<td>176</td>
<td>0.7%</td>
</tr>
<tr>
<td>Total</td>
<td>12,754</td>
<td>100%</td>
<td>54.1%</td>
<td>10,823</td>
<td>100%</td>
<td>45.9%</td>
<td>23,577</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** Workforce Profile data as at 30 June 2007.

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2007 are not included in the table.
### TEACHING SERVICE STAFF – PRIMARY AND SECONDARY COMBINED

Total of full-time permanent and temporary (non-casual) teachers

<table>
<thead>
<tr>
<th>Classification of position</th>
<th>Female</th>
<th></th>
<th>Male</th>
<th></th>
<th>Total Number</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>% of total female</td>
<td>% of total at this level</td>
<td>Number</td>
<td>% of total male</td>
<td>% of total at this level</td>
</tr>
<tr>
<td>Total teaching service staff</td>
<td>31,549</td>
<td>100%</td>
<td>66.7%</td>
<td>15,716</td>
<td>100%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Total principals</td>
<td>996</td>
<td>3.2%</td>
<td>44.6%</td>
<td>1,239</td>
<td>7.9%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Total promoted</td>
<td>6,052</td>
<td>19.2%</td>
<td>55.3%</td>
<td>4,895</td>
<td>31.1%</td>
<td>44.7%</td>
</tr>
</tbody>
</table>

**Source:** Workforce Profile data as at 30 June 2007.

**Note:** Teachers who were on leave without pay for 12 months or more as at 30 June 2007 are not included in the table.
## APPENDIX 2

### PART-TIME SCHOOL TEACHERS

Gender and status level of part-time permanent and temporary (non-casual) teachers on payroll

<table>
<thead>
<tr>
<th></th>
<th>No. of women and % of total</th>
<th>FTE*</th>
<th>Average FTE**</th>
<th>No. of men and % of total</th>
<th>FTE*</th>
<th>Average FTE**</th>
<th>Total and %</th>
<th>FTE*</th>
<th>Average FTE**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary classroom teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary promoted</td>
<td>226</td>
<td>138.5</td>
<td>0.6</td>
<td>12</td>
<td>5.0%</td>
<td>7.6</td>
<td>6.0%</td>
<td>238</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total Primary</td>
<td>7,344</td>
<td>444.8</td>
<td>0.6</td>
<td>410</td>
<td>5.3%</td>
<td>280.5</td>
<td>7.754</td>
<td>4,725</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Secondary classroom teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary promoted</td>
<td>75</td>
<td>51.1</td>
<td>0.7</td>
<td>7</td>
<td>11.0%</td>
<td>5.1</td>
<td>82</td>
<td>56.2</td>
<td>0.7</td>
</tr>
<tr>
<td>Total Secondary</td>
<td>3,564</td>
<td>2,304.4</td>
<td>0.6</td>
<td>699</td>
<td>16.4%</td>
<td>507.5</td>
<td>4,263</td>
<td>2,811</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>10,908</td>
<td>6749.2</td>
<td>0.6</td>
<td>1,109</td>
<td>9.2%</td>
<td>788.0</td>
<td>12,017</td>
<td>7,537</td>
<td>0.6</td>
</tr>
</tbody>
</table>


* Full time equivalent

** Average FTE is calculated by dividing the total FTE by the number of teachers, for example, 12,017 teachers engaged in part-time work held the equivalent of 7,537.2 positions. Average FTE = 7,537.2 / 12,017 = 0.6

Note: Teachers who were on leave without pay for 12 months or more as at 30 June 2007 are not included in the table.
### APPENDIX 3

**EQUAL EMPLOYMENT OPPORTUNITY STATISTICS FOR 2007**

Total of Permanent and Temporary Staff by Salary Level and an Estimated Representation of EEO Groups

<table>
<thead>
<tr>
<th>Level</th>
<th>TOTAL STAFF (number)</th>
<th>Actual number</th>
<th>Weighted estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of total staff</td>
<td>No. % of total</td>
<td>No. % of total</td>
</tr>
<tr>
<td>&lt; $33,910</td>
<td>1,907</td>
<td>240 13%</td>
<td>1,667 87%</td>
</tr>
<tr>
<td>$33,910 - $44,537</td>
<td>15,234</td>
<td>3,037 20%</td>
<td>12,197 80%</td>
</tr>
<tr>
<td>$44,538 - $49,791</td>
<td>5,756</td>
<td>936 16%</td>
<td>4,820 84%</td>
</tr>
<tr>
<td>$49,792 - $63,006</td>
<td>14,087</td>
<td>3,118 22%</td>
<td>10,969 78%</td>
</tr>
<tr>
<td>$63,007 - $81,478</td>
<td>44,965</td>
<td>13,095 29%</td>
<td>31,870 71%</td>
</tr>
<tr>
<td>$81,479 - $101,849</td>
<td>9,667</td>
<td>4,687 48%</td>
<td>4,980 52%</td>
</tr>
<tr>
<td>&gt;$101,849 (non SES)</td>
<td>1,971</td>
<td>1,117 57%</td>
<td>854 43%</td>
</tr>
<tr>
<td>&gt;$101,849 (SES)</td>
<td>96</td>
<td>63 66%</td>
<td>33 34%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>93,683</td>
<td>26,293 28%</td>
<td>67,390 72%</td>
</tr>
</tbody>
</table>

**Source:** Equal Employment Opportunity statistics have been extracted from the Department’s Workforce Profile in partnership with the NSW Department of Premier and Cabinet as at 30 June 2007.