

MANAGING DIVERSITY IN OUR SCHOOLS: COUNTING OUR TARGET GROUPS AND MAKING A DIFFERENCE

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Abstract: Maximising the benefits of cultural diversity is a challenge to public sector agencies. This paper examines a rationale for the employment of more NESB overseas trained teachers in our schools and explores past, present and future practices in the Queensland context. Whilst maintaining the legislative brief to achieve Equal Employment Opportunity for target groups, Education Queensland's commitment has broadened to encompass the valuing and management of workplace diversity. A diverse workforce offers a range of talents and approaches, and provides greater opportunities for positive role modelling for students. But most importantly of all, a diverse workforce can maximise the influence of teachers and others who work directly with students, and result in improved learning outcomes. There is still much to be done with regard to achieving equity in the employment of teachers with non- English-speaking backgrounds. It is hoped that a roundtable discussion will canvass strategies that will further assist Education Queensland to make a difference.

BACKGROUND

One of Education Queensland's enduring goals, first articulated in the *Partners for Excellence Strategic Plan 1997 - 2001* and continuing in the *1998-2002 Strategic Plan*, is a 'skilled, confident and responsible workforce.'

The *Positioning EEO in Schools: A Guide for Principals and Schools* was distributed to all schools in 1997. That document demonstrated how Equal Employment Opportunity (EEO) was integral to effective human resource management. Subsequently the *Employment Equity Sub-Program Review* (December 1997) proposed a 'fundamental shift'. Whilst maintaining the legislative brief to achieve EEO for target groups, Education Queensland's commitment has broadened to encompass the valuing and management of workplace diversity.

The capacity of a diverse workforce to deliver flexibility and innovation in service delivery is recognised in many organisations. QANTAS is typical of these organisations. Cope and Kalantzis (1998:192) comment that ..'Management recognises the value of cultural diversity

and actively recruits those with the specialised knowledge and skills required both to create specialty menu items and also to communicate to staff from overseas airlines...Because QANTAS is so used to working with differences within the company, it knows that every service encounter will be a unique cross-cultural experience.'

A diverse workforce in Education Queensland offers a range of talents and approaches, and provides greater opportunities for positive role modeling for students. But most importantly of all, a diverse workforce can maximise the influence of teachers and others who work directly with students, and result in improved learning outcomes.

Embedded in the commitment to workplace diversity includes a commitment to having leaders who represent more closely the profile of the community. Initiatives are being put in place to enable people from diverse backgrounds to enrich the leadership of Education Queensland.

The commitment to valuing and managing workplace diversity in no way means that Education Queensland has dropped its commitment to equal employment opportunity. There is still much to be done to achieve equity in the employment and promotion of Aboriginal people, Torres Strait islander people, people with disabilities, people from non-English-speaking backgrounds and women.

In this paper it is understood that people of non -English speaking background are those who migrated to Australia and whose first language is other than English; those whose background is other than Anglo-Celtic; those who have maintained an identity and family link with this cultural and language background; and those who self-identify as of non-English speaking background.

The focus of this paper will centre on a rationale for the employment of NESB overseas trained teachers in our schools and explores past, present and future initiatives like valuing and managing workplace diversity in the Queensland context. Hopefully the key issues that have arisen from the research will strike a common chord amongst the participants in the roundtable discussion and encourage a sharing of actions or strategies that might make a difference to the influencing of educational policy and practice, alleviating social injustices, advancing social and cultural understanding, and to promoting the life chances of all Australian children.

THE LEGISLATIVE FRAMEWORK

Although Education Queensland employs people from diverse backgrounds, certain groups have not achieved fair representation in all work areas or at all levels of the organisation. These groups include Aboriginal people and Torres Strait Islander peoples, people with disabilities, people of non-English speaking backgrounds and women. These groups of people are referred to as 'target groups' under the Equal Opportunity in Public Employment Act 1992(Qld).

The Equal Opportunity in Employment Act 1992(Qld) is a proactive legislative framework that places responsibility on all government agencies to develop a range of EEO strategies by enabling members of the target groups to:

- compete for recruitment, selection, promotion and transfer in the agency and within other agencies; and pursue careers in the agency and other agencies as effectively as people who are not members of target groups;
- eliminate unlawful discrimination by the agency or its employees against members of the target groups with respect to employment matters.

The other piece of legislation that impacts on the issue of cultural diversity is the The Anti-Discrimination Act 1991 (Qld). This Act enables a complaint to be lodged with the relevant body after an act of discrimination has occurred as well as placing an obligation on all employers to take whatever steps are necessary to prevent discrimination in the workplace.

Each year, in compliance with the EOPE Act, Queensland public sector agencies submit EEO Annual Reports to the Public Service Commissioner. Most agencies, including Education Queensland, are in their sixth year of EEO planning and are now focusing on achieving positive employment outcomes for target group members, rather than concentrating on EEO program processes. Because of the progress that has been made towards EEO outcomes, the Public Service Commissioner has granted exemption to agencies for the submission of a separate EEO Management Plan to the Office of the Public Service (OPS). However all agencies are still required to meet minimum reporting obligations under the EOPE Act.

SECTOR-WIDE EEO CENSUS DATA - NESB PEOPLE

From the recently published 1996-97 EEO report from the Public Service Commissioner to the Premier, comparative sector-wide data for four consecutive reporting periods are available. The following trends are now evident for employees in the non-English speaking target group who responded to questions on the EEO census forms.

Based on the 66% of Queensland public sector employees who responded to the EEO question on language background, analysis of the 1996-97 data compared with 1995-96 indicates the following changes in the employment profile for this group in the Queensland public sector.

- 6.6% of the Queensland public sector workforce identified as people from non-English speaking background, the same as in 1995-96 (6.6%);
- people from a NESB1 (people born overseas of non-English speaking background) increased slightly in the period June 1997, from 2.0% to 2.1%, while employees identifying in the NESB2 (born in Australia to parents of non-English speaking background) group recorded a slight decrease from 4.6 % in 1995-96 to 4.5% in 1996-97; and
- the proportion of employees for whom information on language background is missing, has increased from 30.4% in 1995-96 to 34.0% in 1996-97.

If those employees for whom there is no record for language background are excluded, the proportion who identified as people from a non-English speaking background was 10%, slightly higher than 1996 (9.5%). (See Appendix 1: figure 1.)

The proportion of people from a non-English speaking background is highest in the administrative stream at 17.8% (slightly higher than the 1995-96 figure of 15.0%).

(See Appendix 1: figure 2.)

Due to the high proportion of employees in each stream with no record for language background, care should be taken when drawing conclusions. Any shifts in proportion between 1996 and 1997 may be the result of improved data collection and validation procedures, rather than an actual shift in the composition of the workforce.

More than half of all employees who identified as people from a non-English speaking background are in the 'Other' employment stream. For this reason, no conclusions can be

reached with regard to the distribution of non-English speaking background employees throughout the employment streams.

The distribution of non-English speaking background people between the employment streams is roughly similar to the distribution of those employees from an English speaking background. For those employees who have no record for language background, there is a higher proportion in the operational stream and a slightly lower proportion in the administration stream. However, the most significant point to note is that, for all three language classifications collectively (ie. ESB, NESB1 and NESB2), 61.6% are in the 'Other' category. 'Other' in Education Queensland includes teachers and teacher aides.

During 1996-97, agencies continued to address the needs of NESB employees who are already employed but very few agencies reported strategies directed at increasing the representation of this target group. (This is one reason for the focus of this discussion paper.) One may question why this is the case. One answer may lie with the fact that the Government has set priority EEO performance targets and initiatives to support women in management and Aboriginal and Torres Strait Islander peoples because sector wide, very slow progress was being made in achieving targets for these groups of employees. Another may be because the answer...lies at least in part in the concepts on which the equal opportunity laws are based. These laws legislate for equal opportunity. They do not and cannot legislate truly equal access to that opportunity...' (Hennig and Jardim in Still, 1993:8)

EDUCATION QUEENSLAND DATA

The data reflected in the EEO profiles of the Queensland workforce (Appendix 2:Figure 3) compared with Education Queensland (Appendix 2: Figure 4) illustrates the progress or otherwise that Education Queensland has made in reaching employment targets for the four EEO target groups.

Although progress has been made in increasing the representation of the number of non-English speaking background employees in Education Queensland to 13.53% in 1998 which compares favourably with community representation in ages 15 - 64 of approximately 12.7%, still much needs to be done for the recruitment, training and retention of NESB 1 overseas trained teachers. Anecdotal evidence suggests that there is a strong reluctance on the part of some staff of non-English speaking backgrounds, who are employed in professional positions, to identify as members of the target group.

These specific targets have been derived, in part, from a consideration of the existing make-up of Education Queensland's workforce, and how this make-up might change given a commitment to workplace equity and diversity. They have also been derived from a set of draft performance indicators that may become the yardsticks by which Education Queensland will measure the success of its Workplace Equity and Diversity initiatives over a period of years. The draft performance indicator for people from non-English speaking backgrounds is:

- the extent of increase in the percentage of Education Queensland's workforce from non-English speaking backgrounds.

It is this group of people that face significant barriers to recruitment, training and employment in schools and provide some of the greatest challenges for Education Queensland in achieving its workplace equity and diversity initiatives in the years to come. Since 1995 Education Queensland has been one of the few public sector agencies that have developed strategies to actively increase the representation of non-English speaking background people in our schools.

The number of students where the main language spoken at home is not English is provided in Appendix 3: Figure 5. This data supported the programs and strategies initiated in 1998 and outlined later in this paper. This data clearly indicates that these diversity initiatives must be achieved if we are to have a teaching workforce that truly reflects the diversity of the student population and can improve the learning outcomes for all students.

BACKGROUND TO THE STRATEGIES AND PROJECTS

In the past, Education Queensland has conducted projects for the recruitment and retention of overseas trained teachers from a non-English speaking/cultural background. The projects sought to:

- increase the number of NESB1 employees;
- encourage regions and schools to develop appropriate support for overseas-trained teachers;
- communicate the department's recruitment and selection processes to overseas-trained teachers;
- provide opportunities for overseas trained teachers to develop an understanding of the department including school operations, curriculum initiatives and the diversity of the school population.

Orientation/Induction Program

One project that ran from 1995 - 1997 in the then South Coast and Metropolitan East Regions, was a three day Orientation Program offered in January and June, for overseas trained teachers who were registered with the Board of Teacher Registration and who wished to gain teaching employment with the Department. This project was initiated in response to recommendations from three state reports:

- Report on Survey of Non-English Speaking Overseas Trained Teachers. (*Board of Teacher Registration, Queensland*)
- Report on Case Studies of Teachers from Non-English Speaking Backgrounds who are on contract. (*Queensland Department of Education - Metropolitan East Region*)
- Report of the Non-English Speaking Background Conference May 1995. (*Queensland Department of Education - South Coast Region*)

and a national report:

- Teachers in the Sun: The impact of Immigrant teachers on the Labour Force. (*Bureau of Immigration, Multicultural and Population Research*)

This project focused on minimising and overcoming the barriers to employment that overseas trained teachers identified in the reports listed above. The barriers to employment that the overseas teachers identified, centred on:

- assessment of language proficiency and qualifications by the Board of Teacher Registration;
- provision of appropriate bridging programs by local universities;
- provision of employment opportunities by the (then) Department of Education.

The reports also clarified for the central and regional office staff what was happening for NESB teachers who gained contracts especially in the secondary schools, the teachers' needs for support and professional development, and the recommendations for consideration by schools, regional and central offices.

The outcomes of this project included the formation of a network of NESB employees and potential employees, an increased understanding by school, regional and central office staff, of the barriers and issues facing the overseas trained teachers, and an increased willingness of overseas-trained teachers to take teaching contracts in large metropolitan schools in the then South Coast and Metropolitan East regions.

Teacher Support Program

In 1996/97, a second project, the Teacher Support Program, was also developed in response to the recommendations from the three reports. This program focused on workshadowing and mentoring/coaching. Principals and teachers from Metropolitan East, Metropolitan West and South Coast regions were involved. The purpose of the program was to provide teachers (including overseas trained) with the opportunity to:

- shadow teachers as they execute their teaching duties during the school day;
- observe interactions between teacher and students, and teacher and colleagues to get a feel of classroom and school cultures;
- interact with other teachers at the school to gain an appreciation of collegial and professional relationships;
- observe the range of teaching and behaviour management strategies employed at the school;
- enter into dialogue with the shadowed teacher to clarify understandings about teaching and behaviour management in Queensland schools.

Following a two day workshadowing/mentoring skilling workshop, willing teachers were paired with course participants. As a result of the Program, overseas trained teachers gained:

- understanding and practical insights into classroom organisation, teaching strategies, behaviour management, staff /student and staff/staff interactions;
- increased confidence in working in Queensland schools and classrooms;
- increased awareness of Queensland school structures and processes;
- increased understanding of the needs and expectations of schools, parents, and the department;
- temporary/permanent employment (supply and contract work).

CURRENT STRATEGIES AND PROJECTS

Orientation/Induction and Workshadowing Program

In January 1998 Education Queensland replaced its 12 regions with 36 districts and abolished the EEO liaison officer positions in the move to school-based management. With these structural changes occurring, the orientation program that had run previously was cancelled.

Instead, in July 1998, Education Queensland's Workplace Equity Unit devised a orientation/induction and workshadowing program in cooperation with the Board of Teacher Registration's Overseas Teachers Support Committee, that was modelled on the successful program that had operated in Brisbane and South Coast regions in past years. Many school, district, and central office personnel were encouraged to be involved because past participants had appreciated seeing the "face" of the department. Staff from schools, central and district offices also became more aware of the issues this group faces as well as the

enhancements and contributions that overseas-trained teachers can make to the education process.

This project was in response to recommendation 18 of the Employment Equity Sub-Program review: 'Implement strategies to recruit, train, and induct teachers from non-English speaking backgrounds'. The program was based on the premise that if we were serious about catering for cultural and language diversity in our schools and about maximising outcomes for the full range of our student population, then, as our student profile increasingly reflects a range of cultural backgrounds, so too should our teaching profile.

For the 16 overseas-trained teachers that were able to participate in the revised induction and workshadowing program, the overwhelming response was that it was successful and that it increased confidence in the participants to make approaches to schools for supply work and to subsequently gain future contracts. The following extracts from evaluation sheets reflect the feelings of the participants and the benefits gained:

- from one overseas-trained teacher who did not think workshadowing would offer anything - *'For any overseas trained teacher, irrespective of their qualification and experience, this workshadowing program is a must before to start their teaching profession here...'*
- *'absolutely essential to gain insight, confidence and be reassured that teaching is always teaching...'*
- *'the workshadowing program is really very good- it has benefited me in a way that the many questions I have had answered, doubts were clarified etc. and most of all it has given me the confidence to venture outside my "fence" and explore the possibilities of getting a temporary teaching position job... and probably a permanent one (hopefully)'*
- *'From being totally demoralised about the whole concept of teaching in Queensland, I now feel so energised and enthusiastic to get back into the school system to apply the knowledge and confidence I have gained.'*

Bridging Program

A few of the overseas-trained teachers with satisfactory English language skills also decided to enrol in the Queensland University of Technology's one year Bachelor of Education - Bridging Program. This program is Commonwealth funded and aims to provide a more detailed understanding of curriculum, behaviour management, and teaching methodology in Queensland schools for overseas trained teachers. There is also a lengthy teaching practice component to this Program. Although it is not funded by Education Queensland, this program has significant input and support from Education Queensland and the Board of Teacher Registration's Overseas Trained Teachers Support Committee.

Overseas Trained Teacher Support Network

The support network for overseas trained non-English speaking background teachers has been established by overseas trained teachers in collaboration with the Workplace Equity Unit. Issues that have been addressed during the network meetings include recruitment and selection, communication and language difficulties, and behaviour management in the school environment. It is envisaged that these networks will increase the participation rate of non-English speaking teacher applicants in the recruitment process.

Anti-Racism Package

The trial of the Under the Skin: Combating Racism Professional Development Package resulted in Education Queensland winning a Best Practice Award from the Public Service Commissioner. There has been an increase in the number of trained facilitators throughout the state which has established an effective basis for the impending launch of this project.

LOTE Guest Teacher Programs

LOTE Guest Teacher Exchange programs under the terms of Annual Planning Agreements for Educational Cooperation with Osaka, Kobe, Gifu in Japan, Hubei Province and Shanghai Municipality in PR China, and Central Java in Indonesia have been conducted for up to 15 years in the case of Japan, and since the early 1990's for China and Indonesia. Although these programs were established to increase the standard of language learning and teaching in our schools with the assistance of teachers of the LOTE from the various countries, the programs have inadvertently highlighted the ignorance in the community and schools of cultural diversity, as well as the problems faced by overseas trained teachers. Anecdotal evidence would suggest that these programs have helped in breaking down some of the barriers to employment that overseas-trained teachers face as well as encouraging schools to be more culturally sensitive.

Principals' Exchange to Hubei Province

The Principals' Exchange to Hubei Province is one component of the Government-to-Government Agreement between Queensland and Hubei Province (referred to above), that will occur in late November 1998, whereby 5 principals from Queensland schools will undertake a 10 day reciprocal exchange with 5 principals in Hubei Province. This initiative also recognises the long term benefits for both employees and students of valuing and managing diversity in order to achieve a staffing profile reflecting community diversity and cultural sensitivity.

OPPORTUNITIES FOR IMPROVEMENT

Sub-Program Review

The Employment Equity Sub-Program Review (December 1997) reported low representation in teacher aide, unclassified teacher and administration groups of NESB1 and NESB2 people. (See Appendix 3, Figure 6 which illustrates the target group representation in these teaching areas as at June 1997.) Within teaching ranks, people from a non-English speaking background are similarly represented to the overall figures. In 1997, 1.36% of unclassified teachers were NESB1 and 9.04% were NESB2. Teaching administration shows a similar pattern, with 1.1% NESB1 and 9.43% NESB2). Low representation levels occur among teacher aides (less than 2% for NESB1 and NESB2), however the relative numbers of NESB2 people in EOSD and Guidance positions are high at around 14%. Comparisons with community representation are relatively low for NESB1 and high for NESB2.

The report called for 'more powerful' recruitment and career development initiatives for NESB people, and declared that 'an emphasis on valuing and managing diversity will bring benefits for both employees and students' (p.14). The report proposed that the Equity Sub Program should be seeking to achieve a staffing profile 'reflecting community diversity and cultural sensitivity' (p.16).

In the early years of EEO planning, strategies for non-English speaking background people were aimed at raising awareness and establishing directions for future action. Targeted

strategies, such as those mentioned earlier were introduced from 1995 and therefore it is too early to assess their long-term impact. As well, the lack of recruitment, separation, and promotion rates limits evaluation of the impact of individual strategies. No recruitment and retention outcomes have been identified as yet for the orientation and workshadowing initiatives for the overseas trained teachers. *The Employment Equity Sub Program Review* (p10) identifies some general positive impacts of these strategies:

- enhanced awareness and acceptance of EEO and anti-discrimination measures amongst staff;
- increased willingness to accommodate individual needs and differences of staff;
- more awareness by staff of their rights and responsibilities;
- usage of more inclusive language in day-to-day interactions between staff;
- more consultation with staff and offers of involvement in workplace activities;
- decrease in overt harassment behaviour;
- greater confidence of target group members to speak up, less fear of retribution;
- more open and fair decision-making processes (but not necessarily fully internalised in people management - a tendency for 'lip service' was noted.)

The following areas have been identified in the Review (p.10) as those where activities have fallen short of expectations and where particular efforts need to be made in future to ensure the continued effectiveness of equity initiatives for non English speaking background teachers and others associated with students. This information has been gathered through analysis of yearly achievements, target group data and consultations with departmental personnel. The areas include:

- perceived lack of progress in relation to teacher aides;
- continued presence of negative attitudes with regard to racial and cultural background in the Department;
- data collection and management problems;
- perceived tendency for target group programs (eg. workshadowing) to be implemented as 'one-off' ventures without ongoing follow-up;
- some lack of internalisation of EEO principles in the practices and attitudes of managers;
- insufficient emphasis on marketing the gains for target groups delivered by EEO;
- significance of the impact on workplace culture and the attitude of those in leadership roles

FUTURE STRATEGIES AND DIRECTIONS

The available reports and evaluations of past and current projects and issues offer good insights into the barriers to employment and career development experienced by NESB teachers, with behaviour management and issues of accent cited frequently.

Nieuwenhuysen, in the Foreward to Inglis and Philips book (1995:iii) sums this up very politely as ... '-to the usual issues are added those of cultural adjustment between teacher and pupils'. There is general agreement about 'the importance of induction processes to ease entry into schools, however more powerful recruitment and career development initiatives will also need to be applied in areas where the greatest inequities are seen to exist' (*Employment Equity Sub-Program Review*, p 14) eg. NESB 1 teachers and teacher aides, and leadership initiatives for NESB 2 teachers and administrators.

The Office of Public Service, in its statement of future directions for agencies, has indicated the need for an increase in the numbers of NESB staff at senior management and senior executive levels. Possible avenues for Education Queensland to pursue would include benchmarking with other states on representation of NESB people in educational leadership

ranks, assessing the impact of leadership styles and of the development of partnerships with school communities.

The diversity of people who identify as being from non-English speaking backgrounds poses a challenge for future strategy development. An emphasis on valuing and managing diversity will bring benefits for both employees and students. 'Developing management competencies in leading and managing a diverse workforce will be pivotal.' (Employment Equity Sub-program Review, p.14). In order to promote more inclusive work environments, managing diversity could also form part of general professional development for all staff, in recognition that all staff undertake leadership activities and act as models within their workplaces.

As the Review has articulated, valuing and managing diversity would enable Education Queensland to:

- continue to advance EEO issues eg. strategies to increase the representation of NESB people;
- tackle key workforce planning challenges;
- focus on the critical dimension of leadership;
- build on existing skills and management practices which support equity and the accommodation of difference;
- demonstrate a clear and direct link between its people and improved student learning outcomes.

Dialogue with schools will play an important part in sustaining and progressing EEO and diversity outcomes under school-based management. Strategies that would make a difference under school-based management could include:

- direct support, sharing and celebration of successful school-based best practice models of equity initiatives;
- establishment of targets re: EEO group representation which are clear and meaningful;
- ensuring the inclusion of EEO requirements for schools in the Annual Statement of Expectations and embedding a focus on EEO in all school planning and reporting requirements;
- encouraging and assisting schools to use staff opinion survey findings to monitor and assess the impact of equity initiatives, to self-diagnose and plan future initiatives;
- publicising the potential of school based management to deliver increased flexibility to adapt work practices to accommodate the needs of target groups;
- assisting schools to understand the importance of accepting diversity in establishing and maintaining effective partnerships with clients and the school community at all levels within the school environment;
- demonstrating the links between consultative and decision-based processes that are inclusive of the school community and the achievement of a more representative workforce;
- promoting the managing diversity agenda to community groups involved in partnerships with schools.

CONCLUSIONS: THE NEXT STEP

Many organisations (eg. the Australian Public Service) have re-focussed their EEO programs to include valuing and managing diversity in their workforces. The APS approach to managing diversity 'goes beyond the current EEO approach of rectifying disadvantage, to

include the positive contribution that a diverse workforce can make to organisational effectiveness and morale.'(Kemp 1998:2). Valuing diversity is generally defined as the recognition and respecting of differences that people bring to the workplace. Managing diversity aims to create and sustain work environments where all workers can achieve their potential to achieve organisational goals.

If the research into workplace equity and diversity issues is indeed to count and make a difference, then a shift to managing diversity in Education Queensland to achieve the organisational goal of a skilled, confident and responsible workforce, would necessarily entail an enhanced budget allocation, improved communication strategies maximising the use of technology (including the Internet and Intranet), and ongoing and meaningful dialogue with organisational leaders, schools and school communities. It is then that we can suggest that our actions will have made a difference by influencing educational policy and practice, alleviating social injustices, advancing social and cultural understanding, and to promoting the life chances of our children.

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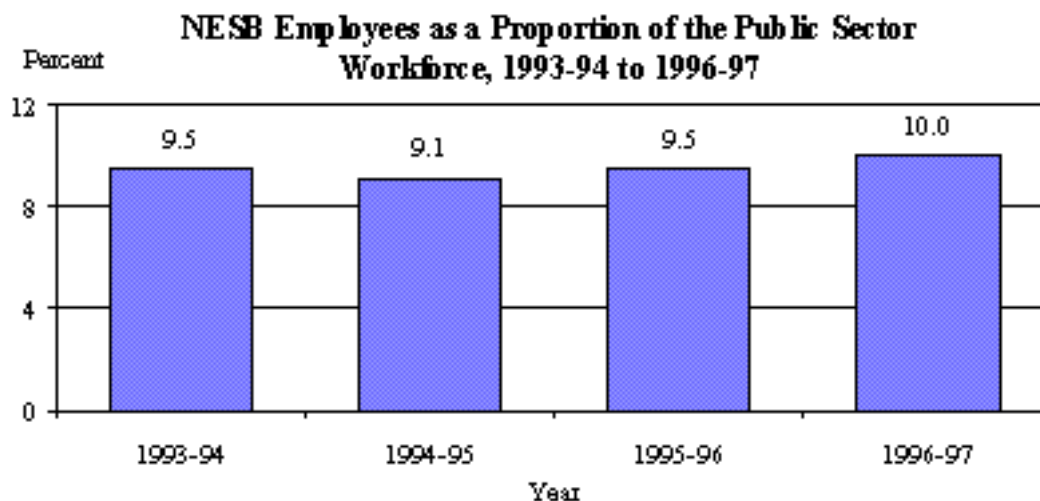
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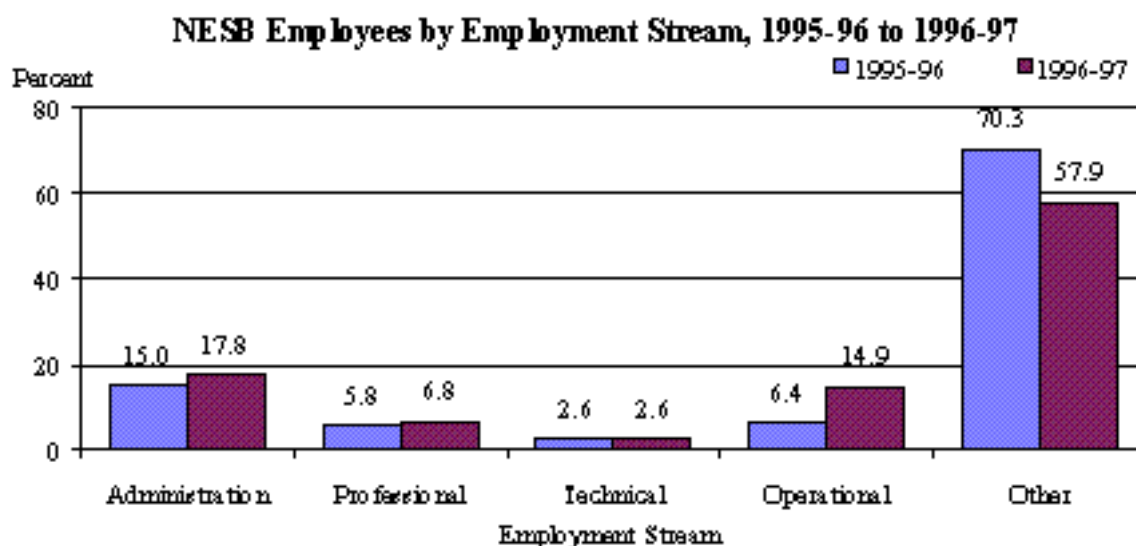
APPENDIX 1.

Figure 1: NESB employees as a proportion of the Public Sector Workforce, 1993-94 to 1996-97



Note: Excludes non-response from record

Figure 2: NESB employees by employment stream, 1995-96 to 1996-97



APPENDIX 2

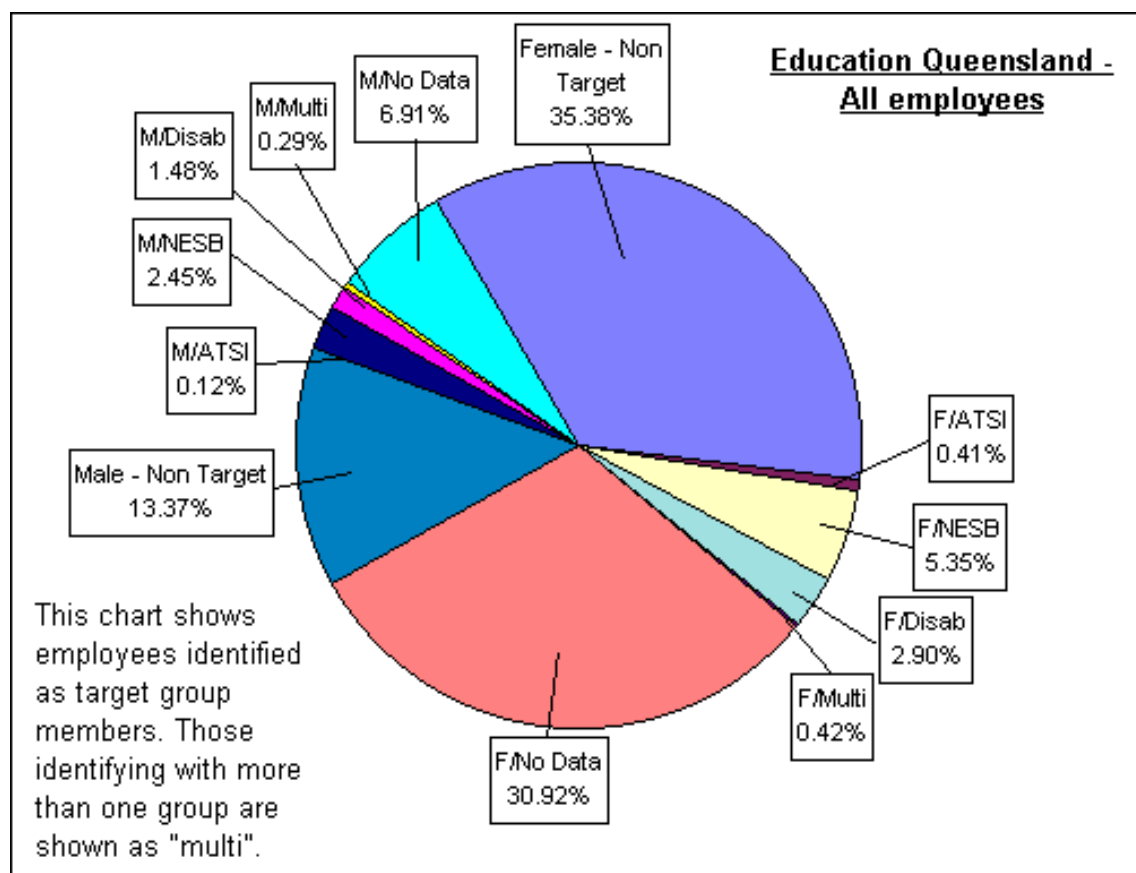
Figure 3

EEO Profile of the Queensland Workforce as at June 1998

	Aboriginal people and Torres Strait Islander people	Non-English speaking backgrounds	People with disabilities	Women
Education Queensland	1.4%	13.53%	8.82%	75.44%
Public Sector	1.2%	10%	9%	55.2%
Community representation ages 15 to 64 (Qld Bureau of Statistics)	2.4%	12.7%	* 12.4%	50.5%

* This figure is based on information sourced from a survey of disability, aging and carers conducted in 1993 (Australian Bureau of Statistics).

Figure 4



F= female; M= male.

APPENDIX 3

Figure 5

Preschool, primary and secondary students in Queensland State Schools where the main language spoken at home is not English.

SECTOR	MLOTE TOTALS	TOTAL NUMBER OF STUDENTS IN QLD.
Preschool	1,647	34,840
Primary	17,394	267,691
Secondary	9,155	154,702

Notes:

1. 112 languages have been recorded.
2. From returns completed in February 1997 by all schools.
3. 1998 returns have significant errors of data.

Figure 6

Target group representation in teaching areas as at June 1997

Group	Unclassified Teacher	Teaching Administration	Teacher Aide	EOSD	Guidance
Women	74.89%	42.54%	95.47%	67.42%	55.96%
NESB1	1.36%	1.10%	.93%	.9%	1.62%
NESB2	9.04%	9.43%	1.93%	14.93%	14.08%
Ab/TSI	.34%	.30%	.98%	.9%	.18%
PWD	5.42%	7.25%	5.47%	9.5%	6.32%