



Department of **Education**

DEPARTMENT OF EDUCATION

Equity and Diversity Management Plan 2011-2014

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Equity and Diversity Management Plan 2011–2014

MESSAGE FROM THE DIRECTOR GENERAL

It is with pleasure I present to you the Department of Education's *Equity and Diversity Management Plan 2011-2014*. The document builds on our previous Plan that made a commitment to ensuring employment diversity within the Department's workforce.

The *Equity and Diversity Management Plan 2011-2014* outlines the Department's intent to address and redress barriers to employment faced by traditionally under-represented equity groups, to create and nurture an organisational culture that reflects the diversity of school learning environments. It seeks to develop and sustain inclusive working environments where employees with diverse backgrounds are supported and retained.

An inclusive and accepting workforce has benefits for all employees as well as for students in our schools.

The Plan contains initiatives that focus on employment and career progression opportunities for equity groups identified as being considerably under represented in the workforce. These are women in senior management, people with disabilities, Aboriginal and Torres Strait Islander people and people from culturally and linguistically diverse backgrounds.

The *Equity and Diversity Management Plan 2011-2014* has three key outcomes:

- ensuring that our work environments are inclusive and free from racial and sexual harassment;
- providing workplaces in which employment practices are unbiased and do not discriminate unlawfully against employees or potential employees; and
- developing and sustaining employment programs that recognise and include strategies for equity groups to achieve improved representation.

A key focus is the level of responsibility and behaviours leaders in the Department display in guiding, developing and ensuring an inclusive working environment that enables achievement of workforce representation targets. As we move towards increased autonomy this level of leadership at the local level is critical to sustain and achieve workforce participation targets outlined in the Plan.

I encourage all staff to embrace equity and diversity and actively promote inclusive practice and behaviour to show that our workforce can work in harmony. I look forward to the ongoing commitment and involvement from all staff in implementing this *Equity and Diversity Management Plan 2011-2014*.

SHARYN O'NEILL
DIRECTOR GENERAL

INTRODUCTION

Workplaces that embrace and model best practice with respect to equity and diversity are usually characterised as employers of choice, benefiting from highly motivated staff who bring to their jobs a wealth of cultural and experiential skills and learning. In a corporate organisation servicing a diverse client range, such as schools, the need to champion the principles of equity and diversity in the workplace is critical and compelling.

Through its *Equity and Diversity Management Plan 2011-2014* (the Plan), the Department of Education demonstrates its accountability for meeting community expectations for equity in employment.

The Plan builds on successes the Department has achieved and further develops an environment in which people from diverse backgrounds have equal access to employment and career advancement opportunities.

The strategies outlined in the Plan and its associated action plans will work towards achieving:

- increased representation of women in leadership positions, reflecting the overall participation of women in the workforce;
- increased representation of Aboriginal and Torres Strait Islander employees and improvements in their career prospects;
- improved representation and identification of people with disabilities;
- improved identification and support of people from diverse backgrounds; and
- continued monitoring of youth representation in the workforce.

The Plan is an integral component of the Department's workforce planning and staff management strategy, to develop a workforce that reflects the current demographic of the broad community and with equal employment opportunity afforded to identified target groups which are under represented in public sector employment.

OUTCOMES

The Plan identifies women in leadership; Aboriginal and Torres Strait Islander people; people with disabilities; people from culturally diverse backgrounds and youth, as the key groups under represented and/or unevenly distributed in the Department's workforce. It identifies employment targets for each group and contains strategies to facilitate achievement of these targets.

The Plan seeks to achieve the following outcomes:

- Outcome 1: The Department of Education values equal employment opportunity and diversity and the work environment is free racial and sexual harassment.
- Outcome 2: The Department of Education provides workplaces which are free from employment practices that are biased or discriminate unlawfully against employees or potential employees.
- Outcome 3: The Department of Education employment programs and practices recognise and include strategies for equal employment opportunity (EEO) groups to achieve workforce diversity.

FOCUS AREAS

To facilitate achievement of these outcomes, the Plan and its associated employment action plans focuses on:

- building inclusive workplaces;
- targeted recruitment, selection and retention practices and processes; and
- career development and skills enhancement.

EQUITY AND DIVERSITY TARGETS

The Plan contains specific targets to be achieved over a four-year period with respect to the aforementioned focus groups and is evidenced in Figure 1 which indicates current and intended Departmental employment levels.

Gender targets for school administrator positions have also been developed (Figure 2).

Figure 1: Workforce profile and targets

Diversity Group % Representation	2010 Actual (%)	2011 Targets (%)	2012 Targets (%)	2013 Targets (%)	2014 Targets (%)
Women in the Senior Executive Service					
• Women in Management Tier 2	37.5	41	42	44	46
• Women in Management Tier 3	38.5	40	42	43	44
People from Culturally Diverse Backgrounds	6.8	6.9	7	7.2	7.2
Indigenous Australians	3.3	3.4	3.5	3.6	3.7
People with Disabilities	2.1	2.2	2.3	2.4	2.5
Youth	5.1	5.3	5.5	5.7	6.0

Figure 2: Gender targets for school administrator positions

SCHOOL ADMINISTRATORS	2010 Actual		2011 Targets		2012 Targets		2013 Targets		2014 Targets	
	% Representation									
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Level 3 (Primary School)	40	60	38	62	36	64	34	66	32	68
Level 3 (Secondary School)	56	44	54	46	52	48	50	50	48	52
Level 4 (Primary School)	57	43	54	46	52	48	50	50	48	52
Level 4 (Secondary School)	53	47	50	50	47	53	44	56	41	59
Level 5 (Primary School)	64	36	61	39	58	42	56	44	54	46
Level 5 (Secondary School)	59	41	56	44	53	47	50	50	47	53
Level 6 (Primary School)	76	24	72	28	70	30	68	32	66	34
Level 6 (Secondary School)	67	33	64	36	62	38	60	40	58	42

EQUITY INDEX

The equity index for the Department (Figure 3) shows the current distribution of diversity groups across salary levels and the intended improvements targeted under this Plan.

The figures shows that for the Department's main diversity groups:

- women, who comprise 80% of the Department's workforce, are largely grouped at the middle to lower salary levels; and
- employment for Aboriginal and Torres Strait Islanders continues to be concentrated at the lower salary levels.

Figure 3: Distribution (Equity Index)

Equity Group Targets	2010 Actual	2011	2012	2013	2014
Women	72.1	73.5	75	76.5	78
People from Culturally Diverse Backgrounds *	137.6	139	140	141	142
Indigenous Australians	41.0	43	45	47	50
People with Disabilities*	123.6	125	127	128.5	129
NOTE: An equity index of more than 100 means the diversity group in question is more likely to be at the higher levels. The equity index is not calculated for youth as this salary range corresponds closely with experience and age.					

* The small number of people from these diversity groups identifying within the Department has resulted in an unreliable indicator in this area.

The composite equity index for the Department is 98. The composite equity index is used to measure equity outcomes achieved by the Department. It is calculated by combining equity indices for the four main diversity groups.

MONITORING AND REPORTING

Progress of the Plan and its achievements will be monitored by the Equity and Diversity Advisory Committee with annual reporting on targets to Corporate Executive and the Office of Equal Employment Opportunity.

RESPONSIBILITIES

All schools, regional offices and central office have responsibility to encourage and develop understanding and commitment to equity and diversity outcomes. The support of schools, regional offices and central office is critical to the achievement of targets within this Plan.

Coordination of the strategies in the Plan will be the responsibility of the Department's Workforce Policy and Coordination Directorate.

ACCOUNTABILITIES

The Director General of the Department of Education is accountable to the Minister for Education for all equity and diversity measures, including the outcomes under this Plan.

The Executive Director, Workforce is accountable for the delivery of the Department's *Equity and Diversity Management Plan 2011–2014* and its related strategic employment action plans for identified equity groups.

Deputy Directors General, Executive Directors, Regional Executive Directors, Directors, school administrators and line managers are accountable for ensuring that all employees understand and are committed to helping the Department achieve its workforce participation outcomes under this Plan.

Employees are accountable for their conduct in order to ensure that diversity, equal opportunity and anti-harassment principles and policies are followed and integrated into their practices in the workplace. These principles are outlined in the Western Australian Public Sector Code of Ethics and the Department's *Staff Conduct* policy.

OUTCOMES AND STRATEGIES

OUTCOME 1: The Department values EEO and diversity and the work environment is free from racial and sexual harassment.

The key focus is on the responsibilities and behaviours of all leaders in the Department for guiding and ensuring an inclusive working environment.

INITIATIVE	TASK / ACTION	TIME FRAME	ACCOUNTABILITY	MEASURES OF SUCCESS
Diversity targets are identified to reflect the workforce profile of the Department and the community.	See EEO targets page 6.		Director General. All staff.	EEO Targets are endorsed and achieved.
Develop and enhance managers and leaders awareness of their EEO responsibilities and incorporate EEO and diversity principles into corporate values and workforce planning processes.	<p>Leaders influence the achievement of EEO targets</p> <ul style="list-style-type: none"> • Include EEO targets in Director General performance agreements. • Include strategies to support the achievement of EEO targets in Independent Public School (IPS) <i>Delivery and Performance Agreements</i>. • Report EEO data against the EEO targets annually to Corporate Executive, Directors and Regional Executive Directors. • Provide strategic advice on the Department's equity and diversity agenda through the Equity and Diversity Advisory Committee. 	<p>Annually</p> <p>Annually in April</p> <p>Four meetings per year</p>	<p>Executive and line managers.</p> <p>WPC.</p> <p>WPC.</p>	<p>EEO targets are achieved.</p> <p>Report provided annually on progress against the targets.</p> <p>Equity and diversity initiatives are monitored and reported to Corporate Executive.</p>

<p>Build and maintain employee awareness of EEO and diversity principles, including the importance of embracing and implementing the <i>Equity and Diversity Management Plan</i>.</p>	<p>Communicate and build awareness of EEO and diversity principles</p> <ul style="list-style-type: none"> • Review and monitor Department induction programs to incorporate EEO and diversity principles and the <i>Equity and Diversity Management Plan</i>. • Incorporate EEO principles in the Department's school leadership professional learning modules offered through WAIPSL. • Increase the capacity of line managers and employees to manage and report unethical and unwelcome behavior through: <ul style="list-style-type: none"> - a review of the Department's <i>Ethical and Accountable Decision Making</i> training program to incorporate areas highlighted in the <i>OPSSC Employee Perceptions Survey 2009/10</i>. • Provide a consultancy service to line managers and employees on EEO policies and practices. • Review, develop and implement EEO policies, including: <ul style="list-style-type: none"> - <i>Sexual Harassment of Staff and Students</i>; - <i>Anti-Racism</i>; - <i>Children in the Workplace</i>; - <i>Equal Employment Opportunity and Diversity</i>; and - <i>Employment of People with Disabilities</i>. 	<p>2012-2013</p> <p>2011-2012 and ongoing</p> <p>2011-2012</p> <p>Ongoing</p> <p>2011-2012</p>	<p>WPC.</p> <p>WAIPSLPL in liaison with WPC.</p> <p>WPC in liaison with Standards and Integrity.</p> <p>WPC.</p> <p>WPC.</p>	<p>Staff surveys indicate increased awareness of EEO and diversity principles.</p> <p>Staff induction programs include EEO principles and policies.</p> <p><i>OPSSC Employees Perceptions Surveys 2011 to 2014</i> indicates an increase in employee and line manager confidence in managing and reporting unwelcome and unethical behaviour.</p> <p>EEO policies are developed and available to line managers and employees.</p>
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OUTCOME 2: Workplaces are free from employment practices that are biased or discriminate unlawfully against employees or potential employees.

The key focus is on ensuring equal opportunity in recruitment, selection and retention practices.

INITIATIVE	TASK / ACTION	TIME FRAME	ACCOUNTABILITY	MEASURES OF SUCCESS
<p>Provide flexibility and equal opportunity in recruitment and selection practices for all employees and potential employees</p>	<p>Recruitment and selection practices</p> <ul style="list-style-type: none"> • Incorporate in selection panel training, and school leaders' professional learning programs: <ul style="list-style-type: none"> - flexible recruitment options; - benefits associated with workforce diversity; and - the Department's current EEO targets. • Provide online flexible recruitment support resources for line managers. 	<p>2011-2012</p> <p>2012-13</p>	<p>WPC in liaison with ETSSC.</p>	<p>Line managers incorporate flexible recruitment practices into their recruitment and selection processes.</p> <p>Employees surveyed consider recruitment and selection practices are unbiased and fair. (<i>Employees Perception Survey, Exit Survey</i>).</p>
<p>Provide equal opportunity and flexibility in the workplace to accommodate and support employee diversity.</p>	<p>HR processes</p> <ul style="list-style-type: none"> • Increase access to part time and flexible work arrangements through: <ul style="list-style-type: none"> - reviewing and implementing the <i>Part Time policy</i>; and - publishing flexible work arrangements guidelines and support resources. • Monitor the Department's implementation of equal opportunity and diversity through: <ul style="list-style-type: none"> - <i>Exit Survey, OPSSC Employee Perceptions Survey and Annual Agency Survey.</i> 	<p>2012-2013</p> <p>Ongoing</p>	<p>WPC.</p>	<p>Employees and line managers have increased access to information and support for part time and flexible work arrangements.</p> <p>Employees surveyed consider career development practices are unbiased and fair. (<i>Employees Perception Survey, Exit Survey</i>).</p> <p>Recommendations for improvement are made based on:</p> <ul style="list-style-type: none"> • <i>Exit Survey Report and Employee Perceptions Survey Report and the Annual Agency</i>

	<ul style="list-style-type: none"> • Provide to Corporate Executive remedial recommendations on identified issues and patterns. 			<p><i>Survey;</i></p> <ul style="list-style-type: none"> • reports provided annually to Corporate Executive; and • employee terminations are monitored through exit interviews. Outcomes are evaluated to determine emerging patterns. <p>All identified Issues are formally addressed through relevant and appropriate action.</p>
Maintain an effective complaints resolution process that enables employees to raise concerns and issues with confidence that they will be resolved in a fair and equitable manner.	<p>Complaint resolution process for EEO complaints</p> <ul style="list-style-type: none"> • Maintain and communicate the Equal Opportunity Contact Officer network. • Publish and disseminate complaint resolution guidelines, with a focus on informal resolution. • Review and implement the <i>Employee Complaints Policy</i> framework. 	<p>Ongoing (one training session per semester).</p> <p>2011-12</p> <p>2012-13</p>	WPC.	<p>An effective complaints resolution process is established and maintained.</p> <p><i>Employee Perceptions Survey</i> indicates employees are confident in the Department's complaint resolution processes.</p>

OUTCOME 3: Employment programs and practices recognise and include strategies for EEO groups to achieve workforce diversity.

The key focus is on career development opportunities and support for identified equity groups – women in leadership, Aboriginal and Torres Strait Islander people, people with disabilities, people from cultural and linguistically diverse backgrounds and youth.

INITIATIVE	TASK / ACTION	TIME FRAME	ACCOUNTABILITY	MEASURES OF SUCCESS
<p>Improve the quality of demographic data collected to monitor and report on the progress of all diversity groups.</p>	<p>Diversity data improvement</p> <ul style="list-style-type: none"> • Improve school based personnel diversity data through a progressive audit of schools; and • Communicate to employees the requirement to update personal diversity data. 	<p>2011-2014</p> <p>Each semester</p>	<p>WPC.</p>	<p>Personnel diversity data is quality assured and monitored.</p> <p>Increase in the number of school staff providing diversity data from:</p> <ul style="list-style-type: none"> • 17 964 in July 2010; to • 25 000 in 2011; to • 33 000 in 2013; to • 41 000 in 2014.
<p>Strategies are developed and implemented to attract, retain and provide career development opportunities for the diversity groups:</p> <ul style="list-style-type: none"> • Women in Leadership; and • Aboriginal and Torres Strait Islander people. 	<p>Employment action plans</p> <ul style="list-style-type: none"> • Develop and implement action plans for the employment of people from identified equity groups: <ul style="list-style-type: none"> - See <i>Women in Leadership Action Plan 2011-2014</i> (attached); and - See <i>Culture Strong, Career Proud Aboriginal and Torres Strait Islander Employment Action Plan 2011-2014</i> (attached). • Monitor the workforce representation of people from CALD backgrounds, people with disabilities, and youth. 	<p>2011-2014</p> <p>2011-2014</p>	<p>WPC.</p>	<p>EEO targets are achieved.</p> <p>The Department's workforce profile is reflective of the community.</p>

DEPARTMENT OF EDUCATION
WOMEN IN LEADERSHIP ACTION PLAN
2011-2014
DRAFT

The Department of Education's *Women in Leadership Action Plan 2011–2014* targets the attraction, recruitment and retention of women at senior levels in the workforce.

This action plan is a commitment within the Department's *Equity and Diversity Management Plan 2011–2014*. The action plan guides, influences and supports this commitment and provides a framework of strategies to increase the number of women in leadership roles and improve the leadership capability development of senior women.

To achieve and sustain improvement the action plan has three key focus areas:

Focus Area 1: Building Inclusive Workplaces

Outcome: Leaders are committed to and influence gender equity principles and practices and integrate them into operational plans to increase the representation of women at senior levels in the Department.

Focus Area 2: Recruitment and Retention – Improving employment outcomes for women in senior management.

Outcome: Recruitment and selection processes are key to women's access to promotional and leadership positions. Recruitment and selection principles, processes and practices of leaders in the Department ensure capable women have equal access to promotional and leadership positions and are retained in the workforce.

Focus Area 3: Career Development and Support

Outcome: Women employees are provided with professional learning opportunities and support to develop leadership experience and capability which will ensure they seek and achieve leadership positions within the Department.

Review and Amendment

The Women in Leadership Reference Group, sponsored by the Director General, will oversee progress of the Plan.

FOCUS AREA 1: BUILDING INCLUSIVE WORKPLACES

OUTCOME: Leaders are committed to and influence gender equity principles and practices and integrate them into operational plans to increase the representation of women at senior levels in the Department.

INITIATIVE	ACTION FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Ensure gender equity targets are included in executive level performance management agreements and operational plans.	<p>Executive level performance management agreements include EEO targets</p> <p>In 2011-2014:</p> <ul style="list-style-type: none"> Gender equity targets are included in Director General and executive performance agreements. Independent Public School (IPS) Business Plans include strategies to increase the number of women in leadership positions (Section 6: <i>IPS Delivery and Performance Agreement</i>). 	<p>Leaders integrate strategies to achieve gender equity targets into operational plans.</p> <p>Gender equity targets are achieved.</p>	Executive Directors, Directors and principals.	✓	✓	✓	✓
Build understanding and capacity of executive directors, directors, principals and line managers to address achievement of gender equity targets.	<p>Data to address the achievement of EEO targets</p> <p>In 2011-2014:</p> <ul style="list-style-type: none"> Provide directorates, regions and IPS schools with EEO data to monitor and report progress against equity targets at the local level. Support directorates, regions and IPS schools to progress achievement of targets through provision of consultancy/advisory service and support resources. 	<p><i>Region specific</i> progress against EEO targets is provided to Regional Executive Directors.</p> <p><i>Central Office</i> specific progress against EEO targets is provided to Executive Directors and Directors.</p> <p><i>Schools</i> specific progress against EEO targets is provided to IPS principals.</p> <p>Line managers have access to support and resources to address achievement of equity targets.</p>	Workforce Policy and Coordination (WPC).	✓	✓	✓	✓

FOCUS AREA 1: BUILDING INCLUSIVE WORKPLACES

OUTCOME: Leaders are committed to and influence gender equity principles and practices and integrate them into operational plans to increase the representation of women at senior levels in the Department.

INITIATIVE	ACTION FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Ensure reporting on progress towards achieving gender equity targets.	<p>EEO Reporting</p> <p>In 2011-2014:</p> <p>Reports on the Department's gender targets are:</p> <ul style="list-style-type: none"> • compliant with EEO requirements; and • provided to : <ul style="list-style-type: none"> ▪ Director General; ▪ Corporate Executive; ▪ E & D Workforce; ▪ WiL Reference Group; and ▪ Office of Equal Employment Opportunity (OEEO) as required under the <i>Equal Opportunity Act 1984</i>. 	Reports on the Department's progress on gender targets are compliant and are provided as required.	WPC.	✓	✓	✓	✓
Review workforce gender data at organisational, regional and school level to identify 'hotspots' for targeting women in leadership strategies in annual action planning.	<p>Gender Data Review</p> <p>In 2011-2014:</p> <p>Review workforce data to:</p> <ul style="list-style-type: none"> • identify data 'hotspots' where women are significantly under represented in leadership positions within the Department; and • support implementation of targeted gender equity initiatives. 	Strategies are developed and implemented in annual action planning to address gender data "hotspots".	Women in Leadership (WiL) Reference Group.	✓	✓	✓	✓

FOCUS AREA 1: BUILDING INCLUSIVE WORKPLACES

OUTCOME: Leaders are committed to and influence gender equity principles and practices and integrate them into operational plans to increase the representation of women at senior levels in the Department.

INITIATIVE	ACTION FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Recognise and promote women's achievements in public education through the <i>Woman of Achievement Award</i> .	<p>Women of Achievement Award</p> <p>In 2011 - 2014</p> <p>Coordinate and facilitate the <i>Women of Achievement Award</i>:</p> <ul style="list-style-type: none"> review the annual nomination and selection process and timing for the <i>Woman of Achievement Award</i>; coordinate an event to celebrate and present the <i>Women of Achievement Award</i>; and promote the Award via <i>School Matters</i> and the Department intranet. 	<p>The <i>Women of Achievement Award</i> is valued by the Department, nominees and recipients.</p> <p>The <i>Women of Achievement Award</i> is presented annually.</p>	WiL Reference Group in liaison with WPC.	✓	✓	✓	✓

FOCUS AREA 2: RECRUITMENT AND RETENTION – Improving employment outcomes for women in senior management.

OUTCOME: Recruitment and selection processes are key to women’s access to promotional and leadership positions. Recruitment and selection principles, processes and practices of leaders in the Department ensure capable women have equal access to promotional and leadership positions and are retained in the Department.

INITIATIVE	ACTION FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Conduct regional women’s leadership forums/workshops to identify and address issues affecting women in rural and regional education.	<p>Regional Initiatives for Women</p> <p>In 2012 - 2014:</p> <ul style="list-style-type: none"> Provide seed funding for targeted local level initiatives for women in leadership. 	<p>Number of professional learning activities undertaken targeting:</p> <ul style="list-style-type: none"> women in regional areas; Aboriginal and Torres Strait Islander women; and young women. <p>Gender targets are achieved.</p> <p>Increased participation by rural regions women in leadership career development activities.</p>	WiL Reference Group in consultation with regions.		✓	✓	✓
<p>Provide:</p> <ul style="list-style-type: none"> selection panel and applicant training for school administrator positions with a gender equity focus; and online access to recruitment, selection and appointment guidelines. 	<p>Selection Panel Training</p> <p>In 2011 -2014:</p> <ul style="list-style-type: none"> Implement applicant training in the local selection process for Level 3-6 school administrator positions. Implement selection panel training with an equity focus each semester through Western Australian Institute for Public School Leadership and Professional Learning (WAIPSLPL). Develop online recruitment, selection and appointment equal opportunity guidelines for principals, line managers and employees. Review selection panel training for equity outcomes. 	<p>Selection panel training for Level 3-6 school administrator positions is implemented.</p> <p>Applicant training in the local selection process for Level 3-6 school administrator positions is available to aspirants.</p> <p>Recruitment, selection and appointment equal opportunity guidelines are available online.</p> <p>Selection principles, processes and practices of leaders ensure equity in employment.</p>	<p>WAIPSLPL.</p> <p>ETSSC in liaison with WPC.</p>	✓	✓	✓	✓

FOCUS AREA 2: RECRUITMENT AND RETENTION – Improving employment outcomes for women in senior management.

OUTCOME: Recruitment and selection processes are key to women’s access to promotional and leadership positions. Recruitment and selection principles, processes and practices of leaders in the Department ensure capable women have equal access to promotional and leadership positions and are retained in the Department.

INITIATIVE	ACTION FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Provide scholarships for aspiring women leaders to undertake leadership programs and/or pursue relevant tertiary studies (MBA, MPA etc).	<p>Scholarships for aspirant women</p> <p>In 2011 – 2014:</p> <ul style="list-style-type: none"> • Support, promote and refer female employees to WAIPSLPL to take up scholarships and public sector development programs as they become available. • Monitor scholarship applications received by WAIPSLPL. 	<p>Women employed are supported to undertake further studies.</p> <p>Number of scholarships taken up by women.</p> <p>Number of women scholarship recipients retained by the Department.</p>	WAIPSLPL. in liaison with WPC.	✓	✓	✓	✓
Provide opportunities for women employees to undertake short term projects within and external to the department that will assist in broadening experience and leadership capabilities, particularly acting roles or secondments.	<p>Women employees undertake short term projects within and external to the Department</p> <p>In 2011 – 2014:</p> <ul style="list-style-type: none"> • Promote opportunities for women employees to take up secondments and acting higher duties positions. • Monitor annually, the number of approved secondments to other agencies. 	<p>Number of women in the Department on approved secondments or provided opportunities to act in higher duty positions that build leadership capacity.</p>	Executive Directors, Directors and school administrators.	✓	✓	✓	✓

FOCUS AREA 3: CAREER DEVELOPMENT AND SUPPORT

OUTCOME: Women employees are provided with professional learning opportunities and support to develop leadership experience and capability which will ensure they seek and achieve leadership positions within the Department.

INITIATIVE	ACTION FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Establish a senior succession program for women aspirants to address the under representation of women in school administrator positions.	<p>2009/2010 Senior School Leadership (Primary) Program</p> <p>In 2011 and 2013:</p> <ul style="list-style-type: none"> Monitor career progress of program participants through a 'Where are they now?' report. Develop and implement ongoing collegiate support in consultation with program participants. <p>In 2012 and 2014:</p> <ul style="list-style-type: none"> Implement a targeted professional learning program for 20 primary female school administrators to address the percentage representation of women in senior (Level 6) primary school administrator positions identified through a review of gender data; and if data identified 'hotspots'. 	<p>Career progression participants is monitored and reported.</p> <p>Capacity of participants to advance their own career development and collegiate support is enhanced.</p> <p>20 primary women are identified and participate in a leadership program. Increase in women appointed to senior positions across the Department.</p>	<p>WiL Reference Group in liaison with WAIPSLPL and WPC.</p>	✓		✓	
	<p>Senior School Leadership (Secondary) Program 2011/2012.</p> <p>In 2011 and 2013:</p> <ul style="list-style-type: none"> Implement a targeted professional learning program for 20 female secondary school administrators to address the percentage representation of women in senior (Level 6) secondary school administrator positions identified 	<p>A pool of 20 secondary women are skilled and available to take up senior secondary school administrator roles in the Department.</p> <p>The career progression participants is monitored and reported.</p>	<p>WiL Reference Group in liaison with WAIPSLPL and WPC.</p>	✓		✓	

FOCUS AREA 3: CAREER DEVELOPMENT AND SUPPORT

OUTCOME: Women employees are provided with professional learning opportunities and support to develop leadership experience and capability which will ensure they seek and achieve leadership positions within the Department.

INITIATIVE	ACTION FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
	<p>through a review of gender data.</p> <p>In 2012 and 2014:</p> <ul style="list-style-type: none"> Monitor career progress of participants through a 'Where are they now?' report. 	<p>Capacity of participants to advance their own career development is enhanced.</p> <p>Increase in women appointed to senior positions across the Department.</p>					
<p>Establish a senior succession program for executive women to address the under representation of women at Level 9 and above.</p>	<p>Executive Women's Program</p> <p>In 2011 and 2013:</p> <ul style="list-style-type: none"> Monitor the career progression of participants through a 'Where are they now?' report. <p>In 2012 and 2014:</p> <ul style="list-style-type: none"> Review workforce gender data. Implement a senior succession program for executive women in 2012 and 2014 (if data continues to indicate low gender representation at Level 9 and above). 	<p>The career progression of participants is monitored and reported.</p> <p>A pool of 15 senior women are skilled and available to take up senior executive roles in the Department.</p> <p>Increase in women appointed to senior positions across the Department.</p>	<p>WiL Reference Group in liaison with WAIPSLPL and WPC.</p>	✓			
					✓		✓

FOCUS AREA 3: CAREER DEVELOPMENT AND SUPPORT

OUTCOME: Women employees are provided with professional learning opportunities and support to develop leadership experience and capability which will ensure they seek and achieve leadership positions within the Department.

INITIATIVE	ACTION FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Develop the coaching skills of leaders to guide and empower teaching staff in their professional growth.	<p>Coaching Program</p> <p>In 2011 and 2012:</p> <ul style="list-style-type: none"> Monitor career progression of <i>Cognitive Coaching Program</i> participants through a 'Where are they now?' report 2011 and 2012. Implement a Cognitive Coaching program for women school leaders across the organisation. 	<p>20 women are identified and participate in a coaching program.</p> <p>Number of participants sharing coaching practices.</p> <p>Participant satisfaction with the coaching program.</p>	<p>WiL Reference Group in liaison with WAIPSLPL.</p>	✓	✓		
Establish a leadership development program for aspirant women employed in public service positions in the Department.	<p>Aspirant women in the public service</p> <p>In 2011- 2014:</p> <ul style="list-style-type: none"> Implement a targeted program of leadership development activities for aspirant women in Level 4-6 public service positions. 	<p>Number participating in leadership development activities.</p> <p>Number of programs offered to aspirants.</p> <p>Participant satisfaction with the leadership development program.</p>	<p>WiL Reference Group and WPC.</p>	✓	✓	✓	✓

**DEPARTMENT OF EDUCATION
CULTURE STRONG, CAREER PROUD
ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT
ACTION PLAN 2011–2014**

DRAFT

The Department of Education's *Culture Strong, Career Proud, Aboriginal and Torres Strait Islander Employment Action Plan 2011–2014* (the Plan) targets the attraction, recruitment and retention of Aboriginal and Torres Strait Islander employees.

The Plan is a commitment within the Department's *Equity and Diversity Management Plan 2011–2014* to increase the representation of Aboriginal and Torres Strait Islander employees in the workforce. The Plan guides, influences and supports this commitment.

This Plan also supports the Western Australian Government's commitment under the *Indigenous Economic Participation National Partnership Agreement* to an Aboriginal and Torres Strait Islander employment target of 3.2% for public sector employment by 2015 and the contributing to 'halving the gap in employment outcomes between Indigenous and non-Indigenous Australians by 2018' in the *Closing the Gap – Prime Minister's Report 2010*.

To achieve and sustain significant improvement, the Plan has three key focus areas:

Focus Area 1: Building inclusive workplaces

Provide a supportive work environment for all Aboriginal and Torres Strait Islander employees.

Focus Area 2: Recruitment and retention

Increase the number of Aboriginal and Torres Strait Islander employees in all occupations and levels within the workforce.

Focus Area 3: Career development and support

Provide access to career pathways that enable Aboriginal and Torres Strait Islander employees to progress their careers within the Department, and development opportunities that will build the skills and knowledge of Aboriginal and Torres Strait Islander employees.

FOCUS AREA 1: BUILDING INCLUSIVE WORKPLACES

Outcome: The Department of Education provides a supportive and inclusive work environment for all Aboriginal and Torres Strait Islander employees.

Priority Areas:

- Creating a culturally inclusive workforce.
- Connecting and supporting Aboriginal and Torres Strait Islander employees.

INITIATIVE	ACTIONS FOR 2011 – 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Encourage leaders in the Department to support the achievement of targets for Aboriginal and Torres Strait Islander employment.	<p>Targets</p> <ul style="list-style-type: none"> • Include Equal Employment Opportunity (EEO) targets for Aboriginal and Torres Strait Islander employment in Director General performance agreements for 2011–2014. • Include strategies to increase the number of Aboriginal and Torres Strait Islander employees in Independent Public School Business Plans. • Provide progress reports against the EEO targets annually to Corporate Executive, Directors and Regional Executive Directors. 	<p>Department's progress towards meeting EEO targets for Aboriginal and Torres Strait Islander employment is reported annually to:</p> <ul style="list-style-type: none"> • Director General and Corporate Executive; and • Office of Equal Employment Opportunity as required under the <i>Equal Opportunity Act 1984</i>. <p>Aboriginal and Torres Strait Islander employment targets are achieved.</p>	Workforce Policy and Coordination (WPC)	✓	✓	✓	✓
Recognise Departmental employees and leaders who achieve positive outcomes for Aboriginal and Torres Strait Islander employees and students.	<p>Awards</p> <ul style="list-style-type: none"> • Promote the achievements of Aboriginal and Torres Strait Islander employees through coordination of the Aboriginal Education Awards of Achievement. 	<p>Aboriginal Education Awards of Achievement are coordinated.</p> <p>The achievements of Award recipients are promoted in School Matters and other culturally appropriate media.</p>	Aboriginal Education	✓	✓	✓	✓
Teaching staff profile in schools with high Aboriginal and Torres Strait Islander enrolments is reflective of the school community.	<p>Employment in schools and regions with high Aboriginal and Torres Strait Islander representation</p> <ul style="list-style-type: none"> • Support Aboriginal and Torres Strait Islander teachers to take up 	Increasing the number of Aboriginal and Torres	Executive Directors,	✓	✓	✓	✓

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INITIATIVE	ACTIONS FOR 2011 – 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
	<p>opportunities in the Remote Teaching Service (RTS), Metropolitan Teaching Service(MTS) or the Country Teaching Program(CTP), including:</p> <ul style="list-style-type: none"> - providing information and advice to Aboriginal and Torres Strait Islander graduates regarding RTS/MTS/CTP; - promoting achievements of Aboriginal and Torres Strait Islander employees teaching in RTS/MTS/CTP via <i>School Matters</i> and Department website; and - promoting employment opportunities in RTS/MTS/CTP to all Aboriginal and Torres Strait Islander teachers. <ul style="list-style-type: none"> • Enhance capacity of school leaders to develop a school staffing profile reflective of the school community through: <ul style="list-style-type: none"> - promoting Aboriginal and Torres Strait Islander employment in school leader induction programs; - supporting workforce planning of Independent Public Schools; and - building awareness of the benefits of local Aboriginal teachers "returning to country". 	<p>Strait Islander teachers who apply for, and take up opportunities in the RTS, MTP and/or CTP.</p> <p>Schools with high Aboriginal and Torres Strait Islander enrolments employ Aboriginal and Torres Strait Islander staff and prioritise return to country for local teachers.</p>	Directors, principals, WPC and Staffing				
Implement a program to enhance Aboriginal and Torres Strait Islander cultural awareness of Departmental staff, engage	<p>Cultural awareness training</p> <ul style="list-style-type: none"> • Build a sustainable network of trained Aboriginal and Torres Strait Islander employees across the 	A sustainable network of Aboriginal and Torres Strait Islander employees (cultural consultants)	WPC and Aboriginal Education	✓	✓	✓	✓

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INITIATIVE	ACTIONS FOR 2011 – 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
students and build strong relationships with Aboriginal communities.	<p>Department with the capacity to engage teachers and community through:</p> <ul style="list-style-type: none"> - liaising with Managers of Aboriginal Education to develop and implement region-based cultural awareness train-the-trainer program focussing on the local cultural context (in liaison with Western Australian Aboriginal Education and Training Council and Regional Aboriginal Education Advisory Councils); and - communicating the program to Principals to ensure utilisation of knowledge, skills and capabilities of AIEOs as cultural consultants. <ul style="list-style-type: none"> • Maintain delivery of Aboriginal and Torres Strait Islander cultural awareness training to new and re-entry teachers and teachers through WAIPSLPL programs. 	<p>trained to facilitate and present local cultural awareness programs is established, communicated and monitored.</p> <p>Number of Aboriginal and Torres Strait Islander employees completing the cultural awareness train-the-trainer program.</p> <p>Number of cultural awareness programs implemented.</p> <p>Employee satisfaction (Aboriginal and non Aboriginal) with cultural awareness program.</p>	WPC and WAIPSLPL				
Provide opportunities for Aboriginal and Torres Strait Islander employees to network, share experiences and support one another.	<p>Networking and support</p> <ul style="list-style-type: none"> • Develop and implement Regional Network Forums to provide professional learning opportunities. <p>See also Focus Area 3: Career Development</p>	<p>Number of Aboriginal and Torres Strait Islander administrators and teachers participating in Regional Network Forums.</p> <p>Number of Aboriginal and Torres Strait Islander teachers and administrators retained within the Department.</p>	Aboriginal Education, Dare to Lead Coordinators and WPC.	✓	✓	✓	✓

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INITIATIVE	ACTIONS FOR 2011 – 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Celebrate Aboriginal and Torres Strait Islander culture and significant key events.	<p>Celebrations</p> <p>Promote a calendar of events across the Department:</p> <ul style="list-style-type: none"> • NAIDOC Week; • Harmony Week; • Sorry Day; • Anniversary of the Apology; • Aboriginal Literacy Week; and • National Aboriginal and Islander Children's Day. 	Employees celebrate key Aboriginal and Torres Strait Islander cultural events and recognise their significance.	WPC, central office, schools and regions.	✓	✓	✓	✓

FOCUS AREA 2: RECRUITMENT AND RETENTION

Outcome: The Department of Education increases the number of Aboriginal and Torres Strait Islander employees in all occupations and levels within the workforce.

Priority Areas:

- Leaders in the Department guide, influence and support the increased employment of Aboriginal and Torres Strait Islanders and integrate employment targets into organisational planning.
- Local level recruitment and selection processes are culturally inclusive.
- Aboriginal and Torres Strait Islander employees are supported and retained in the workforce.

INITIATIVE	ACTIONS FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Promote retention of Aboriginal and Torres Strait Islander graduate teachers in public schools.	<p>Graduate retention</p> <ul style="list-style-type: none"> • Permanency after 12 months <p>Maintain Aboriginal and Torres Strait Islander graduate teachers incentive of guaranteed permanency following 12 months continuous and satisfactory teaching in public schools.</p>	<p>Number of Aboriginal and Torres Strait graduates granted permanency.</p>	<p>Staffing in liaison with WPC</p>	✓	✓	✓	✓
	<ul style="list-style-type: none"> • Specialist Coaching for Graduates <p>Build capacity of graduates through the provision of intensive coaching for Aboriginal and Torres Strait Islander graduates through the <i>Specialist Coaching Program</i> under the <i>Improving Teacher Quality (National Partnership)</i>.</p>	<p>Number of Aboriginal and Torres Strait Islander graduates coached.</p> <p>Percentage of Aboriginal and Torres Strait Islander teachers retained in public schools.</p>	<p>WPC and WAIPSLPL</p>	✓	✓	✓	
Improve the quality of the workforce diversity data of Aboriginal and Torres Strait Islander employees.	<p>Workforce diversity data improvement</p> <ul style="list-style-type: none"> • Improve HRMIS diversity data through a progressive audit of schools to ensure staff completion of diversity questions as required. 	<p>Profile of Aboriginal and Torres Strait Islander workforce is updated biannually.</p> <p>Increase in the number of school staff providing diversity data.</p>	<p>WPC.</p>	✓	✓	✓	✓

FOCUS AREA 2: RECRUITMENT AND RETENTION

Outcome: The Department of Education increases the number of Aboriginal and Torres Strait Islander employees in all occupations and levels within the workforce.

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- Local level recruitment and selection processes are culturally inclusive.
- Aboriginal and Torres Strait Islander employees are supported and retained in the workforce.

INITIATIVE	ACTIONS FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Build competency of line managers and principals in the use of <i>section 50(d) Equal Opportunity Act, 1984</i> in the Department's recruitment and selection processes.	<p>Use of section 50(d)</p> <ul style="list-style-type: none"> • Increase competency of line managers and principals in the application of <i>section 50(d) EO Act</i> to recruit Aboriginal and Torres Strait Islander employees through: <ul style="list-style-type: none"> - updating selection panel training with the Department's EEO targets; - including cultural considerations and use of <i>section 50(d)</i> provisions in selection panel training and aspirant school administrator modules; and - providing online guidelines for line managers and principals on the application of <i>section 50(d) EO Act, 1984</i> in recruitment and selection. <p>In 2011</p> <ul style="list-style-type: none"> • Conduct a pilot program with 3 identified schools to support principals in the use of <i>section 50(d)</i> provisions in recruitment and selection processes. <p>In 2012- 2014:</p> <ul style="list-style-type: none"> • Implement best practice support in use of <i>section 50(d)</i> provisions in schools with high Aboriginal and 	<p>A pool of Department line managers and principals is skilled in the use of <i>section 50(d)</i> provisions and available to take up positions on selection panels.</p> <p>Raised profile of <i>section 50(d)</i> provisions in selection panel training.</p> <p>Increased number of <i>section 50(d)</i> positions within the Department.</p>	WPC.	✓	✓	✓	✓
				✓			
					✓	✓	✓

FOCUS AREA 2: RECRUITMENT AND RETENTION

Outcome: The Department of Education increases the number of Aboriginal and Torres Strait Islander employees in all occupations and levels within the workforce.

Priority Areas:

- Leaders in the Department guide, influence and support the increased employment of Aboriginal and Torres Strait Islanders and integrate employment targets into organisational planning.
- Local level recruitment and selection processes are culturally inclusive.
- Aboriginal and Torres Strait Islander employees are supported and retained in the workforce.

INITIATIVE	ACTIONS FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
	Torres Strait Islander enrolments.						
Build the capacity of line managers and principals to recruit prospective Aboriginal and Torres Strait Islander employees through access to flexible, and culturally appropriate, recruitment and selection processes.	<p>Flexible recruitment and selection processes</p> <ul style="list-style-type: none"> • Review selection panel training materials for an EEO focus and include cultural awareness training. • Develop support resources for line managers and principals in the use of flexible and culturally appropriate recruitment and selection processes including a focus on alternative advertising sources. <p>In 2011:</p> <ul style="list-style-type: none"> • Investigate creation of entry level JDFs for Aboriginal and Torres Strait Islander people to take up employment in schools. 	<p>Selection panel training materials include culturally appropriate recruitment guidelines and EEO targets.</p> <p>Increased percentage of employment opportunities with the Department are advertised through alternative sources.</p> <p>Increase in the number of Aboriginal and Torres Strait Islander people employed.</p> <p>Schools have access to a range of JDFs aligned to entry level skills and abilities.</p>	<p>WPC.</p> <p>Labour Relations in liaison with WPC .</p>	✓	✓	✓	✓
				✓			

FOCUS AREA 2: RECRUITMENT AND RETENTION

Outcome: The Department of Education increases the number of Aboriginal and Torres Strait Islander employees in all occupations and levels within the workforce.

Priority Areas:

- Leaders in the Department guide, influence and support the increased employment of Aboriginal and Torres Strait Islanders and integrate employment targets into organisational planning.
- Local level recruitment and selection processes are culturally inclusive.
- Aboriginal and Torres Strait Islander employees are supported and retained in the workforce.

INITIATIVE	ACTIONS FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Increase the confidence and capacity of prospective and current Aboriginal and Torres Strait Islander employees to apply for positions with the Department.	<p>Connect people with employment</p> <ul style="list-style-type: none"> • Provide training and support resources for Aboriginal Education Managers to coordinate local level targeted workshops on the Department's job application processes for prospective Aboriginal and Torres Strait Islander employees. 	<p>Number of workshops offered.</p> <p>Number of Aboriginal and Torres Strait Islanders attending workshops.</p> <p>Increase in the number of entry level positions filled by Aboriginal and Torres Strait Islander employees.</p> <p>Increase in the number of Aboriginal and Torres Strait Islander employees appointed to positions within the Department.</p>	WPC, WAIPSLPL, Executive Directors, Directors and principals	✓	✓	✓	✓
Foster the retention of Aboriginal and Torres Strait Islander employees.	<p>Induction program</p> <ul style="list-style-type: none"> • Develop and implement a region-based Induction Program for AIEOs including: <ul style="list-style-type: none"> - engaging with Regional Executive Directors to highlight Induction provisions in Industrial Award/Agreement; and - providing training for Aboriginal Education Managers in induction provisions in Industrial Award/Agreement. 	Number of AIEOs attending induction sessions in each region.	Regional Executive Directors, Managers Aboriginal Education, WPC, WAIPSLPL.	✓	✓	✓	✓

FOCUS AREA 2: RECRUITMENT AND RETENTION

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Priority Areas:

- Leaders in the Department guide, influence and support the increased employment of Aboriginal and Torres Strait Islanders and integrate employment targets into organisational planning.
- Local level recruitment and selection processes are culturally inclusive.
- Aboriginal and Torres Strait Islander employees are supported and retained in the workforce.

INITIATIVE	ACTIONS FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Recognise and retain Aboriginal Languages teachers.	<p>Employment of Aboriginal language teachers</p> <ul style="list-style-type: none"> • Monitor employment conditions of untrained Aboriginal Language teachers; and • implement an entry level employment induction training program for Aboriginal Language Teachers. 	<p>Aboriginal Language teachers' employment conditions are compliant with Award/Agreement.</p> <p>Aboriginal Language teachers are retained.</p>	Secondary Directorate Aboriginal Languages and Labour Relations	✓	✓	✓	✓

FOCUS AREA 3: CAREER DEVELOPMENT AND SUPPORT

Outcome: The Department of Education provides Aboriginal and Torres Strait Islander employees with access to opportunities to progress their careers and build skills and knowledge.

Priority Areas:

- Building careers of Aboriginal and Torres Strait Islander employees; and
- Building skills and capacity of Aboriginal and Torres Strait Islander employees.

INITIATIVE	ACTIONS FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Build the capabilities and competencies of Aboriginal and Torres Strait Islander employees through supported education and training programs.	<p>Developing school support staff</p> <ul style="list-style-type: none"> • Certificate III and IV Education Assistant (Indigenous) Develop and implement a program to provide funding and support for AIEOs through undertaking studies in <i>Certificate III or IV in Education Assistant (Indigenous)</i>. • Diploma of Education Support Implement a program for eligible Education Assistants (EAs) and AIEOs to undertake <i>Diploma of Education Support</i> through the <i>Up-skilling School Support Staff Program</i> under the <i>Improving Teacher Quality Program (National Partnership)</i>. 	<p>Program is established.</p> <p>An increased number of Aboriginal and Torres Strait Islander employees participate in an up skilling program and achieve qualifications.</p> <p>Participant satisfaction with the program.</p>	WPC and WAIPSLPL	✓	✓	✓	✓
	<p>Program is established.</p> <p>An increased number of Aboriginal and Torres Strait Islander employees achieve qualifications.</p>	✓		✓	✓	✓	
Support for Aboriginal and Torres Strait Islander employees to transition into teaching positions.	<p>Training for Aboriginal language teachers</p> <ul style="list-style-type: none"> • Assist identified AIEOs and EAs teaching Aboriginal languages to undertake Aboriginal Languages Teacher Training as identified in the Department of Education, Employment and Workplace Relations (DEEWR) report on <i>Indigenous Languages Programs in</i> 	An Aboriginal Language Teachers Training Program is conducted for untrained teachers.	Secondary Directorate (Aboriginal Languages)	✓	✓	✓	✓

FOCUS AREA 3: CAREER DEVELOPMENT AND SUPPORT

Outcome: The Department of Education provides Aboriginal and Torres Strait Islander employees with access to opportunities to progress their careers and build skills and knowledge.

Priority Areas:

- Building careers of Aboriginal and Torres Strait Islander employees; and
- Building skills and capacity of Aboriginal and Torres Strait Islander employees.

INITIATIVE	ACTIONS FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME				
				2011	2012	2013	2014	
	<p><i>Australian Schools: A Way Forward 2008.</i></p> <p>In 2012:</p> <ul style="list-style-type: none"> • Negotiate Recognition of Prior Learning (RPL) with universities for Aboriginal Languages teachers to undertake teaching qualifications. <p>Increasing the number of Aboriginal and Torres Strait Islander teachers</p> <ul style="list-style-type: none"> • Encourage experienced AIEOs, EAs and Aboriginal Languages teachers employed under a Limited Authority to Teach undertake studies in a four year Bachelor of Education Course at a Western Australian university of their choice. • Negotiate RPL for AIEOs to undertake a teaching qualification across universities. • Provide participants: <ul style="list-style-type: none"> - study/block release as per Award/Agreement; - salary maintenance during study/block or practicum; and - loan of a laptop for the duration of the course. • Backfill/relief for the 10 week practicum. 	<p>Universities recognise and accredit the Aboriginal Languages Teacher Program towards RPL for a teaching degree.</p> <p>An increased number of Aboriginal and Torres Strait Islander teachers are available to teach in public schools in public schools.</p> <p>Number of scholarship recipients (graduates) who complete a teaching course.</p> <p>Retention in public schools beyond graduation.</p> <p>Graduate satisfaction with the program.</p>	WPC.		✓			
				✓	✓	✓	✓	
					✓			
				✓	✓	✓	✓	
								✓

FOCUS AREA 3: CAREER DEVELOPMENT AND SUPPORT

Outcome: The Department of Education provides Aboriginal and Torres Strait Islander employees with access to opportunities to progress their careers and build skills and knowledge.

Priority Areas:

- Building careers of Aboriginal and Torres Strait Islander employees; and
- Building skills and capacity of Aboriginal and Torres Strait Islander employees.

INITIATIVE	ACTIONS FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Increase the number of Aboriginal and Torres Strait Islander school leaders and employees at higher levels in the workplace.	<p>Attaining senior teacher (ST) and Level 3 classroom teacher (L3CT) status</p> <ul style="list-style-type: none"> • Provide eligible Aboriginal and Torres Strait Islander teacher: <ul style="list-style-type: none"> - advice to progress to ST or L3CT status; and - access to coaching in the application process for ST or L3CT. 	<p>Number of Aboriginal and Torres Strait Islander teachers applying for ST and L3CT status.</p> <p>Number of Aboriginal and Torres Strait Islander teachers achieving ST and L3CT status.</p>	Aboriginal Education in liaison with WPC and Dare To Lead Coordinators, WAIPSLPL and ETSSC.	✓	✓	✓	✓
	<p>Support career development of Aboriginal and Torres Strait Islander administrators</p> <ul style="list-style-type: none"> • Increase the pool of Aboriginal and Torres Strait Islander teachers who are trained and available to take up school administrators position through: <ul style="list-style-type: none"> - developing and implementing a professional learning program for aspirant Aboriginal and Torres Strait Islander school leaders; and - linking participants with the Aboriginal and Torres Strait Islander School Administrators Collegiate Group for coaching 	<p>Number of teachers participating in aspirant schools administrator program.</p> <p>OPSSC, <i>How Does Your Agency Compare</i> Report Equity Index indicates an increase in Aboriginal and Torres Strait Islander people employed at higher levels.</p> <p>Number of aspirants who achieve promotion.</p>	WAIPSLPL /WAPPA in liaison with Dare to Lead Coordinators	✓	✓	✓	✓

FOCUS AREA 3: CAREER DEVELOPMENT AND SUPPORT

Outcome: The Department of Education provides Aboriginal and Torres Strait Islander employees with access to opportunities to progress their careers and build skills and knowledge.

Priority Areas:

- Building careers of Aboriginal and Torres Strait Islander employees; and
- Building skills and capacity of Aboriginal and Torres Strait Islander employees.

INITIATIVE	ACTIONS FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
	<p>and support.</p> <ul style="list-style-type: none"> • Maintain a professional learning program for school administrators through the Aboriginal and Torres Strait Islander School Administrators Collegiate Group. 	<p>Number of Aboriginal and Torres Strait Islander school leaders participating in professional learning programs.</p> <p>Number of administrators who achieve promotion/higher level positions.</p> <p>Aboriginal and Torres Strait Islander School Administrators Collegiate Group is valued and supported by school leaders.</p>		✓	✓	✓	✓
Build capacity of Aboriginal and Torres Strait Islander public service employees.	<p>Support career development of Aboriginal and Torres Strait Islander public service employees</p> <ul style="list-style-type: none"> • Promote the WAIPSLPL Scholarship Program for aspiring Aboriginal and Torres Strait Islander public service employees to undertake leadership programs and/or pursue tertiary studies; and • Promote opportunities for Aboriginal and Torres Strait Islander public service employees to take up secondments or acting opportunities. 	<p>Number of Aboriginal and Torres Strait Islander public service employees who take up scholarships.</p> <p>Number of Aboriginal and Torres Strait Islander public service employees who take up secondments or acting opportunities.</p>	WAIPSLPL in liaison with WPC	✓	✓	✓	✓
Increase the number of Aboriginal and Torres Strait	Final year teaching scholarships						

FOCUS AREA 3: CAREER DEVELOPMENT AND SUPPORT

Outcome: The Department of Education provides Aboriginal and Torres Strait Islander employees with access to opportunities to progress their careers and build skills and knowledge.

Priority Areas:

- Building careers of Aboriginal and Torres Strait Islander employees; and
- Building skills and capacity of Aboriginal and Torres Strait Islander employees.

INITIATIVE	ACTIONS FOR 2011 - 2014	PERFORMANCE MEASURES	ACCOUNTABILITY	TIMEFRAME			
				2011	2012	2013	2014
Islander teachers in the Department.	<ul style="list-style-type: none"> • Quarantine scholarships under the Department's <i>Final Year Teaching Scholarship Program</i> for Aboriginal and Torres Strait Islander students in their final year of studies. <p>See also <i>Increasing the number of Aboriginal and Torres Strait Islander Teachers</i> page 12.</p>	<p>Increased number of graduates available to teach in public schools.</p> <p>Number of scholarships taken up by Aboriginal and Torres Strait Islander people.</p> <p>EEO targets are achieved.</p>	WPC.	✓	✓	✓	✓