



# Inclusion & Diversity Strategy

PPP091

Ensuring that South West TAFE offers an inclusive environment where everyone receives fair treatment

**Developed by** |  
**People and**  
**Culture** |

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# **Commitment** South West TAFE is an equal opportunity employer; fostering a fair, safe and inclusive environment, embracing all forms of diversity.

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This strategy sets the future commitment that South West TAFE is an inclusive workplace, embraces people's differences and treats everybody with respect, whilst ensuring that they feel valued.

This aligns to SWTAFE's strategic direction and will support with our aim to become an Employer of Choice. We celebrate diversity and respect people's differences, giving access regardless of:

- Gender and Sexuality
- Culture
- Disability or additional learning needs
- Aboriginal race or cultural identity
- socio-economic background
- Age
- Experience of abuse, neglect or family violence.

## **Principles**

The following principles will guide our actions and behaviours to achieve an inclusive workplace that embraces and promotes diversity:

1. We will acknowledge and value the differences each person brings to the Institute.
2. We will purposefully create an inclusive culture where students and employees can be themselves and everyone is encouraged and supported to bring their authentic selves to work. We will work towards a student and employee diversity profile that reflects the community we serve.
3. We will empower and support all students and employees to understand each other, including those that may need extra assistance to achieve equitable outcomes.
4. We recognise that to focus on fairness and inclusion, we need to ensure that merit, competence and potential are the basis for all decisions about recruitment and development, remaining alert to the influence of conscious and unconscious biases.
5. We recognise that we are genuine, will expand our influence beyond our walls and influence how our community, contractors, suppliers and partners think about and approach inclusion and diversity.
6. We will be authentic and are committed to making our inclusion and diversity approach sustainable in the long term.
7. We celebrate our successes and strategy purpose deliverables through delivery of our operational plan 2020-2021.



## Purpose

The main purpose of this strategy is to underpin a two year operational plan:

1. To improve the organisational culture to ensure everyone is championing an inclusive environment for staff. This is through the environment, facilities, policies and procedures and marketing.
2. To build on a great culture, leading to more engaged and productive staff. This in turn leads to longevity of service, lower attrition, less recruitment and 'cost to hire'.
3. To assist with working towards becoming an Employer of Choice, widening our talent pool.
4. To align with the Victorian Government's inclusion strategy.
5. To create and maintain a safe and inclusive environment for all, where staff can bring their true selves to work.
6. To be recognised by students, industry and the broader community as a public education institution that welcomes and celebrates individuals across all minority groups of our community.

# SWOT Analysis

This analysis has identified a number of strengths, weaknesses, opportunities and threats, to help highlight areas of the strategy that may hinder the development and rollout, or need to be addressed to ensure that the strategy is successful.

## STRENGTHS

- The institute already has a good culture as a foundation
- Two P&C team members attended the annual Inclusion and Diversity Conference, networking with key industry figures
- Liaison with Latrobe regarding physical spaces tour
- Inclusive and diverse working environment attracts more talent when recruiting, getting the right skills for the right jobs
- Up-to-date policies and processes that explicitly validate our culture
- Ensures everyone is working within a safe and inclusive environment

## WEAKNESSES

- Realistic timeframes for rollout
- Commitment from stakeholders
- Financial constraints

## OPPORTUNITIES

- Inclusive culture attracts more students
- Inclusive and diverse working environment attracts more talent when recruiting, getting the right skills for the right jobs

## THREATS

- Students who were once not feeling welcomed don't return.
- Staff with pre conditioned bias exclude potential candidates

# Risk matrix

The risk rating would the strategic approach would be at a Level 3 Moderate according to SW TAFE logic.

## RISK

**Staff changes in People and Culture**

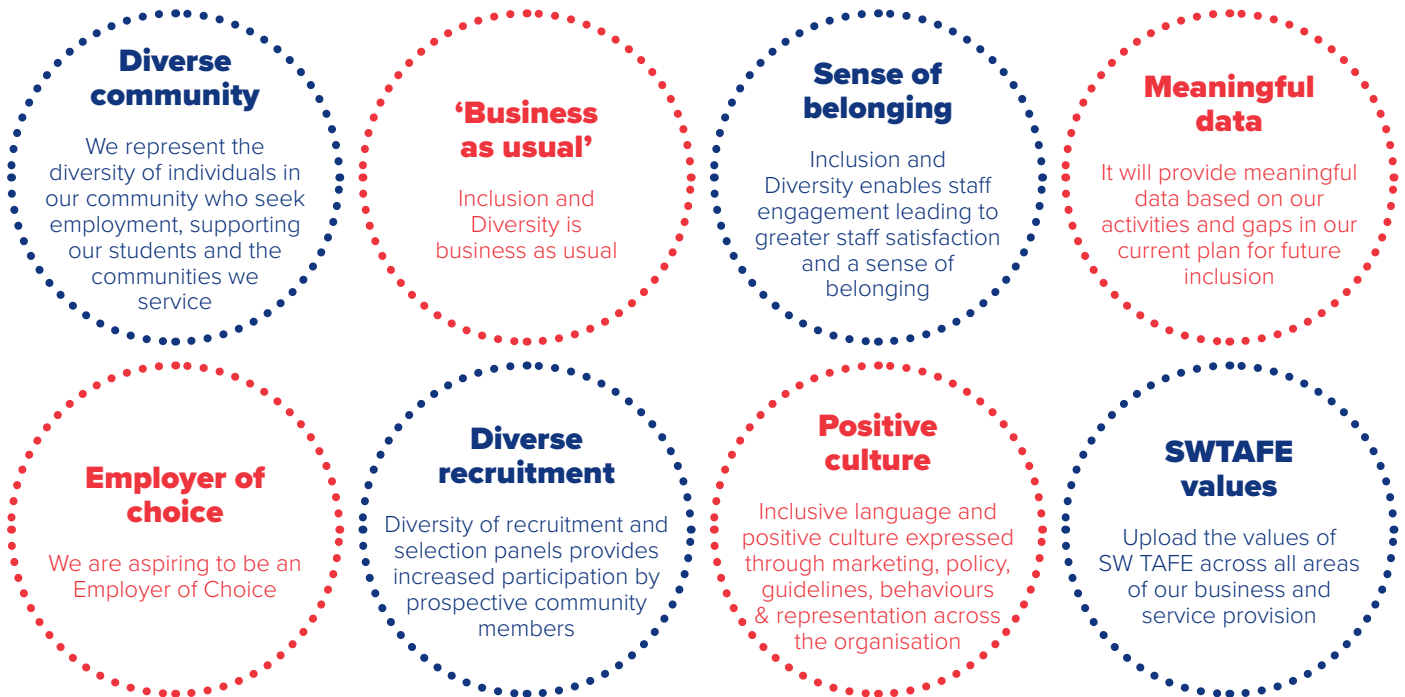
## MITIGATION

- Use of Smart sheets and shared communication supports knowledge sharing

**Lack of staff engagement in workforce initiatives and activities**

- Calendar of professional development and Events easily available
- Internal Communications Officer provides regular updates
- Professional development activities scheduled to enable maximum participation

# Outcomes



# Governance and Accountability

The following stakeholder analysis is a current assessment of the impact of change for identified roles.



Level of Participation	Description of Stakeholder	Engagement Strategy
<b>Driving</b>	People and Culture will lead the implementation of the change at a strategic level, and it includes the sponsor of the data strategy, the CEO.	Identify frequency of meetings, communications and reporting to maintain ongoing engagement.
<b>Advocates</b>	The advocates are directly impacted by the change and also have some responsibility in the change process. They could help or hinder the change process through support, encouragement and their ability to influence others.	Champions of the strategy, driving it through everything they do daily, in line with our values.
<b>Active Participation</b>	These stakeholders are directly impacted by the change and are required to change some aspect of what they do in their current role, or how they do it.	Identify frequency and method of communication and information reporting to maintain ongoing engagement.
<b>Implementation and Engagement</b>	Stakeholders at this level are not directly impacted by the change, however they may be asked to provide some assistance in the change process.	Identify key interested parties or cross-departmental opportunities for positive impacts on the project.
<b>Understanding</b>	Stakeholders at this level are not directly impacted by the change, however it is preferable that they have a basic understanding or awareness of the change so that they feel informed.	Understand the strategy and live by it in their day-to-day working practices.

## Activities and Operational Plan

Key initiatives and measures that will support this Strategy are broken down into the following three themes.

### 1. CULTURE AND VALUES

Organisational culture, behaviours and attitudes towards inclusion and diversity. Examples include employee perceptions of inclusiveness, fairness, respect and attitudes to difference.

This aligns to our values:



### 2. P&C INITIATIVES

This relates to initiatives and programs that support equitable and inclusive outcomes. For example, recruitment strategies that include a diverse interview panel and unbiased processes, professional development.

### 3. MANAGEMENT

Management of the strategy is with People and Culture to be delivered via a two year operational plan and then reviewed.



## Reporting

Progress against this Plan will be included in a quarterly report from People and Culture to the CEO for SWTAFE.

## Support Programs and Initiatives

- People Matter Survey
- Staff Wellbeing and Development Group
- Social activities and events (inclusive of health initiatives)
- SWTAFE Online – Self-paced learning (increasing staff awareness on Diversity and Inclusion)
- Employee Assistance Program
- Chair of Wata Waetnanda Committee in association with South West Healthcare
- South West Disability Service
- TAFE HR Managers network
- eNews communications
- Participation in community-wide initiatives such as: IDAHOBIT Day, NAIDOC Week, International Women's Day
- Achievement and Development Program (ADP)
- Student and staff inductions through handbooks and intranet



## Current Successes

- Koorie Liaison Officer onsite, supporting wider community
- Hosted the first regional gender and sexual diversity roadshow with the state Commissioner Ro Allen.
- Indigenous Art Mural on external wall with local aboriginal people
- Aboriginal flags and welcome stones at SW TAFE entry
- Breastfeeding facilities and change tables for young children
- We promote and celebrate multiple events, including IDAHOBIT, National Reconciliation Week and Wear It Purple Day
- Easy English pictorial sign boards for language or communication barriers
- Unisex signage in central Warrnambool Campus location
- Chair of Wata Waetnanda Committee that has representation from other leading local employers
- Wording on recruitment adverts and interview questions reflective of fostering an inclusive workplace.



**Tanya McDonald**

Victorian Koorie Student of the Year

“

They have set me up for a career in the community services field. They were so understanding and flexible, allowing me to bring my children to class on some occasions and helping me to achieve my goals.”

“The practical skills we have learnt have been great and at SWTAFE they had real roof structures and a three-storey set-up where you can practice your skills.

”

## Financial Commitment

Prior to 2019 there has not been a dedicated budget commitment for facilities upgrades and new diversity and inclusion initiatives.

From 2020, People and Culture will need to have an allocation of future funding, hopefully offset by grants. The current wellbeing budget is fully allocated for 2020.



**Shona McGuigan**

SWTAFE Apprentice of the Year

# Communication Strategy

The communication approach of the plan addresses both internal and external communications and outlines key stakeholders and frequency of communication.

Activity	Key message	Communication Channel	Stakeholders	Operational Plan reference
<b>Training Sessions</b>	Educating staff on our inclusion and diversity strategy, covering the different aspects of diversity and setting expectations of behaviour and the culture the institute wants	All staff	All staff	<ul style="list-style-type: none"> <li>2020 benchmarking,</li> <li>Set up of data collection.</li> <li>Surveys to staff</li> <li>Monthly values workshops.</li> </ul>
<b>Communication Forums</b>	To celebrate diversity and spread the message that SWTAFE is constantly evolving to ensure we continue to be an inclusive and diverse institute	All staff	All staff	<ul style="list-style-type: none"> <li>2020 All staff conference</li> <li>Continuing 2020 &amp; 2021</li> </ul>
<b>Factsheet</b>	Positioning our stance on equality, diversity and inclusion. Key points not easily digested from Policy	All staff	All staff	<ul style="list-style-type: none"> <li>2020 All staff conference handout</li> </ul>
<b>Leadership Briefings</b>	Leadership to set the tone, understand the strategy and communicate to their teams; student issues	<ul style="list-style-type: none"> <li>Organisational Management Group</li> <li>Education Managers forum</li> <li>Industry and Stakeholder Engagement team</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Management Breakfasts and Forums</li> <li>Student handbooks</li> <li>Business proposals,</li> <li>Student information</li> <li>Customer service teams</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>2020 at all forums led by Managers of each department</li> <li>Into intranet for students and industry stakeholders.</li> <li>Industry and Stakeholder engagement teams out to community via marketing</li> </ul>
<b>Recruitment and Advertising</b>	To focus on fairness and inclusion, we need to ensure that merit, competence and potential are the basis for all decisions when advertising vacancies and recruiting staff, remaining alert to the influence of conscious and unconscious biases.	<ul style="list-style-type: none"> <li>Through People and Culture advisors to all staff.</li> <li>Through the staffing committee.</li> <li>Via intranet re policy and factsheet.</li> </ul>	All staff.	<ul style="list-style-type: none"> <li>Set up of benchmarking and measures for 2020 for People and Culture advisory team.</li> <li>All staff training.</li> </ul>
<b>Social Media Platforms</b>	Social media is a new way of highlighting, celebrating and promoting all of our events and successes; to raise awareness of educational, social, cultural events at every campus, visible to the community.	<ul style="list-style-type: none"> <li>Facebook</li> <li>Instagram</li> <li>LinkedIn</li> <li>Seek</li> <li>SW TAFE intranet</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> <li>Our community</li> <li>Industry</li> </ul>	<ul style="list-style-type: none"> <li>Development of social media campaign to promote inclusivity and events in 2020.</li> <li>Evaluate data end of 2020 and into 2021.</li> </ul>



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## Reference Documents

- Policy
- Factsheet
- Framework to develop Operational Plan
- DET VPS Workforce Diversity and Inclusion Strategy 2017–2020
- Reconciliation Action Plan
- South West Disability Service to create Disability Accessibility Plan
- Australian Human Rights Commission ([humanrights.gov.au](http://humanrights.gov.au))
- GQ: Gender Questioning ([www.glhv.org.au/files/GQv3.pdf](http://www.glhv.org.au/files/GQv3.pdf)), TransGender Victoria ([transgendervictoria.com](http://transgendervictoria.com)), Zoe Belle Gender Centre ([gendercentre.com](http://gendercentre.com))
- VTA: TAFE for Victoria – Five Policy Priorities for a stronger VET Sector
- SWTAFE Reconciliation Action Plan
- DET VPS Workforce Diversity and Inclusion Strategy 2017–2020

Underpinned by all Commonwealth and State Law

## Appendices

**Appendix 1** - Page 13  
Inclusion and Diversity  
Factsheet

**Appendix 2** - Page 14  
Draft framework to  
underpin operational plan  
to be developed in 2020 in  
People and Culture

**Appendix 3** - Page 17  
Glossary of terms

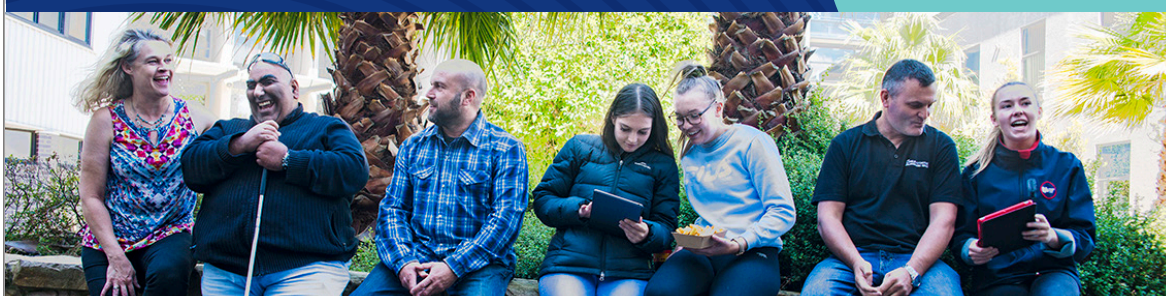
# Appendix 1

## Inclusion and Diversity Fact Sheet

FACTSHEET

# Inclusion and Diversity

people +  
culture  
at SWTAFE



South West TAFE embraces its diverse workplace and community, and is committed to being an inclusive workplace. One that embraces and promotes differences, where everyone is treated with equal respect and feels valued.

It is a cultural journey that will take time, with the aim of establishing the foundations on which further actions will be built.

### The long term outcomes we hope to achieve

- Having a workforce that is a true representation of the diversity in the community that we are present in.
- Inclusion and diversity is not seen as a stand out strategy, it is absorbed into our 'business as usual'
- Workplace flexibility options will be made available to ensure that we are meeting the needs of our employees

- Data obtained from our People Matter survey is analysed and used to guide our ongoing actions
- To be recognised as being an Employer of Choice, leading in the area of Inclusion and Diversity in South West Victoria

### Our 'stance at a glance'

We support inclusion and diversity in all aspects of the organisation, it is relevant to the way we handle the following:

- Job advertisements
- Recruitment and Selection
- Training and Development
- Opportunities for promotion
- Conditions of service
- Pay and benefits
- Conduct at work

**For further information, please go to our Inclusion and Diversity Policy, available on the Intranet.**

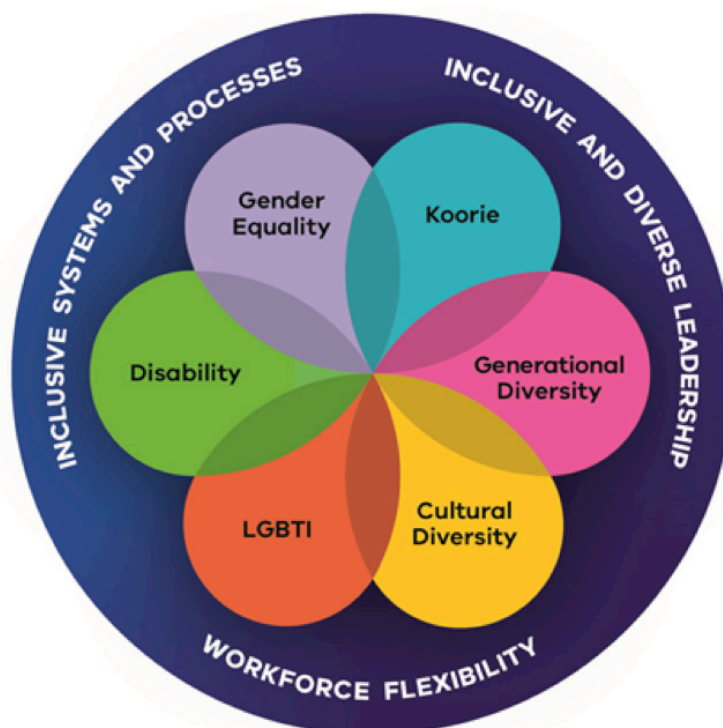


# Appendix 2

## Framework

<b>Guiding Principle</b>	South West TAFE is an equal opportunity employer; fostering a fair, safe and inclusive environment, embracing all forms of diversity.			
<b>Why Actively Manage Diversity &amp; Inclusion?</b>	<p><b>Talented People</b></p> <p>We will attract, develop and retain the best possible people and position South West TAFE as an inclusive organisation</p>	<p><b>Brand and Reputation</b></p> <p>We build our reputation as a Public Sector service, committed to diversity and inclusion with our employees, students and communities</p>	<p><b>Business Impact</b></p> <p>We leverage our diverse employee base to improve our performance, innovation and agility</p>	
<b>How We Plan To Achieve It?</b>	<p><b>Values, Behaviours &amp; Capabilities</b></p> <p>Embed values, behaviours and capabilities that support an inclusive workplace</p>	<p><b>Collaborate &amp; Connect</b></p> <p>Leverage our collective knowledge and connect people across the organisation</p>	<p><b>Evidence &amp; Information</b></p> <p>Data gathering and metrics to drive evidence based decision making</p>	<p><b>Pathways &amp; Employment Lifecycle</b></p> <p>Ensure our recruitment processes are equitable and free from conscious or unconscious bias</p>
<b>When?</b>	Ongoing	Ongoing	Quarterly reports to CEO	Ongoing

Our focus areas will align to the Department of Education’s Implementation Plan, allowing for a range of overarching actions that support the broad organisational culture, policy and behavioural changes to best support diversity and inclusion.



# Appendix 2

## Operational Plan 2020 - 2021

The Operational Plan will be populated to encompass all aspects of the deliverables, once this Strategy is endorsed.

Actions/Deliverables	Measures/Data	Timeframe	Responsibility	Portfolio	Reporting Cycle	Documents to be reviewed & cycle	Publish Results	Status	Complete	Comments
<b>FOCUS 1:</b>										
<b>FOCUS 2:</b>										
<b>FOCUS 3:</b>										
<b>FOCUS 4:</b>										
<b>FOCUS 5:</b>										

# Appendix 3

## Glossary of Terms

### **Disability**

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Remember, not all disabilities are physical or visible.

### **Diversity**

We acknowledge the Diversity Council of Australia definition as the differences between people in how they identify in relation to: their age, caring responsibilities, cultural background, disability, gender, Indigenous background, sexual orientation and socio-economic background (social identity), as well as their profession, education, work experiences, and organisational role (professional identity).

### **Intersectionality**

The overlap of various social identities, such as race, gender, sexuality, and class, contributes to the specific type of systemic oppression and discrimination experienced by an individual (often used attributively).

### **Ableism**

Discrimination against persons with mental and/or physical disabilities and/or social structures that favour able-bodied individuals.

### **Age**

Refers to a person belonging to a particular age (e.g. 32 years old) or range of ages (e.g. 20-24, 25-29 year olds).

### **Ageism**

Discrimination against individuals because of their age; often based on stereotypes e.g. senior citizens are not able to perform tasks such as driving or that all young people are irresponsible.

### **Discrimination**

Unfavourable or unfair treatment towards an individual or group, based on their race, sex, colour, religion, national origin, age, physical/mental abilities or sexual orientation.

### **Equality**

Providing a level playing field for disadvantaged groups to ensure fairness. The approach is centred on: equality of opportunity (access); equality of process (experience and treatment); and equality of outcome (achievement).

### **Inclusion**

Inclusion in education is regarded as a process of addressing and responding to the diverse needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion. Social exclusion is the outcome of multiple deprivations, which prevents individuals or groups from participating fully in the social, economic, and political life of the society in which they live.

### **Race**

Refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

### **Neurodiversity**

Neurodiversity is a concept where neurological differences are to be recognized and respected as any other human variation. These differences can include those labelled with Dyspraxia, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyscalculia, Autistic Spectrum, Tourette Syndrome, and others.



# Appendix 3

## Glossary of Terms

### Religion or Belief

Religion is generally associated with beliefs, but belief includes philosophical beliefs including lack of belief (e.g. Atheism, environmentalism, vegetarianism, etc.). Generally, a belief should genuinely be held and affect your life choices or the way you live for it to be included in the definition.

### Sexual Orientation

Whether a person's sexual orientation is towards their own sex (homosexual), the opposite sex (heterosexual) or to both sexes (bisexual). For a variety of reasons, some people do not identify according to these definitions.

### Indigenous, Aboriginal and Torres Strait Islander People

We acknowledge and support the right of Aboriginal peoples to choose how they would like to represent themselves. The term 'Indigenous' is typically used when referring to the two First Nations' people of Australia – Aboriginal and Torres Strait Islander peoples. The term 'Aboriginal' refers specifically to the Aboriginal people of mainland Australia, Tasmania and some of the other adjacent islands, and does not necessarily include Australia's other Indigenous population – Torres Strait Islanders.

### Everyone Wins was developed for Victorian community sporting clubs, and therefore the term

'Aboriginal' was primarily used in the tools and introduction booklet to reduce confusion, and is not intended to exclude Torres Strait Islander people. However, as some tools were developed by national bodies, the terms 'Indigenous' or 'Aboriginal and Torres Strait Islander' are occasionally used within them.

### Sex, Gender and Sexual Orientation:

**Sex:** The term 'sex' refers to a person's biological characteristics. A person's sex is usually described as being male or female. Some people may not be exclusively male or female ('intersex' refers to people who have genetic, hormonal or physical characteristics that are not exclusively 'male' or 'female'), and some people identify as neither male nor female.

**Sexual orientation (often referred to as 'sexuality'):** The term 'sexual orientation' refers to a person's emotional or sexual attraction to another person, including, amongst others, the following identities: heterosexual, gay, lesbian, bisexual, queer, pansexual, asexual or same-sex attracted. This is different to a person's sex or gender identity.

**Gender:** The term 'gender' can refer to biological sex, social roles or gender identity. Gender is generally understood as a social and cultural construction. A person's gender identity or gender expression is not always exclusively male or female and may or may not correspond to the sex assigned to them at birth.

**Gender expression:** Refers to the way someone presents their gender to the world. This can be through appearance, dress, mannerisms, speech patterns and social interactions as well as how they are perceived by others.

**Gender identity:** Refers to a person's deeply held internal and individual sense of being male, female, something other, or in between. Everyone has a gender identity regardless of whether or not they are sex and/or gender diverse.

**Sex and/or Gender Diverse (SGD):** refers to a broad group of people and identities. SGD is now a commonly used term in Australia, and is used to be inclusive of transgender, transwomen, transmen, crossdressers, genderqueers, female-to-male (FTM), male-to-female (MTF), intersex people, transsexual people and many other people along the gender spectrum.

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