Multicultural Education Survey

Section 1 - School Name

The purpose of supplying your school's name is to enable researchers to cross reference survey responses with existing Department of Education and Communities’ data on total student population, socioeconomic status, students from language backgrounds other than English (LBOTE) and geographic location. This information will be used in a confidential manner. No school name will appear in any published material or made available to any party outside the research team.

1. What is the name of your school? (Please write in full)  
   e.g.  Epping Boys High School  
        Beverly Hills Public School  
        Bonalbo Central School

Section 2 - Teacher Background

2. Please indicate if you are ☐ Male ☐ Female

3. What is your first language?

4. Do you speak any additional languages other than English? (Please select up to three)

5. What is your country of birth?

6. How would you define/describe your cultural background, eg, Aboriginal, Torres Strait Islander, Chinese, Chinese-Australian, Australian, Anglo, Anglo-Australian, Lebanese, Australian-Lebanese, Tongan, Scottish, etc?

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7. What is your current school position?
- Class Teacher
- Executive – Non-teaching
- Executive – Teaching
- ESL Teacher
- Other Specialist Teacher

8. In what country did you complete your initial pre-service teacher training?

9. How many years have you been teaching? (Please write)

10. Did your pre-service teacher training include Teaching English to Speakers of Other Languages (TESOL) or English as a Second Language (ESL)?
- Yes
- No

11. Did your pre-service teacher training include any other aspects of multicultural education?
- Yes
- No

12. Do you have postgraduate qualifications in TESOL or ESL?
- Yes
- No

13. Do you have any postgraduate qualifications in any other aspects of multicultural education?
- Yes
- No

Section 3 - Professional Learning

14. Since beginning teaching, has your professional learning included any of the following aspects of multicultural education?
- Teaching English as a Second Language (ESL)
- Promoting positive community relations
- Developing intercultural understanding
- Teaching a culturally inclusive curriculum
- Incorporating anti-racism strategies
- Teaching refugee students

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15. What aspects of multicultural education do early career teachers need the most assistance with? (Please rank the three most important options by numbering them from 1 to 3)

- Teaching English as a Second Language (ESL)
- Promoting positive community relations
- Developing intercultural understanding
- Teaching a culturally inclusive curriculum
- Incorporating anti-racism strategies
- Teaching refugee students

16. What aspects of multicultural education do experienced teachers (10 years or more) need the most assistance with? (Please rank the three most important options by numbering them from 1 to 3)

- Teaching English as a Second Language (ESL)
- Promoting positive community relations
- Developing intercultural understanding
- Teaching a culturally inclusive curriculum
- Incorporating anti-racism strategies
- Teaching refugee students

17. When do you believe professional learning on multicultural education is most effective? (Please rank the three most important options by numbering them from 1 to 3)

- As units in pre-service teacher qualification courses
- Through practicum teaching experience
- Through mentors in the first years of teaching
- Through teaching experience in the first years
- Through in-service professional development
- Through postgraduate study

Section 4 - Multicultural Education in Schools

18. Do you believe students from language backgrounds other than English have particular learning and / or support needs?

- Yes
- Sometimes
- No
- Don't Know

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19. If you answered 'Yes' or 'Sometimes' above, please rank the three most important areas of need of students from language backgrounds other than English by numbering them from 1 to 3.

[ ] English language and literacy
[ ] Content knowledge in particular subject areas
[ ] Understanding of Australian society
[ ] First language instruction/maintenance
[ ] Developing a sense of inclusion and belonging
[ ] Recognition of cultural identity

20. Please rate each of the following school strategies in terms of their effectiveness in fostering cultural inclusiveness along a scale of least to most effective.

<table>
<thead>
<tr>
<th>Least Effective</th>
<th>Most Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

a. Increasing involvement of parents from culturally and linguistically diverse backgrounds
b. Holding events to celebrate cultural diversity
c. Including Anglo-Australian heritage more
d. Implementing anti-racism strategies
e. Developing cross-cultural curriculum
f. Improving all students academic outcomes
g. Providing bilingual instruction
h. Improving intercultural relations among students
i. Including Aboriginal perspectives in the curriculum
j. Accommodating diverse cultural learning styles

21. What do you see as the main goals of multicultural education? Please rate each of the following along a scale of least to most important.

<table>
<thead>
<tr>
<th>Least Important</th>
<th>Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

a. Developing shared social values
b. Achieving equity in student learning outcomes
c. Giving students the right to maintain and develop their cultural heritage
d. Giving all students equal chances to share in Australia's social, political and economic life
e. Combating racism and discrimination
f. Developing students proficiency in English language and literacy
g. Developing harmonious cross-cultural relations and intercultural understanding
h. Developing a commitment to Australian identity
i. Fostering of skills in languages other than English

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22. Who do you see as having the major responsibility for engaging parents from language backgrounds other than English in school activities? Please rate each of the following along a scale of least to most important.

<table>
<thead>
<tr>
<th>Role</th>
<th>Least Important</th>
<th>Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Principal</td>
<td>☐ ☐ ☐ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>b. Classroom Teacher</td>
<td>☐ ☐ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>c. Parent Associations, eg, Parents and Citizens (P&amp;C)</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>d. LBOTE parents</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>e. Community Liaison Officer</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>f. ESL Teacher</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
</tbody>
</table>

23. Do you think there are differences in the academic achievement of students who are from different cultural/linguistic backgrounds?

☐ Yes  ☐ No  ☐ Don't Know

24. If 'yes', what do you believe are the reasons for the differences? Please rate each of the following along a scale of least to most important.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Least Important</th>
<th>Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The learning styles of specific groups</td>
<td>☐ ☐ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>b. The socio-economic backgrounds of specific groups</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>c. The cultural values of specific groups</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>d. Parental support</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>e. English language proficiency</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>f. Behavioural issues</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>g. Parents’ attitudes to education</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
</tbody>
</table>

25. Do you think there are differences in the involvement of parents from different cultural/linguistic backgrounds in the school?

☐ Yes  ☐ No  ☐ Don't Know

26. If 'yes', what do you believe are the reasons for the differences? Please rate each of the following along a scale of least to most important.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Least Important</th>
<th>Most Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Work commitments</td>
<td>☐ ☐ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>b. Cultural values</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>c. Different understandings of Australian schooling</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>d. English language proficiency</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
<tr>
<td>e. Not feeling welcome</td>
<td>☐ ☒ ☒ ☒ ☐</td>
<td></td>
</tr>
</tbody>
</table>

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27. Do you think parents of different cultural/linguistic backgrounds have different educational expectations of their children?

☐ Yes  ☐ No  ☐ Don't Know

28. Have you read the following NSW Department of Education and Communities policies?

   a. Cultural Diversity and Community Relations Policy: Multicultural Education in Schools
      ☐ Yes  ☐ No
   
   b. Anti-Racism Policy
      ☐ Yes  ☐ No

29. Have these policies been implemented in your school?

   a. Cultural Diversity and Community Relations Policy: Multicultural education in schools
      ☐ Yes  ☐ No  ☐ Don't Know
   
   b. Anti-Racism Policy
      ☐ Yes  ☐ No  ☐ Don't Know

Section 5 - Diversity, Schooling and Multiculturalism

Do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Multicultural education should be a focus for all schools including those with few students from language backgrounds other than English.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>31. It is the responsibility of schools to cater for the needs of students from diverse cultural and linguistic backgrounds.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>32. It is not the responsibility of schools to address racism or discrimination in their schools.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>33. It is a good thing for schools to have students from different cultures.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>34. Society is weakened when people of different ethnic origins maintain their cultural traditions.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>35. Racism is a problem in Australian society.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>36. Racism is a problem in schools.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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Section 6 - Multicultural Keywords

37. Which response most closely resembles your understanding of the term 'culture'?
   - A common national origin
   - Ethnic background
   - Shared beliefs, language or customs
   - A whole way of life
   - Shared practices and beliefs of any group or organisation

38. Which response most closely resembles your understanding of the term 'intercultural understanding'?
   - Knowledge of other cultures’ beliefs, values and customs
   - Understanding the cultural diversity of the society you live in
   - Interacting effectively with people of different cultures
   - Community harmony
   - Acceptance of other cultures

39. Which response most closely resembles your understanding of the term 'social cohesion'?
   - Shared values within a nation
   - The bonds that hold a society together
   - Integration of minority groups into mainstream institutions
   - Interacting effectively with people of different cultures
   - Community harmony

40. Which response most closely resembles your understanding of the term 'multiculturalism'?
   - A society made up of many cultures
   - A mixing of national backgrounds, languages and religions
   - Celebration of all cultures within one society
   - Policies which manage diversity through goals of social equity and cultural maintenance
   - A nation where people from all cultures are free to follow their own beliefs

Thank you for your participation