

The Rethinking Multiculturalism, Reassessing Multicultural Education survey is displayed as presented in Watkins et al. (2013)\*.

## APPENDIX

# 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?

Please write

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

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

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.

	Least Effective			Most Effective	
	1	2	3	4	5
a. Increasing involvement of parents from culturally and linguistically diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Holding events to celebrate cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Including Anglo-Australian heritage more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Implementing anti-racism strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Developing cross-cultural curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Improving all students academic outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Providing bilingual instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Improving intercultural relations among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Including Aboriginal perspectives in the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Accommodating diverse cultural learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

	Least Important			Most Important	
	1	2	3	4	5
a. Developing shared social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Achieving equity in student learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Giving students the right to maintain and develop their cultural heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Giving all students equal chances to share in Australia's social, political and economic life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Combating racism and discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Developing students proficiency in English language and literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Developing harmonious cross-cultural relations and intercultural understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Developing a commitment to Australian identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Fostering of skills in languages other than English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

	Least Important			Most Important	
	1	2	3	4	5
a. Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Classroom Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Parent Associations, eg, Parents and Citizens (P&C)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. LBOTE parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Community Liaison Officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ESL Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

	Least Important			Most Important	
	1	2	3	4	5
a. The learning styles of specific groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The socio-economic backgrounds of specific groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The cultural values of specific groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Parental support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. English language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Behavioural issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Parents' attitudes to education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

	Least Important			Most Important	
	1	2	3	4	5
a. Work commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Cultural values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Different understandings of Australian schooling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. English language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Not feeling welcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

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

## 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