A place for everyone:

Melbourne Polytechnic's Diversity, Equity and Inclusion Action Plan 2026-2028

Turning inclusion from intent into everyday practice



MELBOURNE POLYTECHNIC

Acknowledgement of Country

Melbourne Polytechnic acknowledges the Traditional Custodians of the lands on which we operate, and we honour the education practices of First Nations peoples that have been occurring here for tens of thousands of years.

We acknowledge that our campuses rest on the lands and waters of the Kulin Nations, and we pay our respects to all Elders past, present and emerging.

We acknowledge that sovereignty has never been ceded on these lands. It always was and always will be Aboriginal land.

We support the Uluru Statement from the Heart to achieve justice, recognition and respect for First Nations peoples. We accept the invitation contained in the Statement to walk together with Aboriginal and Torres Strait Islander peoples in a movement of the Australian people for a better future.

Melbourne Polytechnic recognises the importance of reconciliation with Aboriginal and Torres Strait Islander communities, and the importance of developing and implementing a Reconciliation Action Plan (RAP). Actions in 'A place for everyone: Melbourne Polytechnic's Diversity, Equity and Inclusion Action Plan 2026–2028' will support and complement our RAP.



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A message from our Chief Executive

At Melbourne Polytechnic, we believe that it's our differences that make us strong. We welcome and appreciate diverse ideas, and create safe spaces for every person to come with their wholeself and achieve their full potential. We believe that when everyone feels supported, our community is a better place.

I commend our first Diversity Equity and Inclusion Action Plan to you. It has been developed through extensive staff and student consultation, as well as expert advice and input. Our people, including our educators, our leaders and our students, will all be able to see their role in supporting our diverse communities and ensuring that all people feel included.

Equity is not the same as equality: it's vital that we prioritise those communities that are underrepresented or marginalised, and target our actions to overcome disadvantage. Only then will we experience equality. Only then will we fully express our Value that 'we all belong'.

A brief history of diversity equity and inclusion at Melbourne Polytechnic

Since its establishment in 1912, Melbourne Polytechnic has had a proud history of working towards diversity equity and inclusion. Early inclusion reflected workforce and social needs and included training for returning service personnel, post-war migrant communities, and expanded access for women, including the establishment of a girls' technical campus in 1958.

From the 1980s onwards, these foundations were strengthened through more intentional, equity-focused approaches including:

1982 Aboriginal Services Unit established at Preston Technical College

1993 Centre Excellence for Students who are deaf and Hard of hearing established at MP

2005 Inaugural Disability Action Plan launched

2013 Auslan courses commence at MP (then Northern Melbourne Institute of TAFE)

2018 NDIS Taskforce constituted to equip the organisation for changes linked to NDIS

2018 MP awarded Inclusive Training Provider of the Year in the Victorian Training Awards

2019 NDIS Taskforce expanded into Inclusion Respect and Equality Taskforce

2019 MP one of five TAFEs participating in Family Violence Prevention pilot (later RET, below)

2021 Gender Equality Act 2020 (Vic) comes into effect

2021 Launch of Respect and Equality in TAFE (RET) approach to Family Violence prevention

2022 MP hosts Implementation Lead role to embed RET in all Victorian TAFEs

2022 Launch of All Abilities Action Plan

2023 MP again awarded Inclusive Training Provider of the Year in the Victorian Training Awards

2024 Inclusion Index developed in-house, to provide a deeper understanding of how welcome and valued our students and staff feel.

2025 Refocus and refresh of Inclusion Respect and Equality Taskforce Terms of Reference

2025 Commissioning of development of MP's first consolidated DEI Plan

2026 Innovate Reconciliation Action Plan launched



A place for everyone: Melbourne Polytechnic's DEI Action Plan 2026-2028 on a page

Our Purpose

To embed diversity, equity and inclusion into how we lead, learn and work, building a community where everyone belongs and thrives.

Our connection to strategy

This plan delivers on the Strategic Plan vision of an 'inclusive, sustainable and thriving community inspired by learning' by ensuring inclusion is embedded in systems, culture and leadership.

Our Pillars of Action

Strengthening core systems

Build systems that make inclusion consistent and measurable.

Focus Areas

- Inclusive Leadership, governance, policy clarity and inclusive recruitment.

Racial Equity

Eliminate barriers created by racism and bias, build cultural safety and inclusion.

Focus Areas

- Racial literacy training, anti-racism policy, culture, and response systems .

Access & Inclusion

Strengthen accessibility and neurodivergent inclusion in work and learning.

Focus Areas

- Accessible communication, workplace adjustments, universal design.

LGBTIQA+

Ensure safety, affirmation and equality for LGBTIQA+ staff and students.

Focus Areas

- Gender Affirmation, visible representation and facility provision.

Gender Equity

Advance gender equity, prevent gender-based violence.

Focus Areas

- Gender Equality Action Plan (GEAP) implementation, respectful relationships, and staff and student safety

Our values in action

Welcoming

We create spaces where everyone belongs

Curious

We learn from lived experience

Accountable

We track progress and uphold fairness

Collaborative

We work together to make inclusion everybody's business

Outcomes by 2028

- Improved scores in the People Matters survey for all demographics for respect, belonging and progressing
- Improved scores in the student survey data for all demographics for respect, belonging and progressing
- Policies, systems and training embed equity and accessibility across MP

"The proof of inclusion is the way it is felt, seen and heard — it's in how people speak about their experience here when they're not at work."

Inclusion Respect and Equality Taskforce Member

Connecting our DEI Plan to Melbourne Polytechnic's Vision

Our Shared Direction

"A place for everyone" brings Melbourne Polytechnic's vision to life: an inclusive, sustainable and thriving community inspired by learning.

It translates that vision into practical actions that make inclusion part of how we lead, learn and work every day.

By embedding fairness, accessibility and respect into our systems and culture, this plan ensures that inclusion is not just something we value: it's how we operate.

Achieving our vision depends on this shared commitment.

Connecting our DEI Plan to Melbourne Polytechnic's Values

A place for everyone is not an add-on. It is deeply embedded in Melbourne Polytechnic's core ethos. By aligning our DEI strategy with the Institute's values we ensure that inclusion is central to who we are, how we work and how we lead.

Welcoming - We all belong.

Melbourne Polytechnic welcomes diverse ideas and embraces difference. Through this DEI Plan, we focus on the signs of belonging that show people feel part of our community.

Belonging is evident when staff and students:

- have a genuine say in decisions that affect them
- feel connected to place and people across campuses
- can demonstrate and be recognised for their skills and strengths.

Our DEI Plan strengthens this value by building fairness, connection and visibility in how we lead, learn and celebrate together.

Curious - We have a passion for learning.

Curiosity inspires creativity and openness to new ideas. The DEI Plan applies this mindset to inclusion by encouraging respectful curiosity about the experiences of others and how our systems can improve.

By deeply listening and learning from lived experience, we discover better ways of teaching, leading and working that foster belonging.

Curiosity is not only about innovation in learning, it is also about continuously learning how to create more equitable and inclusive environments.

Collaborative - We are better together.

Collaboration allows us to share ideas and support one another toward a common vision. The DEI Plan depends on this principle, because inclusion cannot succeed when it's owned by one team alone.

To create sustainable change, the whole organisation must share responsibility and work together to deliver. Through co-design, open dialogue and partnerships across staff, students and industry, we make inclusion everyone's business and ensure our collective effort drives lasting impact.

Accountable - We all act with integrity.

Accountability and integrity underpin every action we take. In the DEI Plan, this means turning values into measurable commitments, setting goals, tracking progress and reporting transparently on outcomes. We hold ourselves and our leaders responsible for building equitable systems and ensuring fairness in opportunity and experience.

By aligning accountability with inclusion, we ensure integrity is lived every day, not only in words but in the results we achieve together.

Measuring our progress through the Inclusion Index Framework

In 2024, Melbourne Polytechnic developed a sector-leading Inclusion Index in-house. This combines data on student and staff experience to provide a deeper understanding of how welcome and valued the MP community feels. This enables us to report on inclusion at MP, a strategic outcome of our 2024 – 2028 Strategic Plan.

Nearly all actions in the "A place for everyone" have outcomes and measures aligned to the Inclusion Index and its data sources: student survey data (the AQTF Quality Indicators learner survey and the Subject Evaluation Questionnaire student survey), and People Matter Survey data (published by the Victorian Public Sector Commission).

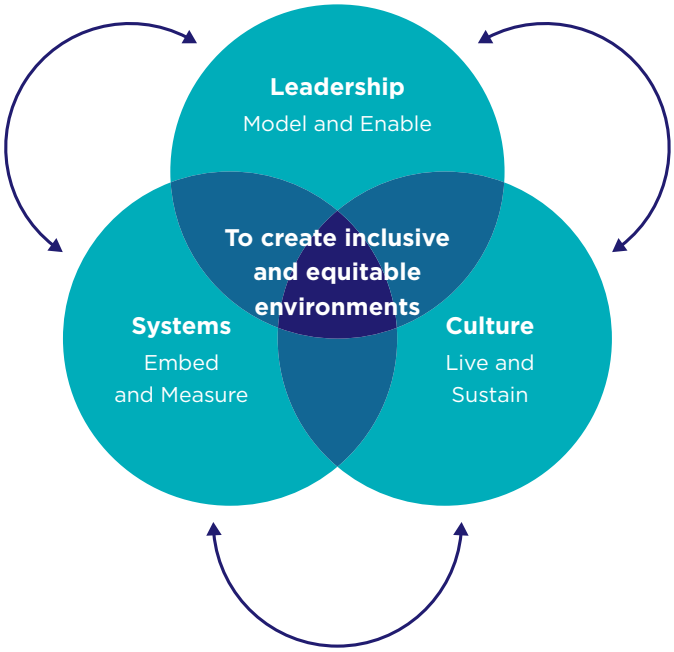
STRATEGIC OUTCOME MEASURE 3: INCLUSION INDEX

"Inclusion" can be defined in many ways – to ensure it suits the organisation, we align this inclusion index with MP's four core values.

	WELCOMING We all belong	**CURIOUS** We have a passion for learning	**COLLABORATIVE** We are better together	**ACCOUNTABLE** We all act with integrity
	1. BELONGING	**2. PROGRESSING**	**3. CONTRIBUTING**	**4. RESPECT**
STUDENT	**Description:** Students feel welcome, included and connected to their cohort, to Melbourne Polytechnic and beyond (i.e., industry). **Measured by:** **"I feel as if I belong at MP"**	**Description:** Students are supported and have equal opportunities to progress within and outside the classroom. **Measured by:** **"I have the support I need from MP to develop and learn"**	**Description:** Students feel empowered to contribute fully to campus, community life and industry. **Measured by:** **"I feel that my contributions are valued at MP"**	**Description:** Students feel safe and respected for who they are at Melbourne Polytechnic. **Measured by:** **"I feel respected at MP"**
STAFF	**Description:** Staff feel welcome, included and connected to others at Melbourne Polytechnic. **Measured by:** **"I feel as if I belong at the organisation"**	**Description:** Staff are supported and have equal opportunities to develop their career and progress. **Measured by:** **"I am developing and learning in my role"**	**Description:** Staff can contribute their talents and energies to Melbourne Polytechnic. **Measured by:** **"I achieve something important through my work"**	**Description:** Staff feel safe and respected for who they are at Melbourne Polytechnic. **Measured by:** **"My organisation encourages respectful workplace behaviour"**

How we effect change

To build a truly inclusive TAFE, we must focus equally on how inclusion happens. Real and lasting change occurs when leadership, systems and culture work together, each reinforcing the others. When any one is missing, progress depends on goodwill rather than structure. Melbourne Polytechnic's Diversity, Equity and Inclusion Action Plan is designed around this model.



Leadership

Leaders set the tone for inclusion. They model respect, create psychological safety, and consistently identify and reduce barriers.

At Melbourne Polytechnic, this shows up in how managers lead teams, how teachers engage students, and how leaders take responsibility for building inclusive workplaces and classrooms.

Systems

Policies and processes make inclusion consistent and dependable. When systems are fair and transparent, equity doesn't rely on goodwill, it's built in.

In a TAFE context, this means inclusive recruitment, person centered complaints pathways, inclusive teaching frameworks, and data that tracks progress over time.

Culture

Culture is inclusion in action: how people speak, collaborate and show respect. When culture reflects shared values, everyone can contribute and thrive.

Across campuses, this looks like visible signals of inclusion, respectful dialogue in classrooms, and everyday behaviour that reinforces safety and belonging.

Intersectionality in Practice

The term intersectionality was first articulated by Kimberlé Crenshaw (1989)* to describe how people's experiences are shaped by the overlap of multiple aspects of identity such as gender, culture, sexuality, disability, and class, which can combine to create unique forms of disadvantage or privilege.

"A place for everyone" recognises these intersecting experiences and takes initial steps to address them. While the plan is structured by focus area, intersectionality informs its actions to strengthen core systems, particularly those that strengthen leadership and accountability to make inclusion consistent and equitable for everyone.

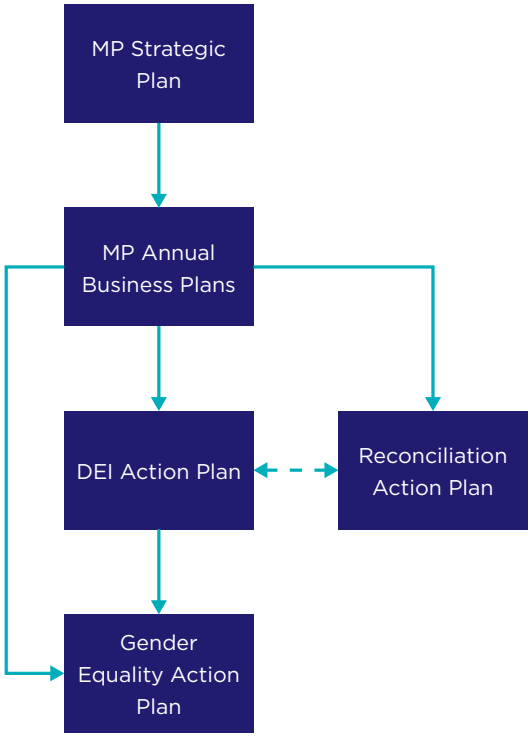
*Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. University of Chicago Legal Forum, 1989(1), 139–167.

How this plan connects with other strategies

"A place for everyone: Melbourne Polytechnic's Diversity, Equity and Inclusion Action Plan 2026–2028" sits alongside other key inclusion frameworks and aligns our commitments to action under one shared vision.

It integrates and reinforces the commitments made through:

- Reconciliation Action Plan (RAP) – advancing truth-telling, self-determination and respect for Aboriginal and Torres Strait Islander peoples.
- Gender Equality Action Plan (GEAP) – addressing systemic inequities and preventing gender-based violence.
- Together, these plans form a framework of inclusion that ensures consistent principles, shared accountability, and coordinated action across the Institute.





How This Plan Was Developed

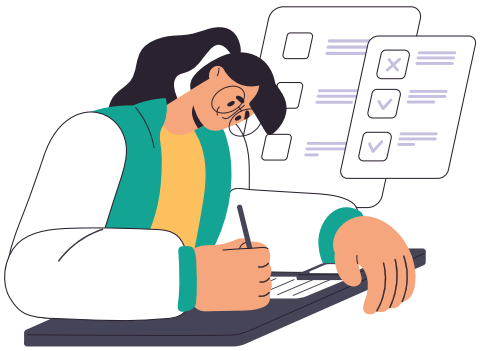
“A place for everyone: Melbourne Polytechnic’s Diversity, Equity and Inclusion Action Plan 2026–2028” was shaped through research, consultation and collaboration across Melbourne Polytechnic’s community.

The process began with a review of existing policies, programs and data to understand where inclusion is already strong and where barriers remain. This included analysis of the People Matter Survey, student feedback, and previous plans such as the Respect and Equality in TAFE Framework, Gender Equality Action Plan and All Abilities Action Plan.

More than 80 staff and students contributed through focus groups, interviews and surveys. Their insights helped identify what inclusion looks like in practice and what still needs to change.

This feedback was combined with policy review and benchmarking against national frameworks to develop practical, measurable actions that reflect Melbourne Polytechnic’s values of Welcoming, Accountable, Curious and Collaborative.

The result is a plan designed by and for the Melbourne Polytechnic community. A roadmap to strengthen fairness, connection and belonging across every campus and classroom.



Governance

Diversity equity and inclusion work at Melbourne Polytechnic is governed by the Inclusion Respect and Equality Taskforce, an internal group chaired by the Chief Executive and comprising key senior leaders that meets bi-monthly.

With a recently refreshed membership and Terms of Reference, it oversees all aspects of transformational change in diversity, inclusion, gender equality and prevention of gender-based violence for our students and staff. It has overseen the development of the DEI Plan and ensured alignment with other strategic initiatives. It will receive regular updates on implementation of the actions and progress against the measures.

In addition, progress on implementation of the actions in the DEI Plan is reported monthly to the People Committee, an internal governance group, and subsequently to the MP Board.

The Inclusion Respect and Equality Lead is responsible for record-keeping in all aspects of the DEI Plan implementation. They are supervised by the Deputy Director Culture and Partnering and the Director People and Culture. They work with the Director Strategy Planning and Government Policy, and the Culture and Values Lead, to source outcomes data from the student survey and the People Matter Survey, respectively.

Chapter 1: Strengthening core systems

Inclusion is built through systems, not statements. The actions in this chapter strengthen the foundations of inclusion by removing bias and barriers from Melbourne Polytechnic's everyday processes. By embedding fairness, accessibility and accountability in these core systems, inclusion can become reliable and consistent across the whole organisation.

What we heard

Staff and students described Melbourne Polytechnic as a welcoming place where many feel respected and supported. This was also reflected in our People Matters Survey, people feel included and connected to the organisation. We also heard the need for greater consistency in how inclusion shows up day to day in leadership behaviour, access to flexibility, and how complaints and feedback are handled. Students said that when the basics are clear and fair, their confidence and sense of belonging increase.

Our review confirmed these themes. Inclusion principles appear across policies and programs, yet expectations are not always explicit or connected. Systems for recruitment and career progression vary between teams, and inclusive teaching practices are present but not consistently applied.

What informs us

- Australian Human Rights Commission – National Anti-Discrimination Frameworks
- Workplace Gender Equality Act 2012 (Cth)
- Respect@Work: National Inquiry into Sexual Harassment (2020)
- Victorian Public Sector Commission – Diversity, Equity & Inclusion Framework
- Occupational Health and Safety Amendment (Psychological Health) Regulations 2023 (Vic)

Our approach to building DEI capability

Creating an inclusive culture requires more than standalone workshops. Melbourne Polytechnic's approach to DEI education combines interactive training with curated resources, webinars and short learning videos (where available). This blended approach ensures learning is ongoing, accessible and relevant to all roles. Leaders, educators and teams can draw on these materials through professional learning programs and the DEI landing page to embed inclusion into everyday practice.

The Way Forward

This chapter adopts an intersectional approach, one that recognises the compounding impacts of marginalisation, which many staff and students experience. It focuses on creating the conditions that allow every other action in this plan to succeed. By strengthening the systems that underpin inclusion, Melbourne Polytechnic can reduce structural barriers, build trust, and ensure equitable access to opportunity for all.

The Strengthening Core Systems actions signal a shift from reliance on goodwill to consistent, system-wide accountability, embedding inclusion into how Melbourne Polytechnic works, learns and leads.

Strengthening core systems

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 1: Workplace							
1.1 Inclusive Leadership Training Objective: Strengthen the capability of people leaders to model and embed inclusive behaviours across Melbourne Polytechnic. Rationale: Consultations highlighted that leaders set the tone for inclusion. Ongoing training ensures leaders have the skills and confidence to support staff and students from all backgrounds.	▸ Deliver inclusive leadership training to the Senior Leadership Team. ▸ Provide access to curated resources to reinforce learning.	**Welcoming**/ Belonging	Staff feel welcome, included and connected to others at MP	▸ I feel as if I belong at this organisation ▸ Responses to People Matters survey from staff from underrepresented communities increases across key inclusion statements*	▸ People Matter Survey Data	Culture and Partnering External provider	2027 2028
1.2 Inclusive Recruitment Practices Objective: Ensure recruitment processes are transparent, equitable, and attract a diverse pool of candidates. Rationale: Staff and students want to see diversity represented at all levels of Melbourne Polytechnic.	▸ Conduct a review of recruitment and selection practices to identify barriers to inclusion and bias.	**Accountable**/ Respect	Students feel safe and respected for who they are at MP Staff feel safe and respected for who they are at MP	▸ I feel respected at MP ▸ My organisation encourages respectful workplace behaviour ▸ Increase in People Matter Survey respondents who identify as having a disability, LGBTIQA+ and culturally diverse	▸ Student survey data ▸ People Matter Survey	People and Culture (P&C) Operations	2028
1.3 Review and implement key policies for the needs of underrepresented communities Objective: Ensure workplace policies recognise cultural and religious needs as part of inclusion. Ensure all staff and students, including LGBTIQA+ communities, feel safe and supported to seek help when experiencing harm Rationale: Staff from culturally diverse backgrounds shared that current flexible work and grievance policies do not explicitly include cultural or religious obligations. Current policies do not explicitly address the needs of LGBTIQA+ people, which can deter individuals from accessing support or reporting discrimination.	▸ Review relevant policies (e.g. flexible work guidelines and grievance policy) to ensure adequacy of cultural needs and culturally safe practices in relation to Enterprise Agreements and other action plans e.g. Wurreker implementation plan, RAP ▸ Review Family Violence and Complaints policies to explicitly affirm and support LGBTIQA+ people and embed trauma-informed approaches. ▸ Consider implementing Contact Officers.	**Accountable** / Respect	Students feel safe and respected for who they are at MP Staff feel safe and respected for who they are at MP	▸ I feel respected at MP ▸ My organisation encourages respectful workplace behaviour ▸ Increase in staff requests for cultural or religious flexibility (indicates confidence to access)	▸ Student survey data ▸ People Matter Survey ▸ Flexible work agreement records	Culture and Partnering	2028

Strengthening core systems

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 1: Workplace							
1.4 Deaf Awareness Training Objective: Build staff confidence in working respectfully and effectively with Deaf and hard of hearing colleagues and students Rationale: Consultations showed that lack of awareness of Deaf culture and communication practices creates unintentional exclusion	▸ Include Deaf awareness training in professional learning program and for educators working with Deaf and Hard of Hearing colleagues and students	**Accountable**/ Respect	Students feel safe and respected for who they are at MP Staff feel safe and respected for who they are at MP	▸ I feel respected at MP ▸ My organisation encourages respectful workplace behaviour ▸ Deaf and hard of hearing staff and students indicate increased satisfaction with their experience of respect.	▸ Student survey data ▸ People Matter Survey	Bridging and Preparatory Support Culture and Partnering	Annually
1.5 Auslan Training Objective: Build organisation-wide confidence in working respectfully with Auslan users Rationale: Consultations showed that many staff and students lack awareness of Auslan, creating unintentional communication barriers	▸ Include Auslan language training in the professional learning program	**Accountable**/ Respect	Staff feel safe and respected for who they are at MP	▸ My organisation encourages respectful workplace behaviour	▸ People Matter Survey	Bridging and Preparatory Support Culture and Partnering	Annually
1.6 Enhance knowledge of Culture Ambassadors Objective: Uplift capability of key staff to support a diverse and inclusive workplace culture Rationale: The Culture Ambassadors are the 'early adopters' and key influencers of positive culture change at MP. Their work will be enhanced by understanding more about the lived experience of underrepresented communities.	▸ Identify relevant Inclusion Respect and Equality training and invite Culture Ambassadors, to equip them to better understand diversity and inclusion	**Collaborative**/ Contributing	Staff can contribute their talents and energies at MP	▸ I achieve something important through my work	▸ People Matter Survey	Culture and Partnering	2026



Strengthening core systems

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 1: Workplace							
1.7 Measuring progress	▸ Explore which measures MP will use apart from the Inclusion Index Framework to track progress. ▸ Establish baselines, and commence measurement	Enabling Action	Plan effectiveness is evaluated and strengthened through Plan-Do-Check-Act cycle.	▸ Adjustments made to the Plan based on progress measurement	▸ Annual progress report to Inclusion Respect and Equality Taskforce	Culture and Partnering	Annually
1.8 Governance Objective: Ensure effective oversight and coordination of DEI actions through a clear governance structure. Rationale: Strong governance maintains accountability, tracks progress, and ensures diversity and inclusion remain embedded in organisational decision-making.	▸ Inclusion Respect and Equality Taskforce secretariat	Enabling Action	Actions are implemented as planned, and diversity, equity and inclusion are embedded in organisational decision-making	▸ Requirements of the Inclusion Respect and Equality Taskforce Terms of Reference are met	▸ Inclusion Respect and Equality Taskforce minutes	Culture and Partnering	Annually
1.9 Ongoing Consultation and Check-ins Objective: Ensure continuous engagement and accountability in the implementation of the DEI Action Plan. Rationale: Sustainable inclusion relies on ongoing dialogue with staff, students, and partners. Regular consultation builds trust,maintains relevance, and ensures that progress reflects lived experience and emerging needs.	▸ Host annual DEI check-ins with staff, students, and industry partners to review progress, share outcomes and identify new priorities. ▸ Summarise outcomes and improvement actions for reporting to the Inclusion, Respect and Equality Taskforce. ▸ Consider adding relevant questions to People Matter Survey and Barretts Culture Values Assessment	**Collaborative**/ Contributing	Staff can contribute their talents and energies at MP	▸ I achieve something important through my work ▸ Adjustments made to the Plan based on feedback	▸ People Matter Survey ▸ Annual progress report to Inclusion Respect and Equality Taskforce	Culture and Partnering	Annually

Strengthening core systems

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 1: Workplace							
1.10 Accessible events, training and staff activities Objective: Ensure staff have equitable access to events, training and staff activities Rationale: Staff reported missing out on training due to lack of Auslan interpreters, limiting career development and progression	▸ Develop and implement a checklist for instigators of events, training and staff activities at MP to ensure equitable access	**Curious**/ Progressing	Staff are supported and have equal opportunities to develop their career and progress	▸ I develop and learn in my role ▸ Agreement with People Matter Survey statements "In the last 12 months, I've worked with my direct line manager to plan what I want to do to develop my career" increases for Deaf and Hard of Hearing staff and staff with disability	▸ People Matter Survey	Bridging and Preparatory Support Professional Teaching Practice Culture & Partnering	2028
Domain 2: Students							
1.11 Gender Impact Assessments	▸ Undertake required Gender Impact Assessments (and consider adapting to become Equity Impact Assessments like Darebin City Council) ▸ Identify GIA champions and ensure their capability via training and other professional development opportunities	**Collaborative**/ Contributing	Students feel empowered to contribute fully to campus, community life and industry	▸ I feel that my contributions are valued at MP	▸ Student survey data	Culture and Partnering GIA champions	Annually 2028 for GIA Champi-ons



Strengthening core systems

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 2: Students							
1.12 Student Complaints and Feedback Objective: Strengthen student trust by ensuring complaints and feedback processes are clear, accessible, and culturally safe Rationale: Students reported that current systems are confusing and inconsistent, leaving them uncertain that issues will be addressed	▸ Review Student Complaints and Feedback policy and procedure, to include clear reporting flowcharts, anonymous options, and regular communication on how concerns are addressed.	**Accountable**/ Respect	Students feel safe and respected for who they are at MP	▸ I feel respected at MP	▸ Student survey data	Student Services	2026
1.13 Accessible Policies and Training Objective: Ensure all staff and students can access key information Rationale: Deaf staff and students face barriers when policies and communications are only in written English.	▸ Identify and translate critical policies and compulsory training into Auslan, i.e. staff and student code of conduct, HSW modules including psychosocial hazards, MP systems training	**Collaborative**/ Contributing	Students feel empowered to contribute fully to campus, community life and industry Staff can contribute their talents and energies at MP	▸ I feel that my contributions are valued at MP ▸ I achieve something important through my work	▸ Student survey data ▸ People Matter Survey	Manager Bridging and Preparatory Studies	2026 2027
1.14 Culture & Partnering related activities in the Reconciliation Action Plan	▸ Support the implementation of the Reconciliation Action Plan	**Welcoming**/ Belonging	Students feel welcome, included and connected to their cohort, to MP and beyond (i.e. industry) Staff feel welcome, included and connected to others at MP	▸ I feel as if I belong at MP ▸ I feel as if I belong at this organisation	▸ Student survey data ▸ People Matter Survey	Executive, People & Student Success, and MP Board	2026 2027 2028

Strengthening core systems

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 3: Teaching & Learning							
1.15 Inclusive Teaching Practices Objective: Embed inclusive teaching as a standard expectation across Melbourne Polytechnic Rationale: While many teachers use inclusive approaches, consistency is lacking. Continue upskilling educators' approach to inclusive teaching practices	▸ Provide opportunities for individuals and teaching teams to participate in continuous learning opportunities on Inclusive teaching including access to the Moodle Module, and customised professional learning opportunities.	**Welcoming**/ Belonging	Students feel welcome, included and connected to their cohort, to MP and beyond (i.e. industry)	▸ I feel as if I belong at MP ▸ Increase in belonging scores among students from underrepresented groups (especially Culturally and Racially Marginalised, disability, LGBTIQA+, and gender-diverse students)	▸ Student survey data ▸ Uptake of Inclusive teaching models Moodle training	Professional Teaching Practice	Annually
1.16 Inclusive Curriculum Objective: Ensure curriculum design and delivery reflects all identities and is free from bias Rationale: Students want to see themselves represented in their learning. Embedding inclusive practice in curriculum supports equity across culture, faith, gender, sexuality, and disability	▸ Review curriculum review and design process and tool with an equity lens	**Curious**/ Progressing	Students are supported and have equal opportunities to progress within and outside the classroom	▸ I have the support I need from MP to develop and learn	▸ Student survey data	Curriculum Unit	2027



Strengthening core systems

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 4: Industry and Community							
1.17 Networking Objective: Build external connections to strengthen Melbourne Polytechnic's DEI capability and share sector learnings. Rationale: Engaging in external communities of practice and networks supports continuous improvement, benchmarking,and collaboration across the TAFE and higher education sectors.	▸ Participate in communities of practice and sector networks	Enabling Action	MP's knowledge and capability in DEI are enhanced. MP contributes to increased knowledge, capability and collaboration of the TAFE and Higher Education sector in DEI.	▸ Number of sector DEI initiatives MP participates in		Relevant MP staff	Ongoing
1.18 Enhance professional networks	▸ Identify who is attending relevant networks. ▸ Identify relevant peak bodies/industry networks and support opportunities to join e.g. Australian Disability Network, TAFE disability network	Enabling Action	MP's knowledge and capability in DEI are enhanced. MP contributes to increased knowledge, capability and collaboration of the TAFE and Higher Education sector in DEI.	▸ Number of sector DEI initiatives MP participates in		Relevant MP staff Culture and Partnering	Annually
Domain 5: Communications							
1.19 Awareness raising and visibility	▸ Deliver campaigns, events and days of significance to raise awareness, visibility and understanding of underrepresented communities	**Welcoming**/ Belonging	Students feel welcome, included and connected to their cohort, to MP and beyond (i.e. industry) Staff feel welcome, included and connected to others at MP	▸ I feel as if I belong at MP ▸ I feel as if I belong at this organisation	▸ Student survey data ▸ People Matter Survey	Culture and Partnering with SLAM and Professional Teaching Practice	Annually

Chapter 2: Our Commitment to Racial Equity

Racial equity is fundamental to an inclusive and accountable TAFE. It means actively identifying and removing the barriers created by racism and racial bias in education and employment. For a diverse learning community like Melbourne Polytechnic, this requires systems, policies, and practices that recognise and value racial and cultural diversity as a strength.

Melbourne Polytechnic's Reconciliation Action Plan (RAP) expresses a commitment to creating a culturally safe environment for Aboriginal and Torres Strait Islander peoples. One that celebrates and honours the world's oldest continuing culture and ensures equitable opportunities for Aboriginal and Torres Strait Islander learners and staff. This chapter builds on that foundation by focusing on racial equity and anti-racism across all culturally and racially marginalised communities, ensuring every person can study and work free from bias, stereotyping, and exclusion.

What we heard

Staff and students expressed a deep appreciation for Melbourne Polytechnic's diversity and a shared commitment to equity. Opportunities were identified to deepen cultural safety and ensure reporting pathways are clear and trusted. Staff also emphasised the importance of representation (in leadership and student facing roles) and visible leadership commitment to racial equity.

Our review

Policy and document analysis showed further opportunities to embed equity more explicitly by naming racism, recognising cultural and religious needs, and creating clearer, more accessible ways for people to raise concerns. These are areas where Melbourne Polytechnic can build on good practice to set new standards for inclusion and accountability.

What informs us

- Australian Human Rights Commission – National Anti-Racism Strategy 2023–2030
- Victorian Anti-Racism Strategy 2023–2027
- Closing the Gap Framework
- Victorian Aboriginal Affairs Framework 2023–2033

The Way Forward

In this chapter, we use the term "racial equity" while committing to continue consulting with people from Culturally and Racially Marginalised communities about preferred language.

Many of the actions in the Strengthening Core Systems section contribute to racial equity outcomes. The actions in this section include strengthening educator capability in delivering culturally safe teaching, and engaging in a pilot program to implement the Victorian Equal Opportunity and Human Rights Commission's guideline for combating racism in the workplace. The guideline focuses on strengthening racial literacy, developing an anti-racism policy, embedding culturally safe workplace practices and ensuring effective and person-centred response protocols. By recognising cultural and ethnic diversity as a source of strength, Melbourne Polytechnic can foster an environment where everyone feels seen, respected, and supported to thrive.

Racial equity

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 1: Workplace							
2.1 Participation in pilot project to strengthen anti-racism	▸ Participate in the Victorian Equal Opportunity and Human Rights Commission's pilot project 'Better Than That: Building Anti-Racist Workplaces'	**Accountable**/ Respect	Students feel safe and respected for who they are at MP Staff feel safe and respected for who they are at MP	▸ I feel respected at MP ▸ My organisation encourages respectful workplace behaviour	▸ Student Survey data ▸ People Matter Survey	Culture and Partnering	2026 2027
Domain 3: Teaching and Learning							
2.2 Anti-Racism and Cross-Cultural Training Objective: Build educators' capacity to deliver culturally safe and inclusive teaching Rationale: Consultations revealed inconsistent cultural competence among teaching staff, directly affecting student experience	▸ Identify opportunities for anti-racism and cross-cultural training as part of a professional learning program. ▸ Engage with operational areas to assess roll-out and establish realistic targets for completion of training.	**Accountable**/ Respect	Students feel safe and respected for who they are at MP	▸ I feel respected at MP	▸ Student survey data	Professional Teaching Practice	Research 2026 Implementation 2027

Chapter 3: Our Commitment to Access and Inclusion (Disability and Neurodiversity)

TAFEs educate one of the highest (and growing) proportions of learners with disability and neurodivergence across the Australian education system.

Participation by students with disability in vocational education has steadily increased over the past decade, reflecting both improved access and greater willingness to disclose. For Melbourne Polytechnic, this makes accessibility and inclusion fundamental to quality education and employment outcomes, core to how the organisation fulfils its purpose.

Melbourne Polytechnic has strong foundations in this space, demonstrated through its previous All Abilities Action Plan and recognition as Victoria's Inclusive Training Provider of the Year in 2023. This chapter builds on that progress, aligning with Australia's Disability Strategy (2021–2031) and the National Autism Strategy (2025–2031), both of which emphasise systemic change and equitable access to education and work.

What we heard

Staff and students with disability and those who are neurodivergent told us they value the support and services already available, which contribute to their sense of belonging and ability to succeed. They also described what would make inclusion feel more consistent: timely workplace adjustments and everyday practices that consider sensory, communication, and executive-function needs.

Intersectional experiences were also raised — for example, the compounded barriers faced by people with disability who have caring responsibilities, or neurodivergent people who are also LGBTIQA+.

Our review

Policy and process analysis highlighted practical refinements that could further embed inclusion: building manager capability in consistently applying workplace adjustments and improving accessibility in the built environment. Strengthening these foundations will make access and inclusion a consistent, everyday experience rather than something dependent on individual advocacy.

What informs us

- Australia's Disability Strategy 2021–2031
- Victorian State Disability Plan 2022–2026
- Disability Discrimination Act 1992 (Cth)
- National Autism Strategy 2025-2031

The Way Forward

Actions in the Strengthening Core Systems section support building capability to implement adjustments effectively and ensuring accessible events and communications. In this section, the focus is on developing access keys, conducting an accessibility audit to prioritise improvements, and enhancing educator capability. This capability enhancement will prioritise inclusive teaching for diverse learning needs, Universal Design, and Universal Design for Learning. These principles underpin the work by designing systems, spaces and learning to enable everyone to participate without needing special adjustment. Together, these actions aim to create a learning and working environment designed for participation, where people with disability and neurodivergent staff and students can contribute fully, learn successfully, and progress in their careers.



Access and inclusion (disability and neurodiversity)

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 1: Workplace							
3.1 Access and Inclusion training	▸ Provide opportunities for training on access, inclusion, Universal Design and Universal Design for Learning into the professional learning program	**Accountable**/ Respect	Students feel safe and respected for who they are at MP Staff feel safe and respected for who they are at MP	▸ I feel respected at MP ▸ My organisation encourages respectful workplace behaviour	▸ Student Survey data ▸ People Matter Survey	Culture and Partnering Professional Teaching Practice Banyule Nillumbik Tech School Student Equity and Access Service	TBD – in Education Plan
Domain 2: Students							
3.2 Accessibility Audit Objective: Identify and address systemic barriers to physical, digital and procedural access across Melbourne Polytechnic Rationale: Consultations revealed that accessibility is inconsistent and there is no organisation-wide map of accessibility	▸ Include in budget bid an audit with a scope to identify the four key improvements at specific campuses (eg Preston, Fairfield, Heidelberg and Epping)	**Curious**/ Progressing	Students are supported and have equal opportunities to progress within and outside the classroom Staff are supported and have equal opportunities to develop their career and progress	▸ I have the support I need from MP to develop and learn ▸ I develop and learn in my role	▸ Student survey data ▸ People Matter Survey	Facilities, Assets and Place-making	2027

Access and inclusion (disability and neurodiversity)

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 2: Students							
3.3 Access Keys	▸ Develop an access key for each campus, including quiet spaces (an access key is a document with relevant information to support all users to access a place or event)	**Curious**/ Progressing	Students are supported and have equal opportunities to progress within and outside the classroom Staff are supported and have equal opportunities to develop their career and progress	▸ I have the support I need from MP to develop and learn ▸ I develop and learn in my role	▸ Student Survey data ▸ People Matter Survey	Facilities, Assets and Place-making Culture and Partnering	2027
3.4 Diversity and Inclusion Awareness for Students Objective: Build a culture of respect and inclusion among students from the start of their studies Rationale: Consultations highlighted that peer exclusion and ableism negatively affect students with disability and neurodivergence	▸ Ensure information is available so all students are aware of the diversity of the MP community e.g. information available on the website, student portal and onboarding collateral.	**Accountable**/ Respect	Students feel safe and respected for who they are at MP	▸ I feel respected at MP	▸ Student survey data	Student Services	Ongoing
Domain 3: Teaching and Learning							
3.5 Inclusive Teaching for Accessibility and Diverse Learning Needs Objective: Strengthen teacher capability to design and deliver inclusive and accessible learning environments that enable all students to participate and succeed particularly students with disabilities and neurodivergence. Rationale: Consultations recognised the strong work already being led by the Professional Teaching Practice team to support inclusive teaching. This action focuses on continuing and embedding that work by integrating disability inclusion, accessibility and Universal Design for Learning across professional learning, resources and coaching so inclusive practice becomes consistent and sustained.	▸ Integrate disability and neurodiversity principles into the Professional Teaching Practice team's professional learning resources, guides and coaching	**Curious**/ Progressing	Students are supported and have equal opportunities to progress within and outside the classroom	▸ I have the support I need from MP to develop and learn ▸ Increase in student feedback indicating that learning environments and materials are accessible and inclusive	▸ Student survey data	Professional Teaching Practice	Research 2026 Implemen-tation 2027

Chapter 5: Our Commitment to LGBTIQA+ Inclusion

For LGBTIQA+ staff and students, safety and affirmation are essential to participation and wellbeing. When people can express who they are without fear of judgment or harm, they are more likely to engage fully in learning, work, and community life.

Melbourne Polytechnic is committed to being a safe and affirming place for LGBTIQA+ people. Many already report feeling welcome and able to express themselves openly, reflecting the organisation's values and growing culture of inclusion. The next step is to make affirmation consistent and reliable, through systems that prevent misgendering, clear and dignified gender affirmation processes and visible signs of inclusion across campuses.

What we heard

Staff and students described Melbourne Polytechnic as a welcoming environment but noted that experiences of inclusion vary. They asked for stronger systems such as straightforward processes to affirm gender. They also called for visible commitment to inclusion through Pride events and everyday language that affirms LGBTIQA+ people. Staff and students highlighted that safety and belonging are not yet consistent for trans and gender diverse people, particularly when systems or peers fail to affirm their identity.

Our review

Policy and document analysis confirmed these themes. Gaps exist in gender affirmation processes, family violence and complaints frameworks, and student management systems. Existing policies show inclusive intent but do not explicitly reference or support LGBTIQA+ communities. Training on inclusion and allyship is available but not yet embedded as core professional learning.

What informs us

- Victorian Government's Pride in Our Future: Victoria's LGBTIQA+ Strategy 2022–2032
- Respect and Equality in TAFE (RET) Framework
- Equal Opportunity Act 2010 (Vic)
- Fair Work Act 2009 (Cth)

The Way Forward

The Strengthening Core Systems chapter commits Melbourne Polytechnic to building consistent, visible, and systemic inclusion for LGBTIQA+ people through policy review to ensure LGBTIQA+ inclusion, inclusive leadership training, and visibility through campus and digital campaigns. This chapter commits the organisation to affirming gender with dignity, TAFE network Pride activations, and exploring additional provision of all gender toilets. By strengthening leadership capability and ensuring policies reflect lived experience, Melbourne Polytechnic can foster a culture where everyone feels seen, respected, and supported to thrive.



LGBTIA+ inclusion

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 1: Workplace							
4.1 Gender Affirmation Policy and Guide Objective: Ensure trans and gender diverse staff and students are supported to affirm their gender with dignity and consistency. Rationale: Consultations highlighted barriers in updating names, pronouns and gender markers in systems, and inconsistent support from leaders and peers	▸ Ensure gender affirmation processes for staff and students are in place and understood.	**Welcoming**/ Belonging	Students feel welcome, included and connected to their cohort, to MP and beyond (i.e. industry) Staff feel welcome, included and connected to others at MP	▸ I feel as if I belong at MP ▸ I feel as if I belong at this organisation	▸ Student Survey data ▸ People Matter Survey	P&C	2026
4.2 TAFE network Pride activations	▸ Actively contribute to the coordination of TAFE Victorian involvement in Midsumma Pride March and regional Pride activations	**Welcoming**/ Belonging	Students feel welcome, included and connected to their cohort, to MP and beyond (i.e. industry) Staff feel welcome, included and connected to others at MP	▸ I feel as if I belong at MP ▸ I feel as if I belong at this organisation	▸ Student Survey data ▸ People Matter Survey	Culture and Partnering	Annually
Domain 2: Students							
4.3 Inclusive Student Systems Objective: Ensure student systems embed LGBTIQA+ inclusion as a standard expectation Rationale: Consultations revealed that misgendering and lack of system recognition undermine LGBTIQA+ students' sense of safety and belonging	▸ Provide input into the new Student Management System project on LGBTIQA+ inclusion.	**Welcoming**/ Belonging	Students feel welcome, included and connected to their cohort, to MP and beyond (i.e. industry)	▸ I feel as if I belong at MP	▸ Student Survey data	Culture and Partnering	Ongoing
4.4 All gender toilets	▸ Explore opportunities for additional provision of all gender toilets at MP	**Welcoming**/ Belonging	Students feel welcome, included and connected to their cohort, to MP and beyond (i.e. industry)	▸ I feel as if I belong at MP	▸ Student Survey data	Facilities, Assets and Place-making	2027

Chapter 6: Our Commitment to Gender Equity

Melbourne Polytechnic has shown strong commitment to gender equality being one of the leading pilot participants in the development of the Respect and Equality in TAFE (RET) framework.

What we heard

Staff and students recognise progress, including growing confidence to call out inappropriate behaviour. They also asked us to keep going: equitable entitlements for carers and those seeking flexible work, and everyday reinforcement of respectful relationships in student life.

Our review

Our policy and document review revealed some areas for future focus in flexible work and student supports. Experiences differ for women and gender-diverse people who are also Culturally and Racially Marginalised, First Nations, living with disability or neurodivergent; actions and measures need to reflect that reality.

What informs us

- Respect and Equality in TAFE (RET) Framework
- Gender Equality Act 2020 (Vic)
- Our Watch: Change the Story Framework
- Fair Work Act 2009 (Cth)

The Way Forward

This chapter includes delivering the Gender Equality Action Plan (GEAP). Many of the GEAP actions (which contribute to pay equity, safety, accountability, workplace flexibility, workforce segregation and career progression) are embedded in actions in “A place for everyone”. Other actions in this chapter focus on embedding respectful relationships into all aspects of campus life, and making traditionally male-dominated trades a more attractive place for women and gender diverse people. The goal is a culture where people of all genders participate and succeed equally in study, at work and in leadership.



Gender equity

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 1: Workplace							
5.1 Implement the Gender Equality Action Plan (GEAP) Objective: Deliver Melbourne Polytechnic's obligations under the Gender Equality Act 2020 and embed lasting workplace gender equality Rationale: The GEAP addresses inequities in recruitment, pay, leadership and culture. Full implementation will drive systemic change across the workplace domain of the RET framework	▸ Resource and implement the GEAP	**Curious**/ Progressing	Staff are supported and have equal opportunities to develop their career and progress	▸ I develop and learn in my role	▸ People Matter Survey	Culture and Partnering	Ongoing
5.2 Sexual harm prevention and response (incl. National Code) Objective: Ensure MP's approach to preventing and responding to sexual harm is embedded into BAU. Rationale: Actions remain outstanding from the implementation plan for the Sexual Harm Policy and Procedure, plus MP has duties from 2027 under the National Higher Education Code to Prevent and Respond to Gender-based Violence	▸ Communicate MP's approach to preventing and responding to sexual harm, and reporting processes, to students, staff and external parties. ▸ Ensure staff have capability to respond to disclosures, and students and staff are confident to report. ▸ Develop a monitoring and evaluation approach.	**Accountable**/ Respect	Students feel safe and respected for who they are at MP Staff feel safe and respected for who they are at MP	▸ I feel respected at MP ▸ My organisation encourages respectful workplace behaviour	▸ Student survey data ▸ People Matter Survey	Culture and Partnering	2026
5.3 Harmful behaviour training	▸ Incorporate training into professional learning program: ▸ Active Bystander ▸ Responding to Disclosures ▸ Unpacking the Man Box	**Accountable**/ Respect	Students feel safe and respected for who they are at MP Staff feel safe and respected for who they are at MP	▸ I feel respected at MP ▸ My organisation encourages respectful workplace behaviour ▸ Increase in staff who, after witnessing negative behaviour, spoke directly to the person involved	▸ Student survey data ▸ People Matter Survey	Culture and Partnering	Annually

Gender equity

Title, Objective and Rationale	Actions	MP Value/ Inclusion Index Sub-topic	Outcome	Measure/s	Data Source	Lead	Timing
Domain 1: Workplace							
5.4 Gender Equality reporting	▸ Conduct Workplace Gender Audit/s and submit Progress Report/s	Enabling Action	Meet our compliance requirements under the Gender Equality Act 2020	▸ No compliance issues without valid explanation	▸ Compliance feedback from the Commission for Gender Equality in the Public Sector	Culture and Partnering P&C Operations	2027
Domain 2: Students							
5.5 Respect in Trades	▸ Scope opportunities with strategic partners including Tradeswomen Australia and Empowered Women in Trades to enhance participation rates and outcomes for women in male dominated industries.	**Curious**/ Progressing	Students are supported and have equal opportunities to progress within and outside the classroom	▸ I have the support I need from MP to develop and learn	▸ Student survey data	TBD	2027
5.6 Support for Students Experiencing Gender-Based Violence (GBV) Objective: Ensure students experiencing GBV can access confidential and inclusive support Rationale: Consultations revealed barriers to help-seeking, including stigma, lack of awareness and privacy concerns	▸ Identify available supports (e.g. emergency funds, referral pathways, food vouchers)	**Accountable**/ Respect	Students feel safe and respected for who they are at MP Staff feel safe and respected for who they are at MP	▸ Students feel safe and respected for who they are at MP	▸ Student survey data	Student Services	Ongoing

*Core Indicators for Inclusive Leadership from People Matters Survey

1. Leadership modelling of inclusion, and fairness and equity in leadership decisions

- “My direct line manager is honest and does the right thing.”
- “My direct line manager treats people with respect.”
- “I have a good work/life balance.”

These indicate whether leaders are demonstrating the expected inclusive behaviours — respect, integrity, and openness — and are applying equity and inclusion principles in practical decisions.

2. Psychological safety and trust

- “People in my team can bring up problems and tough issues.”
- “I feel safe to call out unacceptable behaviour.”
- “The people I work with respect human rights in the way they work and treat others.”

Improvement here would show leaders are creating psychologically safe environments — a key indicator of inclusive leadership.

3. Inclusion and belonging (overall cultural impact)

- “I can be myself at work.”
- “I feel culturally safe at work.”

These questions capture the flow-on effect of inclusive leadership on team culture and individual experience.



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