

## How have school or system leaders supported you or others to address gender issues?

Women are actively encouraged to take on leadership roles in my school.

Curriculum coordinator - rural secondary school (1)

It would be great if AWE could cast out and find out where are the like minded organisations that we could form an alliance with or partner for short term or long term projects.

Maximising of resources and intent is best achieved when there is "de-silo-ing" of organisations and people can come together to share and see what they have in common and possibly help each other out.

I have seen this happen under my very nose with my schools participation in a "Communities For Children" project. This targeted 0 to 5 year old children and their families - to build their human capital. We are into our 3rd year of the project and what has been achieved in our local area is substantial, with the greatest being the bringing together of local NGOs, schools, other government organisations who provide services in the suburbs.

Principal

There was an excellent start in the 90's with a group of women in EQ who had license to work with gender, sadly that has all now met its demise.

I do my own reading and have a group of like minded women to refer to.

Facilitator, National Professional Standards Project (1)

*In one school, our suite of behaviour management programs sensitively responded to issues as well as to the presenting person.*

*While gender was not acceptable as an excuse for misbehaviour, it was used in framing appropriate personalised solutions.*

Lecturer (1)

One of the women I worked within the 80's - we worked on equal opportunity for women in the workplace and set up a Gender Equity reference group for schools - I am now about to conclude my work in this area - however the organization I have worked for is now receiving the Equal Opportunity for Women Employer of Choice citation award.

There has been amazing support from the male director of this organization and openness to gender justice.

Chaplain (1)

Catholic Education Office in Perth runs a 'Women in Leadership' program. The course last 4 terms and involves mentors, personal learning and reflection, personal development sessions and more. The group consists of 12 women who all apply to participate, with support of their principal. 2 Staff from the Office lead the group.

Deputy Principal (1)

Minister Susan Ryan's Participation and Equity Program.

ACT AEU President Rosemary Richards' Women's Programs.

Social Policy Committee Member - National Foundation for Australian Women

I rewrote and had approved a gender policy for a school I worked at.

Lecturer in Curriculum and Teacher Education (1)

I completed my masters by research in 2006 on "Audacious Leadership" which looked at what was behind the successes / improvements for Indigenous students in the school I was working at the time.

Principal – Townsville (1)

I have always been determined to act in an open, transparent and ethical manner. Therefore, I ask questions continually, and support leadership from the grass roots in all that I do.

I am always grateful to those leaders who have reached out to me on a human level - who have shown warmth and encouragement.

As a Principal, I now mentor other new and acting Principals - and I have found this to be a powerful relationship builder on the part of the mentor and mentee.

Secondary school principal (1)

Once again, the most amazing leaders I have encountered in Education Queensland have been female Executive Directors and Regional Exec. Directors, who have encouraged me to break the glass ceiling and the boys' club mentality which existed in some Principals' meetings.

It is only when we raise these 'elephants;' which exist that we have the courage to confront and go forward.

Secondary school principal (1)

*In the university setting, i chose to work with a very talented female Scientist, through her mentoring I was able to see the challenges and ways around challenges that women come across while working in the field.*

Senior Policy Officer (1)

Shadowing and mentoring of leaders and executives by women with aspirations in that area... who you know and are connected to matters.

Lecturer (1)

Personal mentoring of female educators by male/female

*My university has been very supportive.*

Phd student and volunteer for girls in ICT (1)

Usually a women thing –

I was privileged to work with a feminist principal and had strong role models within Education Queensland

Principal -Band 7 (1)

*Mentored to attend women's leadership courses and some affirmative action opportunities to relieve in positions that I hadn't considered in my career. The introduction of specific legislation and the professional learning opportunities that were sponsored by the system as a result.*

Deputy Regional Director (1)

Districts including pregnant and parenting young people in their action plans. Some schools proactively supporting pregnant and parenting young people.

Project Officer (1)

*Working with young people in particular, it is important that adults' and leaders' actions are consistent with their words - and in our schools prevention program we try to assist schools to sustain the structures, reinforcements and incentives to encourage school leaders and adults to demonstrate respect and openness in all their interactions with students.*

School Program Coordinator - Prevention of sexual assault (1)

Shadowing and mentoring of leaders and executives by women with aspirations in that area... who you know and are connected to matters.

Lecturer (1)

Talking about this in workplaces and at conferences has empowered others to speak up, and has created spaces for women to think about how they might re-empower themselves.

Lecturer (1)

By encouraging me to develop a mentoring program and they would support putting it in place.

Business & Technology Co-ordinator - Urban secondary school (1)

I feel that I have had support from a number of colleagues.

People just indicating that they have faith in your ability.

People asking and expecting you to be able to achieve things.

People noting positively things you have achieved and giving credit where it was due.

Executive Director Schools (1)

Once i taught sex ed in high school for a PE unit and whilst it was a conservative school after talking to my supervisor i was able to make it a little more radical... and totally awesome.

Student (1)

Working in another school where the principal is female and the way she encourages all staff but particularly women to have a go and apply for positions.

HOD Senior Schooling (1)

It's been a good reflective tool for me to complete this survey.

Thank you for the opportunity to share and develop!

Project officer

*My Regional Executive Director is a member of AWE and actively advocates and supports what our branch/my school/me personally wants to do/has already done.*

Principal (1)

Haven't really dealt with systemic gender issues apart from research.... but do spend a lot of time working with female leaders to support them and help them position themselves....

Have worked on University policies to ensure that they acknowledge and justly reward a diversity of achievements and pathways...with improving gender outcomes as one of the goals.

Professor and Dean, Faculty of Education (1)

Early in my career, when I was a Professional Development Coordinator in a school of over 200 staff, I was empowered by my principal (a Sister of Mercy) to support actively any women seeking leadership roles. Whilst it was the era of affirmative action, this support went beyond the lip-service required in meeting Commonwealth Govt requirements. Mid-career, a senior member of the Catholic Education Office leadership team was a proactive and articulate advocate for women amidst a very "blokey" environment. Her support for my career was remarkable (and continues to this day) .

Lecturer (1)

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Executive Director of Schools (1)

*I am now seeing a lot more young female teachers becoming interested in promotional positions. I have actively promoted many 2nd and 3rd year teachers to positions of influence and leadership in my schools.*

*I have also developed a programme of Talent Management (HATS programme) High Achieving and Talented Staff, which has attracted many young women educators in my schools.*

Secondary school principal (1)

My work has provided support to contribute to the work of AWE through the provision of time and secretarial assistance when required.

We purchased many copies of *Present, Pregnant and Proud* to distribute 'freely' to secondary schools...realising there were needs for resources to assist teachers and school communities to address the needs of pregnant school girls (and trying to keep them in schools).

My boss was to see this happen - not always easy in catholic schools with sometimes ultra conservative forces at play.

Education Officer Curriculum - Publications and Special Projects (1)

*One of the most useful processes I have been through recently is to reflect on and discover what brings me to this work and what motivates my strong beliefs and ideals around gender justice. This process has been encouraged by my colleagues in the sector and in particular by a previous Manager who I believed managed me in my best interests. The process of reflection I went through (and am still engaging in) allowed me to come to the work with a clearer sense of my own interests and also a better capacity to delineate responsibility more appropriately. Many of us who are passionate about our feminist work don't quite know when enough work is enough work, but I think the opportunity to examine our own motivations and drivers enables us to shift in this a little bit.*

School Program Coordinator - Prevention of sexual assault (1)

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*I've worked on University policies to ensure that they acknowledge and justly reward a diversity of achievements and pathways...with improving gender outcomes as one of the goals.*

Professor and Dean, Faculty of Education (1)

*Female collegial support and mentoring.*

*Participated in a group established to focus on improving professional outcomes for the future.*

From my Primary school and High School days my most influential teachers always actively encouraged the girls in the groups I was in to look beyond what was the norm and to realise our dreams.

Deputy Principal – rural (1)

Consequently of our group of 5 girls is proud of our 1 Olympic Gold medallist, 1 Olympic Bronze medallist, 1 Australian coach, 2 successful business women, 4 mums, 7 university degrees, 5 people who have given back to the community as long-time sports coaches, 5 teachers, 2 school administrators, membership collectively of over 20 associations and 9 children.

Deputy Principal – rural (1)

1. Leading Social Change project. (2009). The Association of Women Educators. [www.awe.asn.au](http://www.awe.asn.au)
2. Piecing it Together: Understanding the Construction of Gender Training Module. (1996). Education Queensland.