

# AWE-SOME WOMEN

## The Association of Women Educators

# LEADING SOCIAL CHANGE

## Project Evaluation

By Dr Amanda Keddie

The Association of Women Educators works to enhance educational equity for girls and women. Specifically, the Association seeks to:

- Eliminate all forms of discrimination in curriculum, in institutional practices and in policies;
- Encourage and support women, so that they can effectively pursue careers in education;
- Undertake research projects to make a difference girls' education;
- Respond to issues of concern for women both in education and the community; and
- Lobby for further reforms and change generally to enhance the position of women in education and society.

Through their publications, lobbying, and professional development activities, the Association responds to identified key areas of leadership, work education and career choices, wellbeing, and violence. The Association's *Leading Social Change* project supports these broader goals and key areas. The project was funded by the Australian Government through the Women's Leadership and Development Programme. The specific aims of the project are to:

1. Increase opportunities for women (especially those who are marginalised or isolated) to access networking and professional development opportunities;
2. Improve access to information and resources for members of the Association of Women Educators, educators and students; and
3. Enhance capacity of AWE to more effectively represent the views of its members.

These goals were addressed through a major redesign and development of the AWE website to include various professional networking and communication facilities; research tools; and an extensive virtual library of links, articles and resources in key target areas; as well as a series of professional development workshops across the nation. The following is an evaluation of *Leading Social Change* project structured around each of the project's goals.

Goal 1:	Increased opportunities for women (especially those who are marginalised or isolated) to access networking and professional development opportunities
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The project has greatly increased opportunities for women to access networking and professional development opportunities. The AWE website now includes an online forum for discussing significant gender issues such as bullying, harassment and violence; and an extensive virtual library of links, articles and resources in key target areas. These are specifically focused on building social and professional networks for women educators and on providing a range of relevant literature and research to support professional development for gender reform. The website's impact on

networking and professional development is detailed in the following sections. This section focuses on the role of the *Growing Leaders Workshops* in fostering such networking and development.

The one day *Growing Leaders Workshops* were conducted in Gosford, Hobart, Perth, Rockhampton, Darwin and Adelaide (see Appendix D for a detailed account of these workshops from the facilitator, Jan Alen). The workshops were designed to support the professional learning of female school leaders in remote areas. The following were the objectives:

1. To provide an opportunity for women principals, school leaders and aspirants to share and exchange successful strategies for growing other leaders;
2. To explore how to develop a culture where leadership is shared and distributed;
3. To explore models of shared leadership that support women leaders to lead social change within their school community;
4. To build a strong and sustainable network of women principals and leaders; and
5. To increase understanding and awareness of gender issues for girls and women in education.

The workshops drew on specific school case studies and ‘real-life’ stories of school leaders to facilitate critical discussion around leadership challenges, values, behaviours and culture. They prompted examination of the implications of various leadership approaches; the benefits of shared, and distributed leadership; and practical strategies for leadership distribution and capacity building.

At the completion of the workshops, each participant was asked to respond to a survey (see Appendix A). The raw data from this survey appears as Appendix B. Approximately 150 surveys were collected. Analysis of the data indicated highly positive responses to the workshops. In relation to achieving the list of objectives (using a rating system: 1 = did not meet needs; 7 = exceeded needs), the workshops were generally seen to meet the participants needs very well in terms of providing an opportunity for them to share and exchange successful strategies for growing other leaders (average rating 5.8); exploring how to develop a culture where leadership is shared and distributed (average rating 5.7); exploring models of shared leadership that support women leaders to lead social change within their school community (average rating 5.8); building a strong and sustainable network of women principals and leaders (average rating 5.4) and increasing understanding and awareness of gender issues (average rating 5.5). Objectives one and four are of particular relevance to goal one of the project.

A dominant and recurring theme in the survey related to the workshops as a positive opportunity for the participants to network and to discuss and share ideas and experiences about different aspects of their leadership role with other female leaders. The following comments in relation to objective one (the workshops provision of opportunities to share and exchange successful strategies for growing other leaders) are illustrative

It was a good opportunity to share with other women and discuss how they approached leadership

Great to network with other women colleagues

Great networking opportunity

Fantastic session to share and help others through their problems

Great to have time to share stories and receive feedback; we were explicitly encouraged to network together for this purpose

Fantastic to network and discuss our own leadership journey – seek advice and give it!

Supporting the positive tenor associated with the workshop as a forum to support networking, similarly positive responses were evident in relation to objective four (the capacity of the workshop to build a strong and sustainable network of women principals and leaders). The following examples highlight the common view that the workshops were potentially the beginning of this process but that there would need to be further strategies set up to support the sustainment of these networks:

Provided a starting point for this to happen

Has potential

Made connections during group work, hopefully opportunity to continue and build upon

Would like a follow up session for further networking

Hopefully this is the beginning of some further workshops re: AWE

See what develops from this workshop

Hopefully we can all keep in touch and keep helping each other

Beginning of a network today – opens the possibility for further association

I'm not sure that strong and sustainable are applicable yet. But I think it will be the beginning

The workshops were also seen as effective in terms of supporting professional learning about leadership in interesting and useful ways. Aspects of the workshops that were seen as particularly positive in stimulating conversation around theory and practice were the 'herstories' and the case studies:

Herstories were particularly interesting and useful

Loved the herstories

The case study and small group discussion was terrific – great idea to mix us up – enough time to talk. It's the beginning of something great I hope.

Case studies are a great way to develop discussion. Being reflective and developing skills to build a collaborative culture.

Case study directly related to this issue. Very positive use of case study; many aspects covered with direct practical application. We can all draw on aspects for our own diverse situations.

Good examples provided by the case study and exploration around it.

The case study was excellent; learnt the most from these discussions. I also learnt that where I am (as a leader) is okay

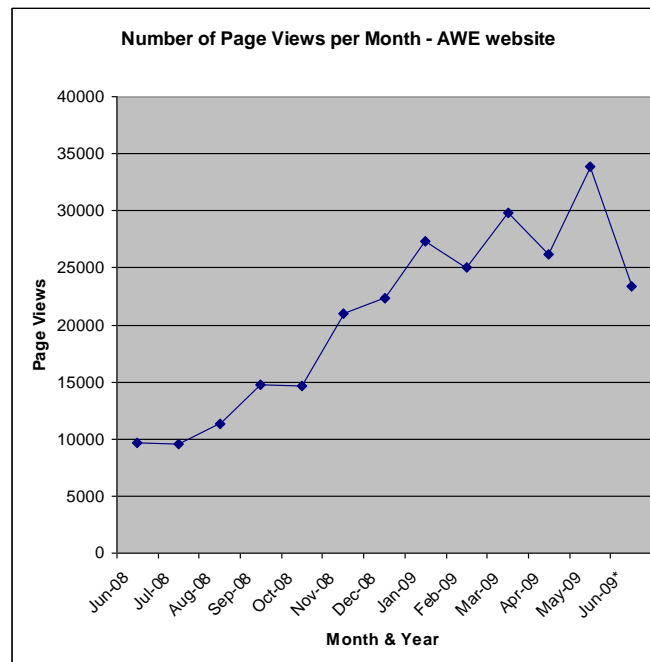
The workshops were generally seen as effective in terms of increasing understanding and awareness of issues for girls and women in education; this was associated with the herstories; the statistical information of leadership presented; and the sense of connection with other women that the workshops afforded.

To this extent, the workshops were very effective in increasing opportunities for women to access networking and professional development opportunities. The workshop was experienced by

approximately 150 leaders or aspirant leaders from a diverse range of schooling contexts all over Australia; providing these leaders with very useful networking opportunities and highly worthwhile professional learning. There is a sense from the data, however, that the workshops provide an initial forum of professional learning and networking and that to sustain and strengthen this AWE will need to follow through with further such opportunities.

**Goal 2:** Improved access to information and resources for members of the Association of Women Educators, educators and students.

The AWE website has undergone major redesign and development to attend to this goal. It now includes a feedback/survey tool; a discussion forum; and an extensive virtual library of links, articles and resources in key target areas; profiles of members; and case studies of social justice activities and programs. Improved access is evident in the increase in visits to/views of the website. The changes to the website have made a great difference in terms of raising awareness about AWE and ensuring information about AWE is accessible and user friendly. Page view statistics indicate that the popularity of the AWE website has gradually been increasing throughout the duration of the project. As the following graph illustrates, in June 2008, the website received approximately 10 000 page views. In June 2009, the website received around 23 000 page views.



This data was read on 20 June 2009.

Additionally, feedback from those accessing the site has been overwhelmingly positive. The feedback survey added to the website to assess its relevance and usefulness indicate the following:

I have had a good look at this web publication you have prepared - it is excellent - truly - very comprehensive and some great references, resources and summaries. Well Done!

I notice that Elly the Coordinator of S4W has let others know about it and included links to the documents - asking others to let people in their various networks know about it. This is wonderful Maria.

Fran Ralston (AWE National Executive)

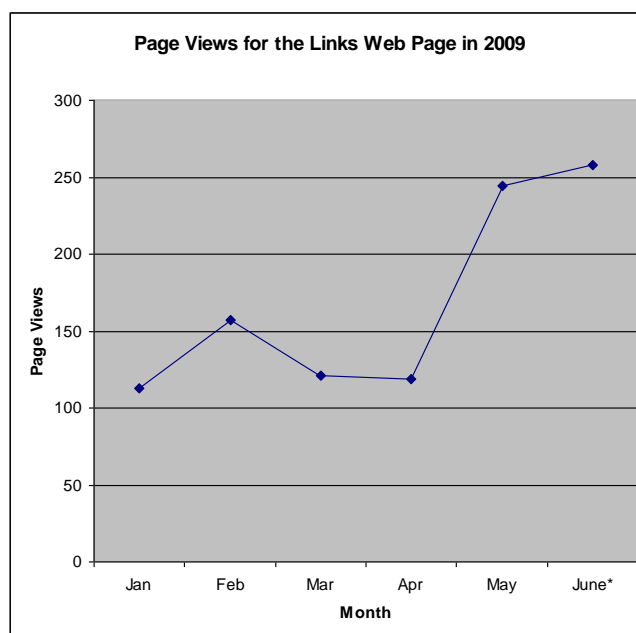
What a wonderful resource! Thanxxx

Dr Maria Pallotta-Chiarolli (Deakin University)

WOW!!! This is fantastic!! So much work and a wonderful resource for schools. Congratulations! Well done!  
Senior equity officer

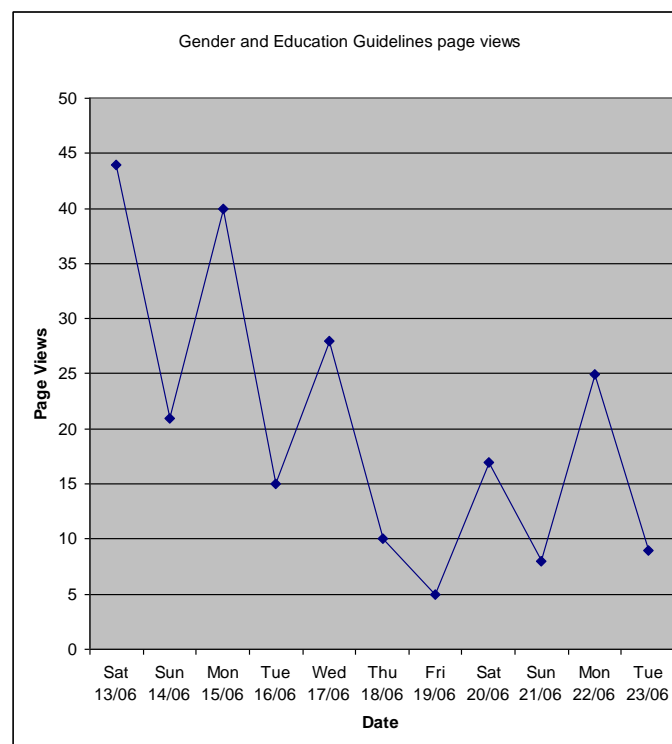
An extensive virtual library of articles and resources in key target areas was uploaded as part of the website's renewal. The site's *LINKS* section was developed in light of the issues of concern raised by respondents to the *Leading Social Change Survey* (see Appendix C) and the discussion forum; and an extensive critical literature, internet and media review of the key issues confronting girls and women in education today. As such *LINKS* includes over two hundred resources concerning gender justice; pedagogy and leadership; school case studies; history and politics; literacy and media; art, drama and music; personal development and relationships; body image; sexuality; bullying, harassment and violence; domestic and family violence; sexual harassment and assault; and girls and ICT. This is a very wide ranging collection of current resources that is and will continue to be highly useful for educators seeking to improve the educational experiences of girls and women; they are highly relevant and applicable in relation to a wide range of schooling contexts including, for instance, policy domains; school administration; classroom practice; and play ground behaviour as well as non-schooling environments, for example, family and other social contexts. Importantly, all of the resources support transformative goals in terms of gender equity; in adopting a social constructionist view of gender; in recognizing issues of power and hierarchical gender relations; and in seeking to transform both the economic and cultural disadvantages that undermine the status and respect of women and girls. The resources present gender theory in accessible ways and include a very large collection of practical strategies for gender reform. Of particular usefulness, each resource contains a brief synopsis of its content and has a link to the relevant full-text document. This section also involves links to key international and national gender equity focused organizations.

A strong indication of the usefulness and relevance of *LINKS*, the following graph illustrates that during the period between January 2009 and June 2009 page views for this area of the site increased dramatically. During this time (when these resources and information were added to the AWE website) the total hits to *LINKS* was 1 012.



\* This data was read on 20 June 2009.

More broadly, the recently uploaded *Gender and Education Guidelines* provides visitors to the website with further theoretical and practical information and resources concerning relevant gender and education issues. This highly comprehensive and critically informed resource draws on the training module *Piecing it together – understanding the social construction of gender* (Education Queensland 1996) to support professional learning around important issues. From a gender justice and socially critical perspective that problematises gendered structures and practice, the resource examines the costs of the gender divide; resistance to gender change and reform; school management; behaviour management; learning and teaching; and inclusive curriculum strategies. The guidelines supplement this focus with reference to broader and more current educational research to support professional learning in the areas of gender and leadership, policy and inclusive curriculum. For those wishing to delve into these issues in more depth, the guidelines are further supplemented by a readings list with a range of theoretical and practical resources for gender reform. While only a recent addition to the AWE website (made live on 13<sup>th</sup> June 2009), interest in the *Gender and Education Guidelines* page is clearly evident. Between 13<sup>th</sup> June & 23<sup>rd</sup> June 2009, the page has had 222 page views.



\* This data was read on 20 June 2009.

The guidelines also include information about, and findings from, the *Leading Social Change Project*; a *LINKS* section with access to the AWE discussion forum; profiles on inspiring leading women throughout the world; and sample articles from the Association's journal *Redress*. Further evidence of the project improving the degree of access to information for educators, is clear in the responses within the workshop evaluation survey which note a positive view of the information presented.

It is clear that these aspects of the website have greatly improved visitors' and members' access to important information and resources about gender and education. The increased visits to the site are testimony that visitors and members are accessing this information. As a free online resource, the site is particularly generative in providing quality and easily accessible information to women and girls in isolated and marginalized communities. Of key significance, both the quality of information

on the site, and its functionality as a website, can be seen as supporting this increase. In terms of the former, the selection of information and resources included support the broader equity goals of the AWE. These are theoretically and politically informed to support transformative gender justice and socially critical goals while also being practice-oriented. Further, the information and resources while similar in their transformative agenda are cognizant of the complexity and nuances of gender reform within various different contexts and situations and thus will have applicability to many different education stake-holders. In terms of the issue of functionality, the site is highly user-friendly in supporting visitors to explore these issues in as much or as little depth as they choose. To these ends, the information is well-scaffolded for professional learning with the key issues and strategies for gender reform briefly outlined for users on the main pages with the links providing more comprehensive and detailed information should the user wish to pursue such information.

Goal 3:	Enhanced capacity of AWE to more effectively represent the views of its members.
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The increased awareness of the AWE particularly through the social networking and communication encouraged within the website and through the workshops has strengthened its capacities to more effectively represent the views of its members. In particular, the website's discussion forum; its provision of information and resources; and the series of workshops have built capacity through facilitating increased communication between existent and potential members of the AWE throughout Australia, particularly those in rural and remote areas. In this respect, the project can be seen as supporting AWE as a community of professional learning with quality resources for stimulating critical thinking about gender justice issues in education (*LINKS*) and avenues to support the networking and dialogue about such issues (forum and workshops). AWE's capacity to more effectively represent the views of its members has also been supported through the extensive promotion of the project and sharing of project information with many peak women's organisations, parents and education organizations, such as the head of the *Australian Council of State Schools Organisation* (the peak national organisation representing the interests of the parents, families and school communities of more than two million children attending government schools throughout Australia); the *Security for Women Organization*; and the editor of the *Curriculum Leadership Journal* (who will be presenting a news item in the journal to notify readers about AWE's new resources on the 26<sup>th</sup> of June).

The website's inclusion of a discussion forum has been particularly important in attending to this goal. The forum, which was added in October 2008, offers visitors a social platform for discussing topical gender issues and has greatly enhanced the capacity of AWE to represent the views of its members. It has also provided visitors a forum for professional networking and learning. The forum contains general and members' only areas and supports social change discussions around topics such as bullying, harassment and violence, women, girls and wellbeing, leading social change and international gender justice issues and activities around the world. The forum is the most hit section of the AWE website receiving 50% of the total web hits since it began. This equates to more than 114,877 page views between 1 October 2008 and 20 June 2009. As of June 2009 the forum had registered 71 members with users having made 84 Posts within 52 Topics. These posts have been viewed by many more visitors (with viewing generally around 200 to 400 for a particular topic) which is evidence of much wider interest in the issues discussed in the forum. One topic in particular illustrates the wide ranging impact of this forum. In November 2008, under the heading women, girls and wellbeing, a critique of the Shine program (designed for girls based on highly stereotypical notions of femininity) was offered as stimulus for discussion; this topic attracted 682 viewings.

Also supporting AWE's enhanced capacity to more effectively represent the views of its members has been the project's profiling of key women within AWE. While this profiling is in its early stages and there are plans to collect and disseminate many diverse profiles of AWE women, a small number have been collected and showcased on the website. Such showcasing is important in representing the views of members but it will also be significant in strengthening connections and networks within AWE; increasing awareness about what the organisation means to different members; building awareness of the richness and diversity of interests and achievements of members; and attracting new members. The following is an example of one profile:

Fran Ralston - member of AWE National Executive

Fran works for Brisbane Catholic Education (BCE) as a teacher, consultant, the Coordinator of Curriculum Services in its formation and the Principal Education Officer for the Curriculum Section at BCE. Having retired from that position 5 years ago, she now undertakes a publications role as well as managing a number of projects concerned with teacher professional development and electronic communication - a role she loves!

Asked to join the Association of Women Educators by a colleague many years ago, she became aware of the broad outreach this association provides for women in education.

In 2007 Fran was a recipient of the AWE Pam Gilbert award and acknowledged the work of AWE for educators and girls across the educational systems and sectors. This acknowledgement included the work on the *Present Pregnant and Proud* project, *Girls and women educators' access to ICT learning, career education and Vet in schools for girls, career and promotion support for women teachers* and the opportunities provided to respond to and influence policy at both national and state government level.

A strong believer in the value-added-ness that professional associations provide for teachers, she continues to advocate for professional colleagues to join AWE and participate in the social and professional growth and the network opportunities readily available. AWE is a positive and secure environment to gain experience and skills in leadership (and other areas) and you have the knowledge that you work with others to improve the 'life' opportunities for girls and women.

She also has a weakness for good wine, AFL football and tennis, and loves 'reading fiction' and the movies...

The *Gender and Education Guidelines* and *LINKS* sections also represent the views of members. The diversity of resources provided, while similarly focused on gender justice, represent and respond to the specific concerns and views expressed by contributors to the *Leading Social Change Survey* and the discussion forum. Key issues identified as areas of interest and concern by respondents to the survey, for example, around gender equity and HPE; women and leadership; girls and body image; and girls and ICT were represented for further investigation in the *LINKS* resources and in the forum topics. The project's gathering of information about the usefulness and relevancy of the website was also significant in the project's representation of members' views. As mentioned earlier, much of this information was taken on board in developing the website.

Further representation of members' views is evident in terms of how some of the concerns and areas of interest identified in the survey, specifically in relation to leadership, informed the construction of the professional development workshops. Importantly, in terms of being responsive to such views, the workshops generated for AWE a sense of the current concerns confronting women in leadership throughout Australia. Some of the key themes that emerged from the shared leadership challenges included:

- Dealing with negativity and staff who are resistant to change
- Managing school closures, mergers and restructures with limited time, resources and support from the system



- Building connections and relationships in schools where factions and silos had been entrenched
- Managing the increasing burden of administration required by the system
- Getting stuck in the role of Deputy being largely operational, is the *glass ceiling* to principalship which requires a more strategic focus
- Being recognised as the ‘people person’ in a school is time intensive and draining and can have a major impact emotional health and well-being
- Trying to de-privatise teaching practice which is a huge cultural shift demanding huge amounts of time and energy
- Tackling underperforming people in various roles
- Having tough conversations to encourage people to move in a new direction
- Managing increasing expectations of parents and staff
- Dealing with confrontation
- Providing support and building capacity of others
- Not rescuing everyone or solving everyone’s problems
- Letting go of control to enable others to learn
- Maintaining self confidence and competence
- Balancing work with family life

In the devising of future support for women leaders; in terms of providing relevant and useful information and resources, it will be important for AWE to respond to these views.

More broadly, the publishing of the *Leading Social Change Survey* findings is important in representing the views of members. The responses to questions around areas of interest and concern for educators; inspiration for activism; experiences of injustice; positive actions towards gender reform; and challenges and systems of support in relation to education and social change represent a diversity of voices and illuminate the complexity and locatedness of social change. These personal stories also provide an important professional learning resource for visitors in terms of their potential to stimulate critical reflection and conversation about specific gender concerns. For example, the comments associated with respondents’ inspiration for activism and experiences of injustice are useful in prompting visitors’ critical reflection of their own personal gender agenda; while respondents’ comments associated with identifying positive actions offer useful practical ideas for gender reform. The following comments illustrate this:

*What inspired you to become active? What are your experiences of injustice?*

I first became inspired to work in this area after working in the environmental field for some years both in Australia and overseas ... I saw that the greatest or most fundamental barrier to [women and girls] taking up agency [over their lives and communities] is the experience of abuse, violence and control at the will and hands of men and boys, and social structures designed for and by men and boys which privilege men and boys' interests, needs and entitlements.

As I progressed professionally, I have been encouraged to critically reflect on my own experiences of power, control and authority, which may have contributed to my attraction to this kind of work. Through that reflection I have become more aware of how my role as daughter and sister - or more simply, girl child in the family - has carried with it a great deal of emotional responsibility, too often at the cost of my own needs and interests.

In a sense and in hindsight, this was an experience of constraint due to my gender and the assumptions and behaviours of others as a result of that; through my involvement in the VAW sector I have been encouraged and supported to recognise how these family-based experiences contribute to

the work that I undertake and the way I undertake it. Having this recognition has enabled me to make choices about the what and how of the work I do in the future.  
School Program Coordinator

*What are the most significant positive actions that you have witnessed, or in which you have participated?*

...one that springs to mind is when talking over a picture book using the Philosophy 'Circle of Enquiry' with an upper school class a few years ago, the concept of violence came up.

The school is extremely multicultural (270 children, 34 different cultures) and a young Bosnian girl began talking about the abuse she and her family had been suffering from her father, who had finally left not long before this came up. I cautioned her about disclosure but she insisted that she wanted to be heard, so I allowed her to continue.

She described what had happened and how she finally stood up to her father.

The class listened in silence, a young (refugee) boy from Liberia simply said: "what is wrong with that?" (her father's behaviour of abuse both physical, verbal, and financial). I looked at him in amazement - he was serious - he explained that that is the way all the men he knows behave.

I turned to the girl and simply asked her to tell him how she felt.

The quiet, respectful open discussion that followed amongst the class was something that, as a teacher and parent I was proud to witness. Talk about the teachable moment! I believe that that discussion may have had a huge impact on him questioning and perhaps not continuing the pattern he had grown up with.

Teacher - Human Relationships Education, and Learning Support

The publishing of the survey findings to these ends not only represents members' views but also provides real-world stimulus that can support professional learning.

The *Growing Leaders Workshops* also provided a forum to represent members' views. While this was implicit in the workshops themselves in terms of the participants' contribution to the professional learning activities; the workshop survey provided a vehicle for AWE to take on board specific feedback about the workshops and about how AWE could better assist female educators. With regard to the former (workshop feedback), participants expressed a desire for more discussion around effective leadership in terms of different schooling contexts and positions; ways of dealing with different leadership roles; shared leadership, influence and building trust; and conflict resolution. Many stated that they would like more opportunities to meet, network and share ideas and practice. In relation to how AWE could assist participants in their future roles, survey responses from the workshop highlighted the importance of constructing and maintaining local and broader networks with other female leaders; and access to more professional development workshops and conferences. Effectively representing these views will of course be reflected in their incorporation in future AWE endeavors.

It is clear that the project has greatly enhanced the capacity of AWE to more effectively represent the views of its members through the website's discussion forum; the profiling of key women within AWE; attending to the concerns of members within the *Gender and Education Guidelines* and *LINKS* sections of the website; publishing the findings of the *Leading Social Change Survey*; and gathering evaluative feedback from the workshops.

## Considerations and Recommendations

The project has clearly been effective in achieving its objectives. Through the website and the workshops the project has greatly increased opportunities for women to access networking and

professional development opportunities; improved access to information and resources for members of the AWE, educators and students; and enhanced the capacity of AWE to more effectively represent the views of its members. Sustaining these achievements beyond the project will need to be an ongoing priority for the Association. Maintaining and building on the very productive groundwork developed from the project, will involve:

#### The website

- Regular maintenance of the website including, for example, updating information and resources (in the *LINKS* and *Gender and Education Guidelines* sections); moderating and stimulating discussion (in the forum section); responding to and further incorporating findings generated from the surveys and other feedback from visitors; and conducting regular research to ensure that the future views of members and visitors (particularly those who are isolated and marginalised) are represented within the site (e.g. setting up a system to regularly survey and profile AWE members); and
- Sustaining the ongoing promotion of the website and the Association to interested individuals and groups; this is currently occurring through emails, e-bulletins, and through the AWE's journal *Redress* and events. Currently, the project leader is investigating web options for communication to increase participation in the forum, or an alternative such as a regular e-bulletin.

#### The workshops

- Strategies or programs to: build on the emerging professional networking developed in the workshops especially for isolated and marginalised women; and support the professional development and capacity building of women leaders. Through for example:
  - Extending the workshops in 2010 to remote areas of each state and territory to enable more women to participate;
  - Developing a series of two and three day workshops to develop the leadership skills of women in remote and rural regions of Australia;
  - Ensuring that future workshops respond to, and provide useful resources in relation to, the key concerns generated from this project's workshops;
  - Developing a suite of leadership case studies on distributed/shared leadership for future AWE workshops;
  - Specific skilling and coaching women in using the developing performance framework with staff;
  - Encouraging women to access the professional learning and networking facilities in the website;
  - Drawing on the professional learning around gender justice issues embedded in the website resources more explicitly in the workshops in order that women leaders are supporting gender equity within their schooling contexts;
  - Presentations of the learnings from the project as with the emphasis on promoting shared leadership at range of forums e.g. AWE Conference, ACEL, ACE, ACER, ACSA, Principals Australia, AARE, AERA; and
  - Strengthening partnerships with key organizations and systems to support the leadership development of women in education.

Project Evaluator:  
Dr Amanda Keddie  
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Griffith University



## Achievement of Milestones

<b>MILESTONE</b> <i>(Action to be taken)</i>	<b>HOW MILESTONE WILL BE ACHIEVED</b>	<b>RESPONSIBILITY</b> <i>(Person or body responsible)</i>	<b>TIMEFRAME</b>	<b>Report / comments</b>
Steering Committee established	Appointed by AWE Executive	Project Manager	June 2008	done
Project evaluator appointed	Selected by Project Steering Committee and appointed by Project Manager	Project Manager	July 2008	done
Website feedback survey developed	Submitted to Steering Committee	Project Officer	July 2008	done
Plan for Leading Social Change (LSC) survey, analysis and reporting	Submitted to Steering Committee	Project Officer	July 2008	done
Website development brief completed	Submitted to Steering Committee	Project Officer	July 2008	done
Evaluation process planned	Developed by Project Evaluator and submitted to Steering Committee	Project Evaluator	August 2008	done
Website Developer selected	Brief submitted to potential developer	Project Manager	August 2008	done
Promotion of LSC Survey, Interviews, Focus groups and Workshops developed	<ul style="list-style-type: none"> <li>• flyer for Redre</li> <li>• website frontp</li> <li>• article about p</li> <li>• request for participation / nominations</li> </ul> special invitation f nominees Projec Officer August 2008 Project Officer A 2008 August 2008			Done, except for interviews.... Guideline incorporating survey feedback deemed sufficient

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Project Officer	August 2008	Done, except for interviews.... Guidelines incorporating survey feedback deemed sufficient	Select
locations for LSC workshops & contact AWE branches in those locations			
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locations			

Promotion of LSC Survey, Interviews, Focus groups and Workshops developed	<ul style="list-style-type: none"> <li>flyer for Redre</li> <li>website frontp article about p</li> <li>request for participation / nominations</li> </ul> <p>special invitation f nominees Projec Officer August 2008 Project Officer A 2008 August 2008</p>			Done, except for interviews.... Guideline incorporating survey feedback deemed sufficient
Select locations for LSC workshops & contact AWE branches in those locations	Working party/Project Manager	Project Manager	August 2008	done
Develop flyer for LSC workshops	Office manager	Project Manager	August 2008	done
Information about project put on website	<p>Website developer to put up on AWE website:</p> <ul style="list-style-type: none"> <li>frontpage article about the project</li> <li>flyer</li> <li>request for participation / nominations</li> <li>links to Website development feedback survey; and Leading</li> </ul>	<p>Website Developer</p> <p>AWE office manager</p>	August 2008	done

<b>MILESTONE</b> <i>(Action to be taken)</i>	<b>HOW MILESTONE WILL BE ACHIEVED</b>	<b>RESPONSIBILITY</b> <i>(Person or body responsible)</i>	<b>TIMEFRAME</b>	<b>Report / comments</b>
	Social Change survey information and questionnaire and nomination form  Email alert sent to all AWE members			
Online library and forums under AWE Strategic Plan key areas established	Library content - lists of articles, links and resources under key strategic areas Forums and starter questions Reminder of Leading Social Change survey online  to website developer and up on site	Project Officer  Website developer	September 2008	Done
Forward planning roundtable	Conducted at AWE National Council meeting	Project Officer	September 2008	done
Leading Social Change Research Progress Report	Draft report on early results to Steering committee: <ul style="list-style-type: none"> <li>• Introduction / project overview</li> <li>• Summary findings to date</li> <li>• Profiles and case studies</li> </ul>	Project Officer	September 2008	done
Website launch and Leading Social Change focus group	Part of program of AWE National Biennial Conference	Project Officer	October 2008-	done
Program for Leading Social Change workshops developed	Use research, survey data and resource bank to integrate Leadership Matters and Leading Social Change workshops	Working party	October 2008	Done
Conduct Leading Social Change workshops	Visits to five state and territory centres for full day workshops and forums with social networking events, AWE promotion	Jan Alen, Lesley McFarlane, Jenny Nayler, Pam Hall	October 2008 – June 2009	Done
<b>Progress Report to OFW</b>	Compiled by Project Officer	Project Manager	<b>Due 30 November 2008</b>	<b>done</b>
Leading Social Change Research Report Profiles / Case Studies <ul style="list-style-type: none"> <li>• Introduction / project overview</li> <li>• Research results</li> <li>• Profiles and case studies</li> <li>• Outcomes</li> <li>• Recommendations</li> <li>• Summary</li> </ul>	Send to: steering committee, critical friends for feedback, participants for approval <ul style="list-style-type: none"> <li>• Invite interest to write introduction</li> <li>• review for AWE website and promotions</li> <li>• Article for Redress / website</li> <li>• Email to exec members</li> </ul>	Project Officer	March 2009	All in the Gender and Education Guidelines document and the Executive member profiles which will go up soon  I wrote an article for redress  Lots of broadcast email notification of project and resources online
Report up on website site	Report sent to Website developer	Project Officer/Website Developer	April 2009	Guidelines document up in June
Draft Project Evaluation complete	Submitted to Steering Committee	Project evaluator	April 2009	
Project Evaluation complete	Submitted to Steering	Project evaluator	May 2009	

<b>MILESTONE</b> <i>(Action to be taken)</i>	<b>HOW MILESTONE WILL BE ACHIEVED</b>	<b>RESPONSIBILITY</b> <i>(Person or body responsible)</i>	<b>TIMEFRAME</b>	<b>Report / comments</b>
	Committee			

**AWE**  
**Growing Leaders Workshop**  
**Reaction Level Evaluation**

This form is to seek your initial feedback to the program. Information gathered at this stage of the evaluation process will be used to help you as a participant to reflect on your learnings from the program and also to inform us of the quality of the workshop and how it might be improved for future participants. All information gathered within the evaluation process will remain confidential and will be used for statistical and reporting purposes only.

**Within the context of the workshop objectives, to what extent did the specific sessions meet your needs, with 1 being “did not meet needs” and 7 being “exceeded needs”?**

**Objective 1:** Provide an opportunity for women principals, DP’s and aspirants to share and exchange successful strategies for growing other leaders.

1      2      3      4      5      6      7

*Comments and reflections:*

**Objective 2:** Explore how to develop a culture where leadership is shared and distributed

1      2      3      4      5      6      7

*Comments and reflections:*

**Objective 3:** Explore models of shared leadership (through a leadership case study) that support women leaders to lead social change within their school community.

1      2      3      4      5      6      7

*Comments and reflections:*

**Objective 4:** Build a strong and sustainable network of women principals and leaders.

1      2      3      4      5      6      7



**Comments and reflections:**

**Additional Comments**

**What would you like more of?**

**What would you like less of?**

**Please complete this section at the close of the program:**

**How do you rate the workshop in terms of increasing your understanding and awareness of gender issues for girls and women in education?**

**Rate (overall) on a scale of 1 to 7 with 1 being extremely poor and 7 being excellent**

**1      2      3      4      5      6      7**

**Comments:**

**What suggestions do you have for improving the workshop?**

Please indicate if you are willing to be contacted after the workshop to provide further information regarding the value of this project by providing your email address:

Email: \_\_\_\_\_

**Thankyou for your feedback!**

**AWE**  
**Growing Leaders Workshop**  
**Reaction Level Evaluation**

G: Gosford  
H: Hobart  
P: Perth  
R: Rockhampton  
D: Darwin  
E: Adelaide

**Objective 1:** Provide an opportunity for women principals, DP's and aspirants to share and exchange successful strategies for growing other leaders.

Rating: 1 = did not meet needs; 7 = exceeded needs

<b>Average of numerical rating for Gosford:</b>	<b>6.0</b>
<b>Average of numerical rating for Hobart:</b>	<b>5.8</b>
<b>Average of numerical rating for Perth:</b>	<b>5.5</b>
<b>Average of numerical rating for Rockhampton</b>	<b>5.8</b>
<b>Average of numerical rating for Darwin</b>	<b>5.7</b>
<b>Average of numerical rating for Adelaide</b>	<b><u>6.1</u></b>
<b>Overall average</b>	<b><u>5.8</u></b>

**Comments and reflections:**

More opportunity to grow ourselves as leaders rather than growing others (G1)  
It was a good opportunity to share with other women and discuss how they approached leadership (G2)  
Loved the 'herstory' section (G5)  
Lots of opportunities to share ideas and experiences (G9)  
Great to speak with others who have had varied experience (G11)  
Great to network with other women colleagues (G12)  
Great to network with others (G13)  
Would like more strategies (G14)  
Achieved the objective (G20)  
What a wonderful opportunity to share ideas and experiences (G23)  
Would like more tangible strategies (G24)  
Great networking opportunity (G25)  
As an aspiring leader, I found this workshop very useful (G27)  
Fantastic session to share and help others through their problems (G28)  
Fabulous opportunity to share and learn (G29)  
The day exceeded my expectations. The people were terrific. I needed to meet these principals and executives to put faces to names (G33)  
Very useful information for where I want to be in the future (G36)  
Still growing! (G37)  
Great networking opportunity (G39)  
Was good to have 'talk' time to hear others' constraints and challenges (G40)  
  
Was good to hear other people's stories and points of view on the article (H5)  
Great to hear about real experiences (H6)  
I was not sure what to expect but it was very beneficial to hear about others' experiences (H10)  
Informal discussion – the narratives were excellent groundbreakers (H13)  
Very open, trusting forum – too short a time to explore enough ideas (H15)  
  
Great to share/network (P1)  
Successful strategies discussed (P2)  
Loved the idea of moving places – really important (P3)

Thank you for making us change positions to encourage us to hear others' stories (P4)  
 I would like to be a growing leader – it was interesting to hear from principals but I was disappointed that there were limited secondary principals present (P5)  
 Valuable sharing opportunities emerged during the day and as a result of the movement around the table (P8)  
 Great ideas from primary schools (P9)  
 Good to have opportunities to share ideas and solutions (P10)  
 Particularly liked herstories straight after lunch (P17)  
 The day is never long enough when women get together and share stories (P24)  
 Great opportunity to discuss own issues/concerns through case studies (P26)  
 Discussions were interesting (P28)

The conversations were very real and honest. The facilitators ensured that all participants were given 'air play' which gave a great deal of strategies (R1)  
 Today was good. Thank you (R3)  
 Great to have time to share stories and receive feedback; we were explicitly encouraged to network together for this purpose (R5)  
 Talk related to people's experiences – recounts – more strategies needed (R6)  
 The collective wisdom was very valuable and not threatening (R7)  
 Wonderful opportunity to sit with other female leaders and learn about leadership styles (R9)  
 Fantastic to network and discuss our own leadership journey – seek advice and give it! (R10)  
 I found this section of the workshop most beneficial (R11)  
 Great to hear the stories and current strategies women in leadership are using (R12)

We shared strategies and had conversations which were beneficial but I would really like more explicit information, ideas 'tools' for growing these leaders. Please come back! (D1)  
 Nice small group – non-threatening; people willing to share their experiences (D2)  
 Good examples provided by the case study and exploration around it (D3)  
 Good group – great range of experiences – enjoyed the examples women provided (D4)

The processes strongly supported this (A1)  
 Great to have the opportunity to discuss issues with others present (A3)  
 Good to hear the 'stories' & strategies of other colleagues (A4)  
 Great size group – excellent environment for sharing (A6)  
 Reflective & appreciative discussion is very empowering (A7)  
 Great opportunity for professional discussion (A8)

## **Objective 2:** Explore how to develop a culture where leadership is shared and distributed

<b>Average of numerical rating for Gosford:</b>	<b>5.6</b>
<b>Average of numerical rating for Hobart:</b>	<b>5.8</b>
<b>Average of numerical rating for Perth:</b>	<b>5.4</b>
<b>Average of numerical rating for Rockhampton</b>	<b>5.8</b>
<b>Average of numerical rating for Darwin</b>	<b>5.8</b>
<b>Average of numerical rating for Adelaide</b>	<b><u>6.0</u></b>
<b>Overall average</b>	<b><u>5.7</u></b>

### **Comments and reflections:**

The afternoon session gave some good 'food for thought' (G2)  
 I liked the activity and interaction with others (G6)  
 Wonderful to see so many strong women in education (G11)  
 Case study good but would have liked choice and a few more (G22)  
 Important! (G23)  
 More tangible examples (G24)  
 I think this could be pursued further (G25)  
 It was great to be able to listen to women in leadership roles (G27)  
 Overview and case study and this supports aspirations for leadership and will assist with development of sustainable role – once achieved (G29)  
 Herstories were particularly interesting and useful (G31)

The case study and small group discussion was terrific – great idea to mix us up – enough time to talk. It's the beginning of something great I hope (G33)

Case studies are a great way to develop discussion. Being reflective and developing skills to build a collaborative culture (G35)

Made me realise the importance of shared leadership (G36)

Good to break up case study and see strategies used and how well they might work (G40)

More of this – perhaps role play to demonstrate leadership styles and how to implement change (H1)

Given ideas of ways to distribute leadership across staff members (H5)

Clearly displayed and lots of examples given (H6)

Networking is important (H10)

Powerpoint with discussion (H13)

Case study directly related to this issue. Very positive use of case study. Many aspects covered with direct practical application. We can all draw on aspects for our own diverse situations (H15)

Would love some more practical ideas (P1)

The shared leadership benefits discussed. How to develop that when it is a sole leadership situation is difficult (P2)

Allowed me to hear others and reflect upon the shared leadership opportunities that occur in my school (P4)

I have a much better knowledge of how to develop a culture but the problem now is how I get my admin to take this on (P5)

Some great ideas emerged in the discussion sessions – these are practical ways of developing a leadership culture (P8)

Positive discussions about 'real' situations (P9)

More time to discuss issues rather than interpret case studies (P10)

This was re-affirming what/why shared and distributed leadership is so important (P19)

Some interesting viewpoints (P26)

The conversations were really deep and gave many different perspectives – different contexts talked about (R1)

Explored today – discussion was good (R3)

Model explained clearly but I'm not convinced entirely that it works nor do I have confidence/skill to achieve it (can't visualise it in my context) (R5)

This session forced me to consider issues and leadership styles and confronted me with adaptations I need to make (R7)

Will explore this further and put current knowledge into practice (R9)

Case study – very good starter (R10)

Shared leadership is the way to go but I am still gathering my courage to push for it (R12)

Very informative and interesting (R13)

I would have liked more opportunity to share leadership culture (D1)

I loved the model of change management that was shared – makes a lot of sense (D2)

Good examples provided by the case study and exploration around it (D3)

Jan and Lesley – great role models – thank you (D6)

It is great to hear the stories and input to know you're not alone (D7)

Case study & discussion supported this (A1)

The readings & discussions reaffirmed ideas I have about leadership (A3)

Valuable opportunity to engage through the scenario process (A6)

The scenario worked very well the facilitated process & role play to internalize understandings (A7)

Sharing ideas (A8)

**Objective 3:** Explore models of shared leadership (through a leadership case study) that support women leaders to lead social change within their school community.

<b>Average of numerical rating for Gosford:</b>	<b>5.8</b>
<b>Average of numerical rating for Hobart:</b>	<b>5.9</b>
<b>Average of numerical rating for Perth:</b>	<b>5.4</b>
<b>Average of numerical rating for Rockhampton</b>	<b>5.8</b>
<b>Average of numerical rating for Darwin</b>	<b>6.0</b>
<b>Average of numerical rating for Adelaide</b>	<b><u>6.25</u></b>
<b>Overall average</b>	<b><u>5.85</u></b>

### **Comments and reflections:**

Would the case study only pertain to women leaders or is it a good case study for all leaders to reflect on? (G1)

Would like to have more case studies as a focus (G2)

Great to consider how different situations require different leadership considerations (G5)

More work on social change (theory) would have been helpful. Can google some ideas shared (G8)

Good basis for discussion (G11)

Very informative and thought provoking (G12)

Fabulous discussion, really enjoyed sharing the dialogue (G25)

Interesting how other women have different thoughts and yet similar beliefs (G27)

Wonderful – will email to get other case studies (G28)

Following/observing others triumphs and issues to inform sustainable futures is an invaluable tool (G29)

Once again the meeting of new people – terrific – sharing of different scenarios allowed 1) sharing 2) broadening my understanding of what people have to cope with on a daily basis (G33)

Case studies great (G35)

Well written case study – describes a typical experience. I would have liked more anecdotal evidence (H1)

Case study was very valuable, raised many issues relevant to me at the moment (H4)

Great to discuss this case study with other staff (H5)

Case study – a great idea/teaching learning tool (H6)

Great to have a common case study to facilitate (H10)

Excellent - gave many and varied perspectives for discussion (H13)

Too little time to broaden the discussion and include responses from other groups. The exploration itself was very helpful and affirming (H15)

The case study was excellent; learnt the most from these discussions. I also learnt that where I am (as a leader) is okay (P2)

Hearing the stories from Jenny and Cheryl made it all real. Pre-reading and working with the case studies gave an avenue to discuss, reflect and think (P4)

It is much easier to lend social change if you are already a principal or deputy not if you are currently an aspirant (P5)

Very good – realistic/tangible approaches that can be used at our school (P8)

Shared leadership not a new term but a good practical way of implementation in schools (P9)

This gets done at so many PDs – they get predictable and are not dynamic – to spend a small amount of time on them is great but not half a day (P10)

It evoked very good conversation; enjoyed it! (P12)

Would like to have had opportunity to discuss more than one case study (P14)

Probably could have done less time on discussing one case study (P15)

Case study discussion; excellent (P24)

Discussing the case study with others really opened up what I first thought was a cut and dried case (P26)

Good to hear about other models (P28)

The case study was great – would have loved a happy ending though (R1)

Well done! (R3)

Case study – a good idea (R6)

Very interesting (R9)

Our group found the outcomes section of the case study non descriptive and too broad (R11)

The case study was useful and the individual stories worthwhile; once again more time would have been beneficial (D1)

Case study was well chosen and effective in demonstrating focus areas for consideration (D2)

I have some ideas around this (D3)

Good opportunity to reflect and relate to own experiences (D5)

A lot of discussion about the case study & reflecting on my school & processes I have used, both to reinforce and to take new ideas on. (A4)

Great case study based on reality (A5)

It was particularly helpful to have as pre reading and the group discussion was excellent (A6)

Good discussion (A8)

**Objective 4:** Build a strong and sustainable network of women principals and leaders.

<b>Average of numerical rating for Gosford:</b>	<b>5.7</b>
<b>Average of numerical rating for Hobart:</b>	<b>5.2</b>
<b>Average of numerical rating for Perth:</b>	<b>4.9</b>
<b>Average of numerical rating for Rockhampton</b>	<b>5.8</b>
<b>Average of numerical rating for Darwin</b>	<b>5.4</b>
<b>Average of numerical rating for Adelaide</b>	<b><u>6.1</u></b>
<b>Overall average</b>	<b><u>5.5</u></b>

### **Comments and reflections:**

Excellent opportunity (G1)

Provided a starting point for this to happen (G2)

Excellent opportunity to meet new 'leaders' and network (G4)

Has potential (G5)

This is next step needed (G8)

Great time to sit and chat (G11)

Made connections during group work, hopefully opportunity to continue and build upon (G12)

Have discussed with others get together at WEL (?) dinner. Also WIT group for TLSC college group. (G13)

Would like a follow up session for further networking (G16)

Important to make/take time to build and sustain network – mentors/support/critical friend (G22)

Excellent (G24)

Hopefully this is the beginning of some further workshops re: AWE (G25)

Fantastic (G27)

Activities allowed me to network with more people than other workshops (G28)

Essential networking to support/balance leadership development. Terrific! (G29)

I really appreciate the open, trusting environment created by Maree and Jan. thankyou for your thoughtfulness and openness (G33)

Hopefully, the beginning of a network (H1)

Not sure – will distribution list etc. be part of the process? (H3)

See what develops from this workshop (H4)

Hopefully we can all keep in touch and keep helping each other (H5)

Beginning to form relationships (H6)

New kid on the block (H10)

I think this will come with membership (H13)

Beginning of a network today – opens the possibility for further association (H15)

It was interesting to hear other systems' opinions and how things run in their schools (P1)

Great to meet with others, especially just women (P2)

This opportunity has been provided (P4)

Useful – however limited by few (if any) secondary principals (P5)

Email contact list – great idea – face recognition through name badges also a good idea (P8)

Thanks for the email list (P9)

A good opportunity to create opportunities – would have been good to have more time to share our experiences/problems and workshop ideas (P10)

Possibility is there but different systems case a problem (P11)

It was nice to know that there is support for women to aspire to be leaders (P12)

Hard to say at this point (P21)

Wait to see (P24)

Plenty of opportunities for this (P26)

Will join the network (R1)

I'm not sure that strong and sustainable are applicable yet. But I think it will be the beginning (R2)

Encouraging (R3)

Would like to see the development of a local branch (R8)

Great opportunity (R9)

New and old faces to reconnect with or connect with to develop a shared understanding of leadership and what it means to be a leader and a woman (R10)

Met some lovely people! Very worthwhile (R11)

Nice to see such strong leaders (R12)

We will try to follow up to do this (A1)

As in Question 1 (A3)

I believe this is ..... the complexities & challenges in leadership will only increase & networking helps build professional partnerships (A4)

It would be good to reconnect to develop further (A6)

As above (A7)

Explore sustainability Hope to extend the partnership between AWE and women leaders (A8)

## **Additional Comments**

### **What would you like more of?**

Enjoyed the experiences of the three local principals – inspiring to keep going (G2)

Principals' views were excellent. Different women, different styles, passion (G3)

Hearing from other principals. The interaction with people that I did not know was excellent (G6)

Discuss roles of/in executive positions more – how to be effective (G9)

Hear from more women who are principals and deputies – their journey (I wrote this before Herstory session (G11)

Sharing experiences with other professional women – empowering and confidence building (G13)

Success stories – how to be good leaders in different contexts (G14)

The case study was good but I would like to review a couple of studies/different settings over the day/the conversations could compare styles (only a thought) (G15)

1) today and what it offered 2) tangible ways of dealing with different leadership roles. Perhaps from experienced principals etc. (G16)

Strategies for shared leadership opportunities (G17)

Opportunities for women leaders to meet and actively engage in things that matter (G18)

Case studies – different situations (G22)

Days like this (G23)

Opportunity to talk more – loved the afternoon session (G24)

More time to have similar meetings (G26)

Herstories were wonderful to listen to (G28)

Opportunities to meet/discuss/network – mentorship is so very important! Case studies and opportunities to assist with taking the steps ahead and following through. (G29)

Identification of personal attributes. Herstory – great to know these 'leaders' are real women!! (G32)

1 x team group meeting with a personal goal set then reflected upon when reconvening (G33)

More AWE meetings/dinners – once a semester? (G34)

Networking, sharing issues and stories from other women (G35)

Continued support from AWE and celebrations along the way (G36)

Negotiation skills? (G37)

More case studies to look at leadership skills. Enjoyed listening to three speakers on leadership from principals (no more than 3) (G38)

Aspiring to move up and preparation for this – for women (G39)

Like the discussion time with other leaders. More intervals of 'herstory' very interesting, maybe 2 in morning session, 2 in mid and 2 in end session – great to hear others' stories (G40)

Conflict resolution – negotiation, dealing with barriers to change (P1)

How to influence, build trust; Jan's expertise and ideas are fantastic (P2)

Opportunities to hear people's stories; also email addresses were great (P3)

How to encourage current principals/deputies to take on board the ideas of shared leadership, not shared dominance! (P5)

More opportunities to share practical ideas (P8)

Speakers who have worked through problems (P9)

Strategies and ideas; hearing herstories (P10)

Discussion on other areas of education and the challenges e.g. TAFE (P12)

More case studies (P14)

More practical examples of women in leadership – how to get there; what to do once you are there (P15)

Enjoyed guided discussion of the case study (P17)

More theoretical info on shared leadership (P18)

Could we have more examples or case studies on how female principals change community perceptions that 'male principals are stronger and better than female principals'; how do we challenge/change societal attitudes (P19)  
Difficult for aspirants who may not have stories to share (P24)  
Tips for aspiring leaders – many of us are aspiring but frustrated; how to maximise opportunities, a career forum – jobs coming up on web? (P25)  
Good opportunity to look at own context; look at evidence of shared leadership; associated reflective questions (P27)

More PD (R1)

More sharing of personal stories (R2)

More and different case studies that look at women leaders in various positions (R3)

Development of micro-skills –giving others opportunity to give me feedback – collective problem solving (R5)

More time to develop concepts further (R9)

Strategies for my tool box (D1)

Double loop learning (action examples); change management; strategic planning (D2)

Discussion, learning, stories, skills around leadership, including management and personal/relational skills (D3)

Opportunities to discuss leadership models/current leadership principle in a workshop, rather than just through reading books (D4)

Specific skills program – how to deal with particular situations (D5)

Explicit leadership skill development – mentoring strategies; shadowing opportunities; more time to do this! (D6)

Developing specific leadership skills (D8)

Case studies and time permitting (A3)

Ongoing conversations and support networks (A5)

Structure for reflection – scenario great, questioning helpful, sharing positive (A6)

### **What would you like less of?**

Good balanced day (G1)

Workshops about the same case study – more shorter workshops (G6)

The case study (G14)

Always sharing with a stranger (G22)

Less case study analysis please (G24)

It was all good! (G33)

All very good (G37)

Need to move quickly through case study questions. Unfortunately I was in a group with a very loud and dominated talker – it was not pleasant. Maybe a chance to move groups after the first session (G38)

Case study time could be halved (G40)

Assumptions that we are already in leadership positions of any value (P5)

Time spent on single case studies (P10)

All good (P13)

Thought the day was well balanced; discussion, listening, shared stories (P14)

Less discussion on case study (maybe more case studies to discuss) (P15)

Group conversation – a bit too long (P18)

You should invite current secondary principals (men) to attend and talk to them re: advantages of women leaders – offer your services to AISWA, school councils as well (P25)

Nothing comes to mind (A6)

### **Please complete this section at the close of the program:**

**How do you rate the workshop in terms of increasing your understanding and awareness of gender issues for girls and women in education?**

**Average of numerical rating for Gosford: 5.7**

**Average of numerical rating for Hobart: 5.8**

**Average of numerical rating for Perth: 4.8**

**Average of numerical rating for Rockhampton: 5.8**



<b>Average of numerical rating for Darwin</b>	<b>5.6</b>
<b>Average of numerical rating for Adelaide</b>	<b><u>6.0</u></b>
<b>Overall average</b>	<b><u>5.6</u></b>

### **Comments:**

Statistical information interesting (G1)

Thoroughly enjoyed the day (G2)

Interesting comments on female % of leadership – many comments on male ‘hero’ leadership (G4)

Focus for me was on sharing ideals on leadership and leadership models. Gave me confidence in my leadership style! (G13)

The herstories were good – perhaps intersperse these during the day particularly if the message was aligned to the sessions (G18)

This give you or should I say inspire you to reflect on what you are achieving exactly what you can do and are doing.

Pushes me along to goal setting (G21)

Loved the herstories (G22)

Very positive (G28)

Aim high! (G29)

Women working together and developing networks needs to be continuously harnessed (G35)

Great thanks (G37)

Very interesting, thanks Jan (G40)

Presenter was great! Liked the way she moved around tables and interacted (P3)

We all share similar problems or issues or frustrations (P8)

Thanks for the depth of information on shared leadership (P9)

I would like to know more about strategies for young aspiring women in an aging female workforce (P12)

The workshop was pretty generic – not as focused on women in leadership as much as I thought (P15)

Fortunately gender issues are not the burning issue they once were. Women are rising to the top in WA with increasing frequency (P20)

Gender issues for girls – topic for another day (P24)

I understand the issues – men don’t! (P25)

Interesting to see the differences between independent/government/primary/high schools (P26)

Lesley discussed this a little but we didn’t really have time to elaborate on these issues (D1)

Nice to hear my opinions affirmed regarding short term bandaid appointments of executives (D2)

### **What suggestions do you have for improving the workshop?**

More experiences from peers (G2)

A variety of case studies similar to different environments – not just a high school (G10)

Contact list made available (G12)

More time on the afternoon session – reduced on case study (G13)

More time on the case study which generated a lot of thinking and discussion (G18)

Maybe a section with choice to look at some models for positive capacity building. Some chances to work with colleagues we already know (G22)

Fruit at morning tea (G23)

List of attendees and contact details for network purposes (G32)

Could be condensed into half a day or something different for pm session. The shared leadership slide would be good as a handout (G40)

More information to help my role in leadership (P1)

How principals and deputies coped with lack of shared leadership prior to their current positions (P5)

Possibly some ‘change your thinking’ tips that are associated with leadership roles e.g. overcoming fears/doubts etc. (P23)

I like the way groups were mixed up – maybe feedback in different ways (P24)

Target male leaders – AISWA/DET/

Workshops to ‘push’ into next level of leadership (and applying ) workshops of similar age/similar values women in ed for next levels (R3)

Shorter time frame – too long sitting down (R11)

Perhaps include a touch on the strategic planning process (D2)  
Consider asking participants to bring a leadership challenge with them or to consider one prior to the workshop (D3)  
Nothing specific as this was a small group – so plenty of sharing information – next time would like a focus on working through more examples of leadership styles (D4)  
More time – perhaps over two days (D7)

### **How can AWE assist you in your role in the future?**

Develop local network (G2)  
Network. Knowledge/styles of leadership (G3)  
Support in areas required development – more specific (G4)  
Would like another workshop for my staff who missed out on this one – could only send 3-5 aspiring leaders (G13)  
More workshops (G14)  
An excellent workshop, enjoyed the stories from both presenters and three principals at the end. A link to reality (G15)  
Thank you, the day was very rewarding and informative (G16)  
Building capacity through my role as a consultant! (G17)  
More workshops! (G21)  
Thank you for a wonderful day! (G28)  
Thanks for a valuable day! (G29)  
I will join and then know. I imagine there will be a list of members and places of work (G33)  
Collegial support (G37)  
Workshops after school (G38)

Now I know you exist I will be keen to look at website; attend other PD opportunities (P3)  
Invitation to be involved in workshops and presentations such as this one (P8)  
An aspiring leaders' conference! Ideas are few to move forward (P9)  
PD on aspiring to leadership positions – am in acting role (P14)  
Information of future events; advice – case study examples and results (P23)  
I thought the day was very informative – please spread your word via Independent Teachers' Union and WACOT! (P25)

Lots of communication (R1)  
Motivate women leaders in EQ to form a group and instil all the 'good practices' we heard about today (R3)  
Providing a platform for networking (R4)  
Keep updated with any specific workshops (R8)  
Support and guidance on my own leadership journey (R10)  
Looking to join – would be interested in PD on 'fierce conversations'

Greater chance for networking and skill building (D1)  
Become a member (D2)  
I was only aware of this workshop at the last moment and look forward to being kept in the loop as a member (D3)  
Very interesting and well presented workshop (D4)  
Overcoming isolation (D5)

None it worked well & was valuable (A1)  
It was an excellent opportunity to meet people in different situations & positions to learn how to deal with difficult behaviours (A2)  
Case studies and on-line discussion? A way to follow up on the good (A3)  
Keep up the good work (A6)  
A wonderful balance of theory, practice and dialogue (A7)

## Leading Social Change Survey

1. Name:
2. Current Position:
3. School or Organisation:
4. Location:
5. AWE member?
6. Preferred phone number:
7. Phone number is:
8. Email address:
9. What are your areas of interest or concern in relation to achieving social justice for women or girls?
10. What inspired you to first become active in this area? Were there significant situations or incidents in your professional or personal life where you were disadvantaged or felt constrained because of your gender?
11. What are the most significant positive actions which you have witnessed or in which you have participated?
12. How did particular people (family members, friends, teachers, leaders, writers or experts) help shape your ideas and practice concerning issues of gender justice?
13. Can you give examples of how a school or system leader has supported you or others to address gender issues?
14. What have been the obstacles and challenges to your involvement in education for social change, including professional development and association activities? How have you overcome these obstacles and met these challenges?
15. How did you find out about the AWE, in what AWE activities have you participated, and which have you found to be particularly beneficial?
16. Are you interested in being more involved with the AWE through our activities or committees? How might you participate or contribute?
17. Can you recommend particularly useful websites, articles, texts or teaching resources on issues of gender and social change, which we could link to or promote on our website?
18. Any other comments?

## The Association of Women Educators Leading Social Change Project

### Insights & Issues from women attending Leading Social Change Workshops April – June 2009.

Over the past three months, one hundred and fifty women educators from government and non-government schools across six states and territories participated in a one day workshop entitled: *Growing Leaders - Building a leadership culture that strengthens women leaders and gives them back their lives!*

The objectives of the workshop were to:

- *Provide an opportunity for women principals, school leaders and aspirants to share and exchange successful strategies for growing other leaders around them*
- *Explore how to develop a culture where leadership is shared and distributed*
- *Explore models of shared leadership (through a leadership case study) that support women leaders to lead social change within their school community and help them to achieve a work life balance and*
- *Build a strong and sustainable network of women principals, leaders and aspirants.*

### Highlights, Breakthroughs & Difficulties:

Prior to the workshop participants were emailed pre reading, which included a leadership case study. The case study represented a ‘real life’ story of a female principal and the challenges she faced in leading change in a large secondary school. Participants were required to read the case study, reflect on their own leadership and email back to the facilitator, a short snapshot of their own leadership journey and their initial responses to the case. This approach was aimed to stimulate a greater level of engagement and reflection prior to the workshop, which has major benefits in terms of readiness for learning.

The workshop was designed to be interactive and explorative and provide strong connections with current theory and practice on ‘shared leadership’ and the impact on social change through leadership.

The first session of the workshop focused on participants sharing with the whole group their most significant, recent or current leadership challenge. The stories provided the group with a wealth of diverse and difficult dilemmas and challenges which contributed to building an understanding of the individuals within the group and more importantly accelerated a sense ‘we’re all in the same boat,’ this subsequently strengthened the level of trust, disclosure and honesty in the workshop.

Some of the key themes that emerged from the shared leadership challenges included:

- Dealing with negativity and staff who are resistant to change
- Managing school closures, mergers and restructures with limited time, resources and support from the system
- Building connections and relationships in schools where factions and silos had been entrenched
- Managing the increasing burden of administration required by the system
- Getting stuck in the role of Deputy being largely operational, is the *glass ceiling* to principalship which requires a more strategic focus
- Being recognised as the ‘people person’ in a school is time intensive and draining and can have a major impact emotional health and well-being
- Trying to de-privatise teaching practice which is a huge cultural shift demanding huge amounts of time and energy
- Tackling underperforming people in various roles
- Having tough conversations to encourage people to move in a new direction
- Managing increasing expectations of parents and staff
- Dealing with confrontation
- Providing support and building capacity of others
- Not rescuing everyone or solving everyone’s problems

- Letting go of control to enable others to learn
- Maintaining self confidence and competence
- Balancing work with family life

The challenges shared by these women were reinforced by those identified in recent research commissioned by Education Queensland (Leadership Matters – Leadership Capabilities for Education Queensland Principals – Technical Paper March 2006 – Cranston N., Erich L., & Lindsay J.). In this study across a number of countries, Australian states and territories and non government sectors, the key challenges for educational leaders were:

- *respond to both local and system level demands/priorities when they might not always be compatible*
- *be seen and act as the leader while empowering others for distributed, shared, multiple leadership roles*
- *drive a future-oriented sustainable vision for schools in discontinuously changing and challenging times while managing the reality of “the now” of schools*
- *allocate limited resources in effective, efficient and equitable ways to maximise the learning of all students*
- *continue a professional learning journey, keeping abreast of educational and related developments and trends while managing the significant competing demands on educational leaders*
- *achieve work-life balance when the professional and personal demands of being an educational leader are significant*

(These challenges resonated strongly with the women in the workshops.)

The dialogue and engagement through discussion of the case study enabled participants to expand their own perceptions and gain new and different perspectives and insights about the complexities of being a leader and leading change. One of the most valuable outcomes (see page 2 & 3 Project Evaluation) of the discussion was for participants to be able ‘step outside their own view of the world’ and ‘stand in the shoes of others’ sometimes challenging but frequently gaining new perspectives on their own leadership. Other comments related to appreciating the time and space that such a workshop provides to ‘get off the treadmill’ that is the reality in schools, and therefore have the ‘luxury’ to think, reflect and learn.

The case study stimulated discussion about change and culture, and about personal values and beliefs that underpin actions and behaviours and the complexities of making decisions in ‘people’ environments. The workshop highlighted the need for new and different models of leadership in schools, where many of the mental models of stakeholders are trapped in the past where notions of the ‘hero leader’, ‘great man theory’ or the ‘sole leader’ prevail. It was also acknowledged that systems are also perpetuating outdated models of leadership that need to be challenged if we are to deal with the issues facing a 21<sup>st</sup> century society. There was strong recognition that the greater the complexity of the challenges, the greater the need for ‘shared leadership;’ no one individual has all the necessary skills and capabilities required to lead effectively in the complex and demanding world of schools.

Female principals who have developed a reputation for promoting a ‘shared leadership’ culture in their schools were invited to the workshops to share their ‘herstories’ with participants. Some of their successful strategies for growing leaders and sharing leadership include:

- staff invited/encouraged to take on challenges and responsibilities that would increase their leadership skills
- providing regular professional development for people aspiring to leadership
- creating non-positional leadership responsibilities within the school and rotating interested staff through these roles
- mentoring aspiring leaders
- staff running professional development
- mentoring student teachers

- identifying peoples strengths & passions through a development planning process supported by on-the-job opportunities to take on roles for growth
- providing opportunities for teachers to act in leadership roles when deputy or HOD is on short term absence or leave.
- sharing deputy role amongst two or three staff for a term at a time
- rotating chairing of various committees amongst staff
- focusing on balancing delegation with support, feedback and development.

Participants were asked to identify the benefits of 'Shared Leadership' which included:

- the workload was not all on the principal's shoulders
- different perspectives and different solutions to problems
- succession planning
- enables people to blossom and grow
- culture of cooperation
- positive role models of leadership for students
- people have greater level of job satisfaction and motivation
- increases ownership and engagement
- creates higher levels of trust
- reduces feeling of isolation
- better communication
- increases the skill base

In conclusion the feedback from participants was very positive. The opportunity to share ideas, strategies, challenges and stories in a positive and supportive environment was cited as the most significant outcome from the workshop.

### **Where to From Here – Future Directions for AWE 2009 – 2011**

As indicated in the evaluation report (page 10), to capitalise on the momentum and expectations created through this project a number of specific recommendations are highlighted including:

1. Extend the workshops in 2010 to remote areas of each state and territory to enable more women to participate
2. A series of two and three day workshops to develop the leadership skills of women in remote and rural regions of Australia
3. Develop a suite of leadership case studies on distributed/shared leadership for future AWE workshops
4. Specific skilling and coaching women in using the developing performance framework with staff
5. Presentations of the learnings from the project as with the emphasis on promoting shared leadership at range of forums e.g. AWE Conference, ACEL, ACE, ACER, ACSA, Principals Australia, AARE, AERA.
6. Opportunities to partner with key organizations and systems to support the leadership development of women in education.

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 June 2009

