

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

My job gives me goose bumps every day!

It is difficult, but 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 etc, 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 (1)

In working as a teacher, the way I viewed the world and the belief I had in the ability of both young men and women, has a phenomenal impact on their own belief in their ability.

There is nothing more satisfying than empowering young people to dare to dream and even more importantly to feel equipped to step out towards their goals.

Senior Policy Officer (1)

- Human Relationships Education
- Family Planning Queensland
- AUSAID projects with Pacific nations
- Pregnant and Parenting Students project

Project Officer (1)

none so far...

Student (1)

- ◆ **The sense of contributing on the broad scale through representation (frustrating at times but the potential is there)**
- ◆ **Networking opportunities**
- ◆ **Seeing projects like Gender up Front, and P,P and P be completed and delivered to make a difference at schools and in communities**
- ◆ **Seeing women interested and learning from the promotion and career planning workshops**

Education Officer Curriculum - Publications and Special Projects, AWE Executive member (1)

Mostly signing petitions and lobbying governments

Lecturer (1)

*my book i released earlier this year to encourage girls into ICT
www.techgirlsarehic.org*

the feedback from young girls has been amazing!

Ph. D. student and volunteer for girls in ICT (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)

- research based curriculum by girls for girls

- taking part in the AWE pedagogy for girls project

- inclusive language policies

- girls' self esteem groups body image workshops

Chaplain (1)

Increasing numbers of women in non-traditional careers, eg construction trades

Australian Blueprint for Career Development: I would like to see this adopted more widely in schools so students of both genders have more information about the range of careers available to them in today's world.

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

Lecturer (1)

I was active in supporting / establishing of women's shelters in Brisbane and Bundaberg.

Promoted awareness of rights and personal safety of students while classroom teacher

Principal -Band 7 (1)

- *Membership of Canberra Women's Liberation in 1970s*
- *The organising of women teachers in the Union (now the AEU) to support feminist women standing for positions*
- *Running teacher in-service courses specifically for women to progress in the profession*
- *Teaching Women's Studies at the Australian National University 1981-2*

Social Policy Committee Member - National Foundation for Australian Women (1)

Culture jamming a long line of pro-life billboards in Dalby with a bunch of other activists.

Student (1)

Support from senior management to introduce a mentoring programme

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

In my new school I have undertaken a wide and varied number of strategies in an attempt to improve Indigenous student outcomes - with some success.

This has included simple things like:

- ALWAYS acknowledging the traditional owners at every school event, (this was previously not the custom),
- employing Indigenous staff,
- encouraging staff to participate in professional development opportunities, etc.

Principal - Townsville (1)

Work with Zonta to encourage young women to seek scholarships to tertiary study.

Mentoring of Yr 11/12 women who show aptitude for further study.

Promoting further study as a way of breaking the cycle of "oppression" for young women.

Senior Educational Consultant (1)

I think writing about workplace misogyny, and 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)

Accepting that we have as much to learn from men as we have to learn from other women and that most men are happy to be mentors or to provide support. I have worked in a school consortium which involved three male colleagues and

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)

Perhaps in contrast to the idea of 'most significant' actions, for me the most important and perhaps meaningful positive actions are on a very small scale - that is, the interactions between people every day in every place or more specifically, the choices many people make every day to treat those around them with respect and dignity. This is perhaps as powerful as broad-based political campaigns or social movements, and on the other hand I have witnessed and experienced very harmful interactions and a clear lack of respect in the name of broader social change.

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)

I feel my team and portfolio in my teaching environment have engaged in actively reporting and getting involved in the advancement with the union case with arbitration.

Lecturer and Co-ordinator – TAFE (1)

working in this collective was a very positive action.

Executive Director Schools (1)

Personal mentoring of female educators by male/female mentors.... I have been both mentor and mentee... and still am.

Professor and Dean, Faculty of Education (1)

- Merit selection in early 90's;
- Curriculum materials to address sex based harassment in mid 90's;
- Leadership courses for girls and women.

Deputy Regional Director (1)

Attending women's conferences. Talking to other women.

Delivering a talk on sexism in the classroom to post graduate students in 1999 and having 3 male students approach me afterwards and thank me for enlightening them about how sexism can be detrimental to a human being's development.

Secondary teacher (1)

I started a self-defence program for girls at the school I worked at as a teacher.

Currently, I am researching teenagers as technological experts and exploring the understandings surrounding girls as experts.

Lecturer in Curriculum and Teacher Education (1)

I can say things have changed, having been a young woman during the 70's some of the restrictions no longer exist (eg access to birth control) freedom to live safely alone (well sorta). More acceptance of difference but still scratch the surface and all the same views are still there.

Facilitator, National Professional Standards Project (1)

Female collegial support and mentoring. Participated in a group established to focus on improving professional outcomes for the future.

Deputy Principal – rural (1)

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