# Respect and Equality in TAFE Self-assessment tool

## Acknowledgements

Our Watch acknowledges the Traditional Owners of the land across Australia on which we work and live. We pay our respects to Aboriginal and Torres Strait Islander peoples past and present.

Our Watch acknowledges the support of the Victorian Government.



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## Assessing your TAFE’s progress across the five key domains of Respect and Equality in TAFE

### Introduction

No two TAFEs are the same. An effective approach to promoting gender equality and preventing violence against women needs to be tailored to suit the individual resources, capacity and cultural needs of your TAFE. It also needs to factor in any progress already made and initiatives currently underway.

To ensure the gender equality activities your TAFE undertakes are evidence-based, aligned to your strategy and achieve the change you want to see, it is important to consider your current progress across the following five domains: workplace, students, teaching and learning, communications, and industry and community.

This self-assessment tool will help you to reflect on your experience, practice, culture and processes to date, and identify key areas on which to focus your future efforts. The document outlines how to go about undertaking the self-assessment in your TAFE. It provides information about what to look for under each of the domains as well as examples of actions you can take to progress your work. Once you have completed the self-assessment, it will help you to begin the process of developing your Respect and Equality in TAFE action plan.

Figure : The five key domains of the Respect and Equality in TAFE approach

### A circle with five wedges, one for each domain -workplace, students, teaching and learning, communication, industry and community with culture circling all the domains

### Undertaking the self-assessment

When to undertake the self-assessment:The self-assessment is a key part of implementing the Respect and Equality in TAFE approach. It should take place after you have secured leadership commitment for this work and identified who will lead the work. You should also have completed data collection (referred to as a ‘stocktake’ in *Respect and Equality in TAFE: Building a TAFE environment that promotes gender equality and respect*) to create a baseline of gender equality across your organisation. This self-assessment tool can assist in this data collection.

You will need to make sure that systems are in place to respond appropriately to disclosures of violence from staff and students, including those who may participate in this process. This includes training for staff in how to respond in a safe and supportive manner when someone discloses their experience of violence; having documented referral pathways to specialist family violence and sexual assault support services for both staff and students experiencing violence, and for perpetrators of violence; and having appropriate workplace policies to support staff. Refer to the ‘Engaging in prevention work safely’ section of *Respect and Equality in TAFE: Building a TAFE environment that promotes gender equality and respect* for more information on safely engaging in prevention work.

What is involved:Completing a self-assessment across the five Respect and Equality in TAFE domains will help you understand where good practice is currently happening in your TAFE, as well as where further action is needed. You will need to pull together a team from your TAFE, across departments, job levels, backgrounds and perspectives, who can realistically assess your progress across all five domains. This means they have knowledge of the drivers of violence against women and primary prevention work as well as of what is happening in one or more domain that intersects with this work. The group that undertakes the self-assessment might be the Respect and Equality in TAFE Taskforce members, or it may involve other staff members and student representatives.

Alternatively, you can discuss one domain at a time with the specific staff who represent the area being discussed, e.g., student services, enrolments and counselling to assess the students domain. It is good to try to get a range of perspectives across gender, cultural background, age and job level to participate under each domain. If they are not familiar with drivers of violence against women and primary prevention concepts, then this information should be presented prior to discussing what’s happening under each domain.

The self-assessment workshops can be conducted online or in person. You can conduct the workshop over one long session or multiple shorter sessions. We recommend if possible that the self-assessment workshops take place in person and that they are conducted over a number of sessions.

How long will it take?It is recommended you allow approximately four hours for the facilitated group discussion/s. Depending on participant availability, and whether you are conducting sessions online. You might choose to break up the four hours over a number of shorter one- or two-hour sessions (allowing reflection time between the sessions). Depending on how many participants you involve, you may decide to run the self-assessment sessions with more than one group to ensure a wide range of experiences and perspectives are included.

Who should facilitate the self-assessment process?The self-assessment can be facilitated by yourself or someone outside your TAFE. The facilitator will help your group stick to time, provide additional information and steer you through tricky discussions. Having an external facilitator can sometimes be important to challenge usual ways of thinking, to overcome power imbalances and to bring expertise and examples to enrich discussions. For example, you may like to engage someone with expertise in the field of prevention of violence against women or the promotion of gender equality. Whoever is chosen as a facilitator, they should be familiar with the gender data that you have collated.

How to prepare: Prior to the session/s, collate and prepare your gender equality data so that it can be used as part of your discussion. You may also have other data that is useful to bring to the discussion, including staff and student survey data, organisational plans and policies related to gender equality and respect, or *Workplace Gender Equality Act* data if you are a dual-sector institution. Victorian TAFEs should have data collected for their Gender Equality Audit, as per the requirements of the *Gender Equality Act* 2020 (Vic.).

#### On the day, you will need:

* Copies of *Assessing progress across the five domains* for each person in the group (handout 1 for participants). It is useful to share this worksheet with participants in advance and have them read it before the session.
* Someone to take notes during group discussions using the *Group discussion sheet* (handout 2). If possible, display the sheet using a projector (or screen sharing if the session is online) so participants can keep track of the notes being taken. You might also wish to note down any other important details that arise during the discussion, such as what additional information you still need to develop your strategy and whose voice is missing from discussions.

Table : Suggested timing for a four-hour session

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Introduction | Domain 1 | Domain 2 | Domain 3 | Break | Domain 4 | Domain 5 | Final discussion & next steps | TOTAL |
| 30 mins | 45 mins | 30 mins | 30 mins | 30 mins | 30 mins | 30 mins | 15 mins | **240 mins** |

How to introduce the session:It is useful to schedule time to introduce the process and talk through some of the key ideas behind Respect and Equality in TAFE.

#### Points to cover in the introduction of the workshops include:

* Information on who to talk to if the discussion brings up issues for participants related to violence that they or someone they know may have experienced. It is always advisable to provide the 1800RESPECT (national sexual assault, domestic and family violence counselling service) telephone number whenever presenting on or discussing violence against women.
* Encouragement to the group for the conversation to be open and frank but noting that it is not appropriate to disclose stories about other people that are identifying, or stories about violence that may cause distress.
* An explanation of the link between gender equality and the prevention of violence against women.
* An overview of the Respect and Equality in TAFE approach, including the five domains, and why your TAFE is engaged in this process.
* A description of the process for undertaking the self-assessment activity (see below) and what the group will have at the end of the process: a qualitative assessment of how the TAFE is doing across each domain, including examples of current good practice and ideas for future actions.

#### Instructions for using the self-assessment tool:

* Provide participants with copies of *Assessing progress across the five domains* (including the *Individual score cards*).
* If possible, display the *Group discussion sheet* using a projector or shared screen so that participants can track the note-taker’s notes.
* Starting with the Workplace domain, read through the goals and example actions.
* Give participants a few minutes to complete the domain’s *Individual score card*, considering each of the goals, providing an overall score and making note of either current good practice or possible future actions.
* Once they have scored each goal, facilitate a group discussion. Ensure your note-taker is taking notes using the *Group discussion sheet*. Prompt questions include:
  + How did you decide on your score?
  + What’s an example of good work in this area? Is there evidence of progress?
  + What are some of the ways actions towards this goal could improve?
  + Do you think other staff would agree with this score?
* Reflecting on the discussion, come to a group agreement about what score you will allocate to the domain. If there is not uniform agreement, you can find the average score by adding together each individual score then dividing by the number of participants.
* Repeat the process for the remaining domains. You should aim to spend approximately 30–45 minutes on each domain. See suggested timing above (which is based on the number of goals within each domain).
* Once you have completed all the domains, discuss the outcomes with the group, noting any concerns as well as what the group thinks might be priority areas to focus on. These priority areas will need to be approved and endorsed later by the leadership group (CEO, board, executive, etc.), who will also need to allocate necessary resources.
* Collect *the Individual score cards*. You will be able to review these later for any examples of current good practice or areas for improvement that may not have been included in the discussion.
* Depending on the level of authority of the group, you may like to spend time discussing next steps. These might include deciding how the findings will be communicated to the leadership group for their sign-off, setting a meeting to begin action planning, or undertaking further investigation to better understand key issues or areas for improvement.

#### Next steps:

* Once you have completed your self-assessment group sessions, you will be able to collate all the information you have gathered for review. This includes actioning any next steps discussed, such as following up any areas that need additional investigation and communicating your findings to others.
* Depending on the level of authority of the team leading the self-assessment process, you many need to prepare a summary and presentation for your leadership group so they understand the key findings from the process and endorse the identified actions to be taken. In the case that the self-assessment has been conducted across multiple groups, an additional workshop may need to be held with the leadership group in order to prioritise key actions.
* Now that you have completed both the gender equality data collection (stocktake) and self-assessment, you will be able to use the combined results to inform the development of your Respect and Equality in TAFE action plan. You may also have identified some immediate or short-term gender equality actions that you can get working on straight away.
* For more information on developing your Respect and Equality in TAFE action plan, refer to Step 4: Develop an action plan for your TAFE in *Respect and Equality in TAFE: Building a TAFE environment that promotes gender equality and respect* and *Respect and Equality in TAFE Action Plan*on the [*Respect and Equality in TAFE* website](http://www.respectandequalityintafe.org.au/).

### Self-assessment tool documents

In this section you will find the two documents that make up the self-assessment tool.

Table : The documents that make up the self-assessment tool

|  |  |  |
| --- | --- | --- |
| Document | How to use | Who needs a copy? |
| *Assessing progress across the five domains* | Provides examples of the goals and actions across each domain to help the group assess your current standing and opportunities for future action.  Following each domain is an *Individual score card* for participants to fill out at the start of each domain discussion. | Provide a copy to each participant and to the facilitator.  You may choose to provide this to participants beforehand to assist their preparation. |
| *Group discussion sheet* | For the note-taker to fill out during the group discussion. | Enlarge and display during the group discussion.  If possible, have the note-taker take notes on the projected sheet. |

# Assessing progress across the five domains

This document provides examples of the goals and actions that can be taken across the five domains of TAFE to promote gender equality and prevention of violence against women. It can be used to help you assess current efforts within your TAFE as well as to identify future opportunities to progress this work.

The domains are the five key areas of a whole-of-TAFE approach for preventing violence against women:

* workplace
* students
* teaching and learning
* communications
* industry and community

The goals and actions listed here are suggestions based on best practice evidence. However, you may identify additional opportunities not included here. It might seem overwhelming as you work through each of the goals and examples, but it is important to remember that this is not a checklist and you should not feel you need to complete every single goal and action as part of your Respect and Equality in TAFE action plan. It can be useful to identify which goals and actions you think are a priority for your TAFE, including those that can be achieved in the short term and those that will require a longer timeframe and greater resourcing.

Following each domain, you will find an *Individual score card* to complete, based on your assessment of how your TAFE is doing in this domain. This is intended to support your participation in the group discussion and provide the facilitator with additional information that may not be covered during the group discussion. At the end of the session, you will hand the *Individual score card* to the facilitator, to assist in collating information from the session.

## Domain 1: Workplace

Our workplace prioritises gender equality and all staff are supported to be safe, respected and have equal opportunities at work.

Table : Example of goals under the workplace domain

| Goals | Examples of actions |
| --- | --- |
| * 1. Our TAFE leadership demonstrates proactive commitment to gender equality and preventing violence against women. | We have a leadership statement about our commitment to preventing violence against women and it references gender inequality as a driver.  Leaders appear to be well informed about violence against women and its drivers as well as their legal obligations in relation to gender equality.  Board members and staff leaders challenge gender stereotypes and discrimination and consistently model respectful and equal relationships with all staff and stakeholders.  Board members and staff leaders use their public profiles to externally promote their commitment to gender equality and preventing violence against women.  The responsibilities of leaders to model respectful and equal relationships is reflected as KPIs in their work plans, performance plans and position descriptions.  Board members and staff leaders use their leadership roles internally to reinforce and resource the institution’s commitment to preventing violence against women.  Leaders of all genders model the use of flexible work options.  All staff are actively supported to balance work, education and care responsibilities.  When responding to internal and external incidents, issues or complaints, leaders reinforce perpetrator accountability, do not minimise or justify violence in any way and confirm the workplace’s commitment to preventing violence and promoting gender equality. |
| * 1. Our strategies, policies and procedures include proactive measures to address gender inequality and violence against women. | Our strategic plans, objectives, values are embedded as defined goals towards promoting gender equality in our workplace, acknowledging that gender equality benefits everyone, regardless of gender identity, race, age, disability, class or sexuality.  Policies and procedures are in place and promoted to ensure all staff know their rights, entitlements and obligations, and how to access support.  Policies and procedures are in place regarding the prohibited use of TAFE resources, including electronic resources, to commit violence, bullying and sexual harassment.  All policies and procedures are regularly reviewed to identify gaps and opportunities to address gender inequality and violence against women, including where inequality is experienced differently by women, men and gender diverse people from different population groups.  The staff code of conduct includes gender equality and makes clear that sexist or discriminatory language, comments, gestures and images are unlawful and unacceptable.  Induction and orientation processes include our organisation’s position on gender equality and violence against women, and refers staff to policies related to gender equality, respect and complaints mechanisms.  A monitoring mechanism is in place to ensure that staff complaints or concerns are taken seriously and responded to in a timely and appropriate manner. |
| * 1. We have structural support for women’s leadership, including the provision of leadership and promotional opportunities for part-time staff. | We have a women-in-leadership program which supports women applying for promotion and provides opportunities to network and develop leadership skills.  A gender equality perspective is embedded across recruitment, remuneration and promotion processes to ensure women are not disadvantaged.  Policies and procedures are deliberatively reviewed to check for barriers to women’s employment, promotion and professional development, such as leadership roles only going to full time-employees.  Strategies are developed to remove inequitable barriers to women’s promotion (e.g., career interruption impediments, underemployment and casualisation of the workforce).  Our policies, programs and strategies consider which women are more likely to be represented in leadership roles and which women are not, and have measures to address intersecting forms of discrimination such as racial or disability bias. |
| * 1. We have dedicated resources and budget to actively promote and monitor actions to prevent violence and address gender inequality, and to support those who disclose violence within our educational institution. | There is budget and staff time allocated to gender equality and violence prevention.  A working group has been established to progress violence prevention actions and initiatives.  Accountability measures are in place for key gender equality progress indicators (both mandated and voluntary) that monitor, report on and drive ongoing action.  Actions to promote gender equality and the prevention of violence against women are included in workplans and performance appraisals for senior staff and leaders (e.g., process to avoid bias, active support for flexible work options, etc.).  Data is collected annually to track the progress of gender equality in our workplace, including whether progress is experienced equally by women, men and gender diverse people from different population groups.  We participate in prevention of violence against women activities such as 16 Days of Activism against Gender-Based Violence.  Criteria for gender equality and prevention of violence against women are built into procurement, tendering or competitive bidding processes. |
| * 1. Staff across our TAFE understand the importance of promoting gender equality and feel confident and supported to challenge sexism and raise concerns related to gender and discrimination. | We have the partnerships, systems and appropriately trained staff to respond promptly and appropriately to complaints and claims of violence, bullying or sexual harassment.  Sexism is challenged in the workplace and learning environment, and staff who raise concerns are not ignored or penalised, regardless of their employment status.  There is mandated training on gender equality and understanding violence against women for all staff.  We provide professional development opportunities to staff at all levels on bystander interventions and on the drivers of violence against women.  Professional and teaching staff consistently model the organisation’s commitment to gender equality in their interactions with other staff and with students.  Monitoring processes are in place, such as regular surveys and feedback mechanisms to track staff and student culture relating to gender equality, violence and discrimination. |

### Individual score card

#### Domain 1: Workplace

Our workplace prioritises gender equality and all staff are supported to be safe, respected and have equal opportunities at work.

Score key: 1 – Yet to address, 2 – Some work completed in this area, 3 – Fully achieved

Table : Individual score card under the workplace domain

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Score | What we are already doing | Actions for improvement |
| * 1. Our TAFE leadership demonstrates proactive commitment to gender equality and preventing violence against women. |  |  |  |
| * 1. Our strategies, policies and procedures include proactive measures to address gender inequality and violence against women. |  |  |  |
| * 1. We have structural support for women’s leadership, including the provision of leadership and promotional opportunities for part-time staff. |  |  |  |
| * 1. We have dedicated resources and budget to actively promote and monitor actions to prevent violence and address gender inequality, and to support those who disclose violence within our educational institution. |  |  |  |
| * 1. Staff across our TAFE understand the importance of promoting gender equality and feel confident and supported to challenge sexism and raise concerns related to gender and discrimination. |  |  |  |

## Domain 2: Students

All students feel safe and confident to express themselves and participate equally within our TAFE community, and can raise concerns about gender inequality, violence and discrimination without adverse consequences.

Table : Example of goals under the students domain

| Goals | Examples of actions |
| --- | --- |
| * 1. Our engagement with students reflects our commitment to promoting gender equality and the prevention of violence against women. | Our communication with students consistently and deliberately promotes gender equality.  We regularly review our student engagement practices, including the language and imagery used, to ensure they do not reinforce harmful gender and other stereotypes.  We value student expertise and engage them in the co-design of TAFE prevention of violence against women prevention activities such as:   * + Engaging students in planning and working groups for gender equality and violence against women prevention activities such as 16 Days of Activism against Gender Based Violence and International Women’s Day.   + Seeking student input when reviewing student-facing policies and procedures. |
| * 1. Our policies and procedures for students are fair and inclusive and include proactive measures to address gender inequality and violence against women. | We have the partnerships, systems and appropriately trained staff to respond promptly and appropriately to complaints and claims of violence, bullying or sexual harassment:  Policies and procedures are in place and promoted to ensure all students know their rights, entitlements and obligations, and how to access support.  Partnerships with specialist violence against women support services are established and maintained for student referrals.  Our staff receive training and are confident in how to identify and respond to incidents, suspicions or disclosures that a student has been exposed to violence.  A monitoring mechanism is in place to ensure that student complaints or concerns are taken seriously and responded to in a timely and appropriate manner.  Academic supports are in place for students whose studies are interrupted or impacted due to experiencing violence (i.e., reasonable adjustments, special consideration).  Policies and procedures are in place that prohibit student use of TAFE resources to commit violence, bullying and sexual harassment, including electronic resources.  The student code of conduct includes materials relating to gender equality and makes clear that sexist and discriminatory language, comments, gestures and images are unlawful and unacceptable.  Student induction and orientation processes include our TAFE’s position on gender equality and violence against women and refer students to policies related to gender equality, respect and complaints mechanisms.  Students of all genders are actively supported to balance study, work and care responsibilities.  All policies and procedures are regularly reviewed to identify gaps and opportunities to address gender inequality and violence against women, including where inequality is experienced differently by students from different population groups. |
| * 1. Our programs and services delivered to students aim to address inequality and prevent violence against women. | We have proactive strategies to reduce inequality in education based on gender and other forms of inequality, including participation, enrolment and gender-segregation by industry and courses.  We review student leadership opportunities for bias and barriers to specific groups of women, men and gender diverse people.  We review student enrolment processes to identify barriers to accessing and participating in training at TAFE.  Our extracurricular opportunities for students promote respectful relationships between women, men and gender diverse people.  We work collaboratively across student-focused services and programs to share knowledge of specific student groups to ensure all students are treated inclusively, with fairness and respect.  Training and education about gender equality and the drivers of violence against women is made available to all students. |

### Individual score card

#### Domain 2: Students

All students feel safe and confident to express themselves and participate equally within our TAFE community, and can raise concerns about gender inequality, violence and discrimination without adverse consequences.

Score key: 1 – Yet to address, 2 – Some work completed in this area, 3 – Fully achieved

Table : Individual score card under the students domain

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Score | What we are already doing | Actions for improvement |
| * 1. Our engagement with students reflects our commitment to promoting gender equality and the prevention of violence against women. |  |  |  |
| * 1. Our policies and procedures for students are fair and inclusive and include proactive measures to address gender inequality and violence against women. |  |  |  |
| * 1. Our programs and services delivered to students aim to address inequality and prevent violence against women. |  |  |  |

## Domain 3: Teaching and learning

Our educators are leaders in integrating and promoting gender equality messages and actions into their teaching practice, and in creating equal and respectful learning environments.

Table : Example of goals under the teaching and learning domain

| Goals | Examples of actions |
| --- | --- |
| * 1. Gender equality and the prevention of violence against women is embedded into our teaching practices and learning environments. | Gender equality and violence prevention messages and actions are embedded across our teaching practice, e.g., challenging gender and other stereotypes in the classroom.  We regularly review our training activities and learning resources, units of competency and placement allocations to identify gaps and opportunities to further promote gender equality and respect.  We foster and expect equal and respectful learning environments that are free from bullying, harassment or gender-based discrimination, for both staff and students.  We encourage equitable participation of all students, encouraging representation of the range of experiences, knowledge, skills and aspirations.  Educators and assessors are actively encouraged to identify and acknowledge their own position of power in relation to learners and to be ethical and responsible in the use of that power.  Educators and assessors are actively encouraged to consider their own positive and negative biases and ensure they do not interfere with teaching and assessment outcomes.  Our educators use evidence-based teaching practices, learning resources and language that promotes gender equality, challenges gender stereotypes and works for the prevention of violence against women. |
| * 1. The skills and knowledge required to promote gender equality and prevent violence against women in different occupations is embedded into our curriculum. | Units of competency, training materials and learning resources embed skills and knowledge that help students to understand the impact of their field of study on people of different genders and address any inequities they find.  We prepare our students to promote gender equality and challenge sexism in their future workplaces, including preparing them to identify how gender and other forms of inequality manifest in the workplace.  Gender pay gaps in relevant industries are explored with students and discussions are held about the causes and potential solutions for addressing these pay gaps. |
| * 1. Practical placements and apprenticeships are managed in a way that aims to overcome gender-based inequities and actively challenge stereotypes, to contribute to desegregating the workforce. | Procedures are in place to enable and support students doing placements in all workplaces, regardless of their gender.  Student selection processes are reviewed to ensure that they reflect the required attributes and capabilities a student needs to be job-ready rather than stereotyped ideas about what a worker in that field should look like (e.g., tradesperson, nurse, teacher, etc).  Protocols and equipment are checked to ensure apprentices of varying physical types can perform tasks, regardless of gender.  Practical placement and apprenticeship providers are engaged in discussions to ensure they can provide safe and inclusive environments that meet the needs of all learners, including suitable toilet facilities, flexible work arrangements, social spaces and health and wellbeing support.  We share stories and experiences of employers who are challenging stereotypes and breaking down gendered barriers in order to encourage others to do the same. |
| * 1. All teaching and learning staff feel confident and prepared to integrate evidence-based gender equality messages and actions into their teaching practice. | Our educators have the knowledge, skills, confidence and support to call out sexism and discrimination when they see it.  Our educators have the knowledge, skills and training to identify and respond appropriately to students who may be experiencing or perpetrating violence against women.  We have a professional learning strategy for educators, assessors and practical placement and apprentice co-ordinators that builds their knowledge and capacity to understand key evidence-based concepts including respectful relationships, gender, gender lens, gender equality and violence against women.  Our professional learning strategy ensures all educators, assessors and practical placement and apprentice co-ordinators have equitable access to, and opportunities to participate equally in, all professional development.  Our staff complies with our relevant state or territory mandatory reporting and child safety laws, including the completion of annual training or professional development. |

### Individual score card

#### Domain 3: Teaching and learning

Our educators are leaders in integrating and promoting gender equality messages and actions into their teaching practice, and in creating equal and respectful learning environments.

Score key: 1 – Yet to address, 2 – Some work completed in this area, 3 – Fully achieved

Table : Individual score card under the teaching and learning domain

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Score | What we are already doing | Actions for improvement |
| * 1. Gender equality and the prevention of violence against women is embedded into our teaching practices and learning environments |  |  |  |
| * 1. The skills and knowledge required to promote gender equality and prevent violence against women in different occupations is embedded into our curriculum. |  |  |  |
| * 1. Practical placements and apprenticeships are managed in a way that aims to overcome gender-based inequities and actively challenge stereotypes, to contribute to desegregating the workforce. |  |  |  |
| * 1. All teaching and learning staff feel confident and prepared to integrate evidence-based gender equality messages and actions into their teaching practice. |  |  |  |

## Domain 4: Communication

Our internal and external communications play an important role in creating an equal, safe and respectful TAFE community and culture.

Table : Example of goals under the communication domain

| Goals | Examples of actions |
| --- | --- |
| * 1. We strive to be a public champion for gender equality and the prevention of violence against women. | We use our public profile to act as community and industry leaders in gender equality and the prevention of violence against women, including speaking out against inequality and discrimination.  Our board and leadership group recognise the value of sharing information and success stories to support and encourage other learning institutions to take action towards gender equality and violence prevention.  We have processes and mechanisms in place to measure our progress and regularly communicate to others both our successes and learning, to help others take action.  We create opportunities for students to have active input into social marketing and violence prevention campaigns.  Board members and leadership group consistently reject violence and harassment that occurs within or outside the workplace, e.g., through internal and external communication such as public statements. |
| * 1. Our internal workplace culture and communication promotes gender equality for all staff, students, industry partners and the community. | We have a communications plan that outlines a process for sharing information and resources with staff to build their understanding of gender equality and address the drivers of violence against women.  We actively avoid perpetuating gender stereotypes in our communications across the workplace.  Strategies have been implemented to minimise backlash or resistance and grow support for change within the workplace and on campus.  We have embedded questions that address gender equality and prevention of violence against women in templates, position descriptions, project initiation documents, contracts, procurement, and induction processes. |
| * 1. All external communication materials reflect our commitment to gender equality and preventing violence against women. | Our communication and marketing strategies are reviewed from a gender equality perspective, including internal and external marketing and advertising, style guides, and inclusive language guides.  Our communications materials are reviewed to ensure they promote gender equality and challenge gender and other stereotypes, and are representative of the diversity of our communities. This includes our website, newsletter, online platforms, recruitment materials, and student orientation, enrolment and information and engagement materials.  We have a communications plan that outlines a process for sharing information and resources with students and external stakeholders to build their understanding of gender equality and address the drivers of violence against women.  Our digital marketing and advertising strategy for student recruitment seeks to overcome gender imbalances across industries by promoting all courses in a way that challenges gender stereotypes. |

### Individual score card

#### Domain 4: Communication

Our internal and external communications play an important role in creating an equal, safe and respectful TAFE community and culture.

Score key: 1 – Yet to address, 2 – Some work completed in this area, 3 – Fully achieved

Table : Individual score card under the communication domain

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Score | What we are already doing | Actions for improvement |
| * 1. We strive to be a public champion for gender equality and the prevention of violence against women. |  |  |  |
| * 1. Our internal workplace culture and communication promotes gender equality for all staff, students, industry partners and the community. |  |  |  |
| * 1. All external communication materials reflect our commitment to gender equality and preventing violence against women. |  |  |  |

## Domain 5: Industry and community

As a learning institution with a strong connection to industry and community, our commitment to gender equality and the prevention of violence against women is reflected in all that we do.

Table : Example of goals under the industry and community domain

| Goals | Examples of actions |
| --- | --- |
| * 1. We use our public profile, influence and strong connection to community to act as leaders in gender equality and the prevention of violence against women. | Our board and leadership group take an active role in gender equality and violence prevention efforts within the vocational education sector, industry, and the broader communities in which we operate, e.g., through networks that address violence against women, gender equality alliances, regional prevention partnerships, TAFE networks and local government strategies.  We seek to connect with Industry Reference Committees and provide input into progressing gender equality content as part of training package review processes, as well as identifying gaps for future training. |
| * 1. We partner with industry in a strategic and meaningful way that actively promotes gender equality and the prevention of violence against women. | Our board and leadership group actively engage with industry partners to identify opportunities to contribute to improving gender equality within industry through student education and training and preparing future workforces to prevent violence against women.  We support and create opportunities for industry partners to get involved in addressing gender inequality through participating in the Respect and Equality in TAFE project, as well as in their own work environments.  We support industry to recruit, support and welcome women, men and gender diverse student placements and apprenticeships in traditional gender segregated workplaces.  Criteria for gender equality and prevention of violence against women are built into procurement tendering or competitive bidding processes. |
| * 1. We engage with our broader TAFE community to promote gender equality and prevention of violence against women. | We work in partnership with our broader TAFE community to take action and participate in activities that support gender equality and respectful relationships.  We identify opportunities to contribute towards gender equality and violence prevention within the community, including through participation in community events such as 16 Days of Activism against Gender-Based Violence and International Women’s Day and initiatives that seek to redress gender inequity through education and employment pathways.  We partner with and support local organisations undertaking gender equality or violence-prevention work, including sharing learning and success stories. |
| * 1. Our engagement with students, staff, industry partners and the community reflect our commitment to promoting gender equality and the prevention of violence against women. | There is consistent communication that deliberately promotes gender equality.  We regularly review our engagement practices, including the language and imagery used, to ensure they do not reinforce harmful gender stereotypes.  We role model gender equitable leadership practices across all our internal and external engagements, and actively encourage our industry partners and the community to do the same. |

### Individual score card

#### Domain 5: Industry and community

As a learning institution with a strong connection to industry and community, our commitment to gender equality and the prevention of violence against women is reflected in all that we do.

Score key: 1 – Yet to address, 2 – Some work completed in this area, 3 – Fully achieved

Table : Individual score card under the industry and community domain

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Score | What we are already doing | Actions for improvement |
| * 1. We use our public profile, influence and strong connection to community to act as leaders in gender equality and the prevention of violence against women. |  |  |  |
| * 1. We partner with industry in a strategic and meaningful way that actively promotes gender equality and the prevention of violence against women. |  |  |  |
| * 1. We engage with our broader TAFE community to promote gender equality and prevention of violence against women. |  |  |  |
| * 1. Our engagement with students, staff, industry partners and the community reflect our commitment to promoting gender equality and the prevention of violence against women. |  |  |  |

# Group discussion sheet

## Domain 1: Workplace

Our workplace prioritises gender equality and all staff are supported to be safe, respected and have equal opportunities at work.

Score key: 1 – Yet to address, 2 – Some work completed in this area, 3 – Fully achieved

Sheet : Group discussion under the workplace domain

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal | Group score | What we are already doing | Actions for improvement | Next steps |
| 1.1 |  |  |  |  |
| 1.2 |  |  |  |  |
| 1.3 |  |  |  |  |
| 1.4 |  |  |  |  |
| 1.5 |  |  |  |  |

## Domain 2: Students

All students feel safe and confident to express themselves and participate equally within our TAFE community, and can raise concerns about gender inequality, violence and discrimination without adverse consequences.

Score key: 1 – Yet to address, 2 – Some work completed in this area, 3 – Fully achieved

Sheet : Group discussion under the students domain

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal | Group score | What we are already doing | Actions for improvement | Next steps |
| 2.1 |  |  |  |  |
| 2.2 |  |  |  |  |
| 2.3 |  |  |  |  |

## Domain 3: Teaching and learning

Our educators are leaders in integrating and promoting gender equality messages and actions into their teaching practice, and in creating equal and respectful learning environments.

Score key: 1 – Yet to address, 2 – Some work completed in this area, 3 – Fully achieved

Sheet : Group discussion under the teaching and learning domain

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal | Group score | What we are already doing | Actions for improvement | Next steps |
| 3.1 |  |  |  |  |
| 3.2 |  |  |  |  |
| 3.3 |  |  |  |  |
| 3.4 |  |  |  |  |

## Domain 4: Communication

Our internal and external communications play an important role in creating an equal, safe and respectful TAFE community and culture.

Score key: 1 – Yet to address, 2 – Some work completed in this area, 3 – Fully achieved

Sheet : Group discussion under the communication domain

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal | Group score | What we are already doing | Actions for improvement | Next steps |
| 4.1 |  |  |  |  |
| 4.2 |  |  |  |  |
| 4.3 |  |  |  |  |

## Domain 5: Industry and community

As a learning institution with a strong connection to industry and community, our commitment to gender equality and the prevention of violence against women is reflected in all that we do.

Score key: 1 – Yet to address, 2 – Some work completed in this area, 3 – Fully achieved

Sheet : Group discussion under the industry and community domain

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Goal | Group score | What we are already doing | Actions for improvement | Next steps |
| 5.1 |  |  |  |  |
| 5.2 |  |  |  |  |
| 5.3 |  |  |  |  |
| 5.4 |  |  |  |  |