Respect and Equality

# **Information Gathering Tool**

This tool supports staff to plan to collect information about the current state of gender equality at their institution and is the first step before populating the self-assessment tool. Following the second working group meeting, working group members will use this plan to collect information which will be translated into the self-assessment in the third working group meeting.

For further support using the tool, please contact the Project Lead, Katie Yates Burgess on [katie.yates@ourwatch.org.au](mailto:katie.yates@ourwatch.org.au).



## **Comms Domain**

| Goal | Examples of data | Where might this data be found and who can support collecting the data | Timeframes for data collection | Who will be responsible for collecting the data |
| --- | --- | --- | --- | --- |
| We strive to be a public champion for gender equality and the prevention of violence against women. | 1. Examples of public statements made by the CEO (eg: linked to International Women’s Day, 16 days of activism) 2. Launch with OW (external and internal comms) 3. Public programs: 4. Endorsements of campaigns and other external developments 5. Results from TAFE-wide surveys of student wellbeing/personal safety | Marcomms department data  Public news/media channels  Internal HR records | 2-4 weeks |  |
| Our communication and marketing promotes gender equality for all staff, students, industry partners and the community. | 1. Women in trades campaigns: looking for examples where they are (de) constructing gender and racial stereotypes 2. Review internal comms to students through an intersectional lens (eg: student newsletters, unit sites) 3. Callouts on the internet and posters on campus around seeking support/working groups 4. Comms & Marketing branding guidelines (internal and external) 5. Mentions of gender equality/women in trades in external partner meetings and contracts | Campaigns team  Marketing material archives  Around campus  TAFE-run social media groups | 2 months |  |
| All external communication and marketing materials reflect our commitment to gender equality and preventing violence against women. | 1. External comms to students, eg: around course requirements 2. Language used by HR to promote roles and jobs, eg: look at ET job description, how did you get so many women in executive leadership? 3. How TAFEs communicate with the industry: industry newsletters, conferences, etc. 4. Use of social media: what is published and where. What public feedback have they received? 5. Complaints received: number, type, etc. | Course booklets and information sessions at Open Days  HR job advertisement templates  Past presentation slides from industry events  Public social media channels  HR internal statistics of filed complaints | 1 week |  |

## **Workplace domain**

| Goal | Examples of data | Where might this data be found and who can support collecting the data | Timeframes for data collection | Who will be responsible for collecting the data |
| --- | --- | --- | --- | --- |
| * 1. Our TAFE leadership demonstrates proactive commitment to gender equality and preventing violence against women. | * Partnerships with Government, NGOs and the private sector which promote gender equality. * There are executive champions for gender equality * Gender equality is embedded within organisation strategy and KPIs * Gender equality KPIs are identified for executive staff | TAFE public strategy and ET statements  ET internal meeting records/KPI’s |  |  |
| * 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. | * Events which support women in building leadership skills (eg: public speaking workshops) * Incentives/accommodations for women to apply for leadership roles (eg: flexible working arrangements) | Events team  HR guidelines on employee arrangements |  |  |
| * 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. | * Budget allocation for counselling services across the TAFE (students and staff) * Promotion of TAFE’s counselling services and referrals to external support services * Budget and staff allocation for the development of a gender equality strategy * Training provided to teaching staff on how to respond to disclosures | TAFE’s financial records  Posters/advertisement screens around campus (controlled by the TAFE)  Catalogue of past training/workshop events for staff |  |  |
| * 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. | * Staff are equipped with necessary tools (eg: guidance manual/key messaging) on how to call out sexist remarks in the classroom * Reporting services for staff experiencing discrimination in the workplace |  |  |  |

## **Students domain**

| Goal | Examples of data | Where might this data be found and who can support collecting the data | Timeframes for data collection | Who will be responsible for collecting the data |
| --- | --- | --- | --- | --- |
| 1. Our engagement with students reflects our commitment to promoting gender equality and the prevention of violence against women. | * Student satisfaction during their training at TAFE (focusing on gender and intersectionality). * Student attitudes and experiences of gender equality (in student experience surveys) |  |  |  |
| 1. Our policies and procedures for students are fair and inclusive and include proactive measures to address gender inequality and violence against women. | * Review of student code of contact and it’s consideration of gender and intersectionality. * Review of antibullying and anti-discrimination policies and their consideration of gender and intersectionality. * Number of students who have used the student complaint system in the last year. * Identification of common themes in student complaints in the last year. |  |  |  |
| 1. Our programs and services delivered to students aim to address inequality and prevent violence against women. | * Number of diverse students who use student support services. * Level of satisfaction of diverse students in student support services. * Number of diverse female students participating in student committees, leaderships programs etc. |  |  |  |

## **Teaching and Learning**

| **Goal** | Examples of data | Where might this data be found and who can support collecting the data | Timeframes for data collection | Who will be responsible for collecting the data |
| --- | --- | --- | --- | --- |
| 1. The skills and knowledge required to promote gender equality and prevent violence against women in different occupations is embedded into our curriculum. | * Review of training opportunities for TAFE educators on gender equality, intersectionality or prevention of violence against women. * Review of resources for TAFE educators to support them to model gender equality in the classroom. * Review of position descriptions of TAFE educators for inclusion of gender equality and intersectionality |  |  |  |
| 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. | * Review of guidelines/policies on reasonable adjustments for students with additional needs. * Number of adjustments made to course assessments for students with additional needs in the last year. * Student feedback on placements and apprenticeships in relation to gender equality and intersectionality. |  |  |  |
| 1. All teaching and learning staff feel confident and prepared to integrate evidence-based gender equality messages and actions into their teaching practice. | * Review of course curricula for the use of harmful gender and racial stereotypes. |  |  |  |

## **Comms Domain**

| Goal | Examples of data | Where might this data be found and who can support collecting the data | Timeframes for data collection | Who will be responsible for collecting the data |
| --- | --- | --- | --- | --- |
| 4.1 We strive to be a public champion for gender equality and the prevention of violence against women. | * Examples of public statements made by the CEO (eg: linked to International Women’s Day, 16 days of activism) * Launch with OW (external and internal comms) * Public programs: * Endorsements of campaigns and other external developments * Results from TAFE-wide surveys of student wellbeing/personal safety | Marcomms department data  Public news/media channels  Internal HR records | 2-4 weeks |  |
| 4.2 Our communication and marketing promotes gender equality for all staff, students, industry partners and the community. | * Women in trades campaigns: looking for examples where they are (de) constructing gender and racial stereotypes * Review internal comms to students through an intersectional lens (eg: student newsletters, unit sites) * Posters on campus around seeking support/working groups * Comms & Marketing branding guidelines (internal and external) * Mentions of gender equality/women in trades in external partner meetings and contracts | Campaigns team  Marketing material archives  Around campus  TAFE-run social media groups | 2 months |  |
| 4.3 All external communication and marketing materials reflect our commitment to gender equality and preventing violence against women. | * External comms to students, eg: around course requirements * Language used by HR to promote roles and jobs, eg: look at ET job description, how did you get so many women in executive leadership? * How TAFEs communicate with the industry: industry newsletters, conferences, etc. * Use of social media: what is published and where. What public feedback have they received? * Complaints received: number, type, etc. | Course booklets and information sessions at Open Days  HR job advertisement templates  Past presentation slides from industry events  Public social media channels  HR internal statistics of filed complaints | 1 week |  |

## **Industry and Community**

| Goal | Examples of data | Where might this data be found and who can support collecting the data | Timeframes for data collection | Who will be responsible for collecting the data |
| --- | --- | --- | --- | --- |
| 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. | * Review of statements made by the ET on the topics of gender inequality * Review of public responses to sexual assault allegations within the TAFE |  |  |  |
| 1. We partner with industry in a strategic and meaningful way that actively promotes gender equality and the prevention of violence against women. | * 1. Identification of factors contributing to successful partnerships with industry in promoting gender equality. |  |  |  |
| 1. We engage with our broader TAFE community to promote gender equality and prevention of violence against women. | * Number of partnerships with organisations with a focus on gender equality and prevention of violence against women. * Number of community events held/supported by the TAFE with a focus on 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. | * Mentions of gender equality in meetings with industry partners * Statements on gender equality and prevention of violence against women on public facing resources (eg: website) * Engagements with student-led clubs/societies on the topics of gender inequality * Incorporation of student feedback on the gender inequality/discrimination in institutional systems at the TAFE |  |  |  |