

TAFE SA GENDER EQUALITY ACTION PLAN

2025 - 2027



Government of
South Australia



ACKNOWLEDGEMENT OF COUNTRY

TAFE SA acknowledges the traditional owners of the land. It is a privilege to be sharing this land on which we live, work and learn.

We recognise that this land has always been a place of teaching, learning and knowledge sharing. We acknowledge the deep and enduring spiritual connection the First Nation's people have to this land and their ongoing contributions to education.

TAFE SA recognises that Aboriginal and Torres Strait Islanders have maintained their culture, heritage, beliefs, languages, and lores and these are of ongoing importance.

We commit ourselves to learning from the wisdom and knowledge of the Traditional Owners and to fostering a spirit of respect, inclusivity, and reconciliation within our community.

GENDER EQUALITY ACTION PLAN

TAFE SA has been guided by Our Watch in the development of a Gender Equality Action Plan based on the Our Watch **Respect and Equality in Tafe Framework**. The Respect and Equality in TAFE approach has been divided into five key domains: workplace, students, teaching and learning, communications, and industry and community. Taking action in each of the domains can support TAFEs to build a culture of respect and equality across the entire institution.

**Our
Watch**

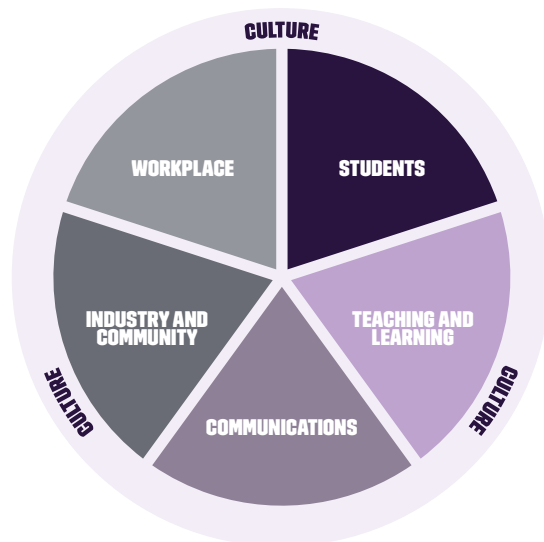


Figure 1: The five key domains of the Respect and Equality approach

A Gender Equality Working Group was developed through expression of interest and they were guided by Our Watch through a self-assessment process and developing the action plan. Change the Story Training has been provided by Our Watch to approximately 150 people across the organisation to support the implementation process.

By increasing gender equality in our society, promoting equal and respectful relationships, and encouraging respectful, healthy forms of masculinity, we can shift the main drivers of violence against women. Watch these videos to learn more about primary prevention and the drivers of gender based violence:

Equal space | Resources for TAFEs

Our definition of women includes all women, regardless of whether they are cisgender, transgender, or have a gender diverse experience. Different forms of inequality, discrimination and disadvantage, including colonisation, racism, ableism, homophobia and ageism contribute to gender based violence and will be considered and addressed through the actions.

Please contact **Alison Harris**, Principal Consultant Inclusion and Equity for a discussion or other feedback about the action plan.

DOMAIN 1: WORKPLACE

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

RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
1.1 Our TAFE leadership demonstrates proactive commitment to gender equality and preventing violence against women.	Develop a formalised, purposeful communication and engagement plan around leadership responsibilities to prevent violence against women.	> Develop a structure and resources for leaders to learn, communicate and engage with Gender Equality and Prevention of Violence Against women. > Leadership to emphasise focus on gender equality as a monthly agenda/discussion/engagement item with their team(s). > Leadership to promote and engage in Days of Significance and other activities related to Gender Equality and prevention of violence against women.	People Culture, Strategy and Diversity	Regular communication across the organisation about Gender Equality and Prevention of Violence Against Women.
	Embed commitment to gender equality and preventing violence against women into leaders' performance and development plans.	> Establish expectations/KPIs around gender equality and preventing violence against women for leaders.	All leaders	Employee sentiment surveys shows improvement in relevant metrics including senior leadership commitment to inclusion and open and honest communication.
		> 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.	All leaders	
		> Leaders to use their public profiles to externally promote their commitment to gender equality and prevention of violence against women.	Executive	All leaders have Gender Equality and/or Inclusion and Equity KPIs.
			All leaders	
			All leaders	



RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
1.2 Our strategies, policies and procedures include proactive measures to address gender inequality and violence against women.	Review existing policies and procedures and identify policy gaps that need addressing as well as inconsistencies between policy and practice.	➤ Review policies, procedures and practices across employee life cycle to ensure they support gender equality, remove or address barriers for women with an intersectional lens and address vocational gender segregation. ➤ Utilise best practice frameworks and tools to undertake assessments and improve our policy, processes and practices related to the following issues that impact gender equality: - Flexible Work - Parental and other caring responsibilities - Domestic, Family and Sexual Violence - Reproductive Health (eg Menstruation, Menopause, Fertility Treatment and Gender Affirmation).	People and Culture People and Culture	Policies and procedures are updated to incorporate proactive gender equality action. Employee sentiment surveys suggest a decrease in the gap between policy and practice and increase in open communication.
	Build a culture where people with lived experience feel safe to participate in consultation and discussions on gender equality and prevention of violence against women.	➤ Embed consultation and review of best practice throughout policy development and review processes. ➤ Engage with external, specialist organisation to support, review and endorse policies and other documentation. ➤ Engage employee advocacy groups (Aboriginal Employee Network, Rainbow Alliance, People with Disability Employee Network etc) when developing best practice guidelines and in policy approvals processes.	Corporate Governance and Assurance People and Culture	Increase in the number of policies, procedures or processes where people with lived experience (through Student Voice, Employee Advocacy Groups, external organisations or other mechanism) are engaged in consultation, review or co-design.

RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
1.3 We have structural support for women's leadership, including the provision of leadership and promotional opportunities for part-time staff.	Strategies are developed to remove inequitable barriers to women's employment, promotion and professional development.	> Assess the diversity of representation of women across our leadership roles and develop actions to address intersecting forms of discrimination or disadvantage such as racial, disability, diverse sexuality or age bias or lack of part-time leadership opportunities. > Encourage the appointment of women to boards and committees through the use of the Premier's Women's Directory. > Pilot strategies for people in our lowest level positions (80% Women) to support promotion such as opportunities to temporarily act in, be seconded or gain experience in higher positions.	People and Culture	Increase in diversity of leadership. Reduction in the proportion of women in our lowest level positions.
1.4 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 institute.	Create a dedicated budget structure to ensure funding and resourcing of activities on an annual basis. Establish systems and processes that hold the organisation accountable for action.	> Investigate dedicated human resource to coordinate gender equality activities. > Investigate financial budget allocation specifically for gender equality activities. > Partner with local experts and service providers (including current partners, Pride in Diversity, Our Watch, TELUS Health) to explore resources and other services they can provide to uplift staff awareness and capability. > Establish reporting process to Board on progress of gender equality action plan, incidents and metrics. > Incorporate gender equality actions and prevention of violence against women in operational plans.	People and Culture People and Culture Executive	Actions are being implemented consistently. Quarterly Reports are presented to the board/committee. Increase in operational plans that address gender equality

RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
1.5 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.	Foster a working environment where staff are respected, feel safe and are valued.	> TAFE SA values promote and define behaviours that promote gender equality and encourages psychological safety to call in/call out disrespectful behaviours. > TAFE SA values consultation has an intersectional approach. > Training programs are implemented based on Respectful Behaviours that provide knowledge, skills and confidence to call in/call out inappropriate and disrespectful behaviours (e.g. upstander training, unconscious bias, etc).	People and Culture	TAFE SA values are developed and captures behaviours aligned to promoting inclusion, gender equality and psychological safety. Proportion of people confident in addressing inappropriate behaviour increases.
	Build a training framework to improve capability across different cohorts on gender equality and prevention of violence against women	> Develop and design tiered programs that assess and address training needs of different groups. > Incorporate gender equality into existing programs. > Education and training are woven into the employee life cycle from recruitment, induction, training, performance management.	People, Culture, Strategy and Diversity	Proportion of staff that have received training that incorporates Gender Equality and Prevention of Violence Against Women increases.
	Ensure our complaints/dispute processes are person-centred and trauma informed.	> Establish partnerships, systems and process with appropriately trained staff to respond promptly and appropriately to complaints and claims of violence, bullying or sexual harassment.	Corporate Governance and Assurance	Complaint numbers initially increase and satisfaction with complaints systems improve.

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.

RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
2.1 Our engagement with students reflects our commitment to promoting gender equality and the prevention of violence against women.	Embed our commitment in existing student engagement activities.	> Incorporate our commitment to gender equality in communications to students on the current student website. > Include regular items in the student newsletter relating to gender equality including promoting days of significance related to goal. > Invite more relevant external organisations to attend campus events (such as Our Watch, Yarrow Place).	Student Experience	Increase in references to gender equality and prevention of violence against women on our website and in newsletters/posts.
	Showcase career pathways in non-traditional roles / gender segregated fields.	> Invite women in leadership roles on to campus to connect with students during Careers Week. > Mentoring of students in non-traditional vocations by alumni or staff. > Promote women in trades section on student website – diverse and inclusive communities' page. > Promote women in trades and men in caring roles representation and good news stories.	Student Experience and Marketing	Greater connection and engagement from our women students in traditional trades. Increase in enquiries by women for trade courses.



RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
2.2 Our policies and procedures for students are fair and inclusive and include proactive measures to address gender inequality and violence against women.	Review and promotion of Policies and Procedures with gender equality lens.	➤ Review policies, procedures and practices across student life cycle to ensure they support gender equality and remove or address barriers for women with an intersectional lens. ➤ Student consultation and engagement with organisations representing lived experienced are engaged in relation to system updates. Including: - Effective use of preferred name options across TAFE systems. - Effective use of pronouns across TAFE SA systems. ➤ Developing a complaint and feedback category to enable better reporting to raise and address gender equality issues. ➤ Promotion of student code of conduct throughout orientation ➤ Promotion/ workshops to students on our policies and procedures as well as how to access support services and making a complaint.	Student Experience/ICT	Percentage of students identifying preferred name and pronouns options in TAFE SA Systems increase and flow on to staff using preferred name and pronouns consistently.
	Reviewing and updating our systems and processes, based on lived experience, to support gender equality and the prevention of violence against women.		Student Experience/ICT	
	Increase training and awareness for staff and students in applications of systems, processes and policy with a gender equality lens.		Student Experience	Percentage of complaints for gender discrimination/ sex discrimination initially increase.
			Student Engagement/ Education Operations	Student sentiment on campus safety improves.



RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
2.3 Our programs and services delivered to students aim to address inequality and prevent.	Review student services to embed Gender Equality. Promote Gender Equality through student support programs. Highlight support for students who are/have experienced violence.	➤ Engage Student Voice and people with lived experience (via student networks or specialist organisations) in review of programs and services from a gender equality perspective. ➤ Review and update the student induction and onboarding process to promote strategies/ programs for gender equality and prevention of violence against women. Ensuring that all models/methods of induction and onboarding are considered. ➤ Increase awareness for the counselling and inclusion student wellbeing page which has information about Domestic and Family Violence and Sexual Assault. ➤ Review and update promotion of methods to report complaints, grievances (or good news stories).	Student Experience Student Experience	Feedback from Student Voice and people with lived experience is positive about the level of engagement and action. Students in all models receive gender equality and violence prevention information. Number of student support engagements where students seek support impacted by violence increases.

DOMAIN 3:

TEACHING & 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.

RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
3.1 Gender equality and the prevention of violence against women is embedded into our teaching practices and learning environments.	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.	➤ Develop best practice guide for implementing gender equality into learning environments. ➤ Include Gender Equality in classroom management training and resources. ➤ Review representation within teaching material to improve diversity of representation of remove stereotypes.	Teaching and Learning People Culture, Strategy and Diversity Education Operations	Increase in educators engaging with gender equality in the classroom.
3.2 The skills and knowledge required to promote gender equality and prevent violence against women in different occupations is embedded into our curriculum.	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.	➤ Embed Gender Equality into Respectful Behaviours and Psychosocial Hazards in WHS Units of Competency. ➤ Industry/Trade specific resources/programs either sourced or developed to include in program delivery. Eg: Libraries Lab - Insight Exchange Hotels Lab - Insight Exchange Training » Hair 3Rs	Teaching and Learning and Education Operations People, Culture, Strategy and Diversity/ Education Operations	Proportion of WHS Units addressing Gender Equality and Violence against women increases year on year. Number of programs that incorporates industry specific resources increases year on year.



RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
3.3 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.	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. 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.	> Review placement checklists from a gender equality lens. Considerations having suitable toilet facilities, flexible work arrangements, social spaces and health and wellbeing support. > Document a reporting process if we are concerned about the safety of an apprentice in the workplace (eg contact Apprentice Network Provider). > Share success stories of students undertaking placement in gender segregated vocations. > Hold networking events for placement providers to promote Gender Equality.	Student Experience Student Experience and Education Operations.	Increase in engagement on gender equality considerations in the workplace. Number of articles or events focussing on success stories.
3.4 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.	> Training and resources to support educators in calling out bad behaviour. > First Responder training provided to educators which includes how to manage vicarious trauma. > Fact Sheet to support educators in referring students for support.	People, Culture, Strategy and Diversity People, Culture, Strategy and Diversity Student Wellbeing	Numbers of educators that have participated in training. Survey of confidence of educators to address sexism and discrimination in their classrooms shows increase. Indication of increase of referrals.

DOMAIN 4:

COMMUNICATION

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

RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
4.1 We strive to be a public champion for gender equality and the prevention of violence against women.	The Leadership group recognises the value of sharing information and success stories to support and encourage action towards gender equality and prevention of violence against women in our community. We create opportunities for students to have active input into social marketing and violence prevention campaigns.	> Develop communication guidelines for engagement with gender equality and partnership with Our Watch. > Publishing stories to external publications on actions or progress on gender equality. > Video – for use at start of meetings/ conferences in support of our role in gender equality. > Consulting Student Voice group on topic and getting insights on how they would like to see info shared. > Creating opportunities for education units to engage students on the topic.	Corporate Engagement and Public Affairs Marketing Student Engagement Education Operations	Increase in TAFE SA references to Gender Equality and Prevention of Violence Against Women. Student sentiment shows greater understanding of gender equality and its role in Prevention of Violence against women.
4.2 Our internal workplace culture and communication promotes gender equality for all staff, students, industry partners and the community.	Develop a comprehensive internal comms plan that maps our channels and messaging throughout the year. Establish a process for highlighting and rewarding engagement in gender equality.	> Calendar of communications and events. > Strategies implemented to minimise backlash or resistance and grow support for change within the workplace on campus. > Introduce staff spotlights to showcase and promote the work that staff are already doing in the gender equality space.	Corporate Engagement and Public Affairs	Greater engagement across the organisation on gender equality.

RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
4.3 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.	> Update brand guidelines to include section on use of tone and language with regard to gender equality. > Develop visual element (logo) that is present across all relevant TAFE SA materials. > Pre-built materials included in asset catalogue and Canva templates. > Build in section around gender equality considerations for all strategic and communication plans.	Marketing	Increase in number of corporate documents referencing Gender Equality

INDUSTRY & COMMUNITY

As a learning institute 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.

[illegible]

RESPECT AND EQUALITY GOAL	ACTION	HOW IT WILL BE ACHIEVED	RESPONSIBILITY	INDICATORS PROGRESS AND IMPACT MEASURES
5.3 We engage with our broader TAFE and community to promote gender equality and prevention of violence against women.	Connect with other TAFEs and Tertiary Education providers to ensure there is consistent messaging across all.	> Participate in Our Watch TAFE Community of Practice to support collective action against and across institutions > Connect with other SA Institutions to support a combined campaign.	People Strategy, Culture and Diversity Student Engagement	Joint projects / campaigns are initiated between organisations.
5.4 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.	> Develop simple steps document on everyday ways to work towards gender equality. > We regularly review our engagement practices, including the language and imagery used, to ensure they do not reinforce harmful gender stereotypes.	People Strategy, Culture and Diversity Marketing	Documents/resources are being accessed at higher rates. Review process undertaken and opportunities for improvement addressed.



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Accurate as at June 2025.

If you are a person who is Deaf, hard of hearing or have a speech impairment, contact us through the National Relay Service accesshub.gov.au