# *Women* *in* EDUCATION
## LEADERSHIP COMMISSION

## FINAL REPORT

100 YEARS
1919–2019

A CENTURY OF SOLIDARITY

The Manitoba Teachers' Society

# Commissioner Biographies

### Carmen Rohne (Chair)
Carmen holds a Bachelor of Education from the University of Alberta. She is currently the President of Lord Selkirk Teachers' Association, a position she has held for the past four years. Carmen has 28 years of classroom teacher experience having taught kindergarten and grades one, two, four, and six.

### Marcela Cabezas
Marcela holds a Bachelor of Arts and a Bachelor of Education from the University of Manitoba. She has been a high school teacher for fourteen years. For the past four years, she has held the positon of Vice President, Professional Development with the Louis Riel Teachers' Association.

### Jennifer Schlag
Jennifer is a past President of River East Transcona Teachers' Association. She holds a Bachelor of Arts and a Bachelor of Education from the University of Manitoba. She is currently a grade four teacher but has experience teaching grades four to eight.

# Acknowledgements

The Women in Education Leadership Commission (WELCOM) acknowledges and wishes to express its sincere gratitude to the women members of the Society who contributed to this report by sharing their stories, barriers, challenges, and aspirations for leadership in education. Their voices were honoured and remained in the forefront throughout the writing of the report and recommendations.

Thank you to the Staff of the Society for all of their assistance and advice; in particular Danielle Fullan Kolton, Sarah Gazan, Liam Martin, Terry Price and the Communications and Publications Department.

Finally, WELCOM would like to thank The Manitoba Teachers' Society Provincial Council which recognized the value in establishing the Women in Education Leadership Commission in 2016. The WELCOM hopes that this report and its recommendations will lead to critical dialogue. More importantly, it is our hope that it will initiate actions that will result in changes that will serve to strengthen the women in the Society, and in so doing, bring greater strength to the Society as a collective.

### Carmen Rohne (Chair)

## Introduction to Women in Educational Leadership Commission

At the 2016 Annual General Meeting of The Manitoba Teachers' Society (The MTS), a Women in Education Leadership Commission (WELCOM) was established to examine the experiences of women in, or aspiring to be in, leadership positions. Three Commissioners were appointed by the Provincial Executive to serve a two year term. Part of their mandate included the delivery of an interim report at the 2017 Annual General Meeting **(Appendix A)** and a final report with recommendations in 2018. As a result and over the course of the two years, the Commission, acting as a separate entity from the Provincial Executive, sought input from women educators across the province to develop recommendations which support the increased participation of women in all aspects of leadership within the Society, at the Local level and throughout the education system.

The Commission was further directed to consider Business Arising Resolution, BA8 (AGM 2016) which was referred to the Commission by the assembly. The resolution read:

**BE IT RESOLVED** that the Society develop and implement a leadership mentoring program for women members to include professional development that can lead to improved leadership opportunities for women in education and the Society.

During the 2016-2017 school year, the WELCOM sought to develop an understanding of the contexts and experiences of women in or aspiring to be in a leadership role. Information gathering, therefore, focused on:

- Examining why it is important for women to assume both formal and informal leadership roles;

- Identifying barriers or challenges women experience when in or deciding to assume leadership roles; and

- Developing strategies or pathways to support women within the Society, the Locals and their school divisions.

Based on the activities, research and discussions of 2016-2017, the commissioners sought to consolidate the lessons learned and information gathered into a series of recommendations that honour the voices of women members of the Society. The recommendations related to accessibility, capacity building, and action contained in this report reflect the consolidation of these deliberations.

# Women and Leadership (Literature Review)

Over seventy five percent of Manitoba teachers are women. Despite significant increases in the number of women pursuing leadership roles within schools and school divisions as well as at the Local level and within the Society, women continue to be underrepresented at all levels of leadership.

This leadership trend in Manitoba is reflective of a national trend in which differences continue to exist among formal leadership positions such as Local presidents, senior administrators and principals in secondary schools. Crosby-Hillier (2012) notes that while numbers have increased for women's representation in educational leadership, gendered differences continue to persist "between those qualified for an educational leadership position and those that are active in that position" (p. 8). The author attributes this gendered difference, at least in part, to systemic factors including the persistence of sexist patterns of hiring and promotion as well as inequities faced by women in organizational contexts whether real or perceived as a result of gender-based socialization. Consequently, although the trends in women and leadership continue to move upward, the advancement of women into these positions is much slower than it is for men.

The gap between the number of women in the profession and the number of women in leadership roles is profoundly influenced by gender based social norms and stereotypes which impact actual and perceived opportunities for leadership roles. Catalyst (2007) in a study of the double bind for women in leadership, for example, argues that training and preparation will not result in a significant increase in women in leadership roles unless organizations acknowledge the impact of stereotypic bias on the perception of women in leadership roles as well as their ability to access those roles.

The impact of gender stereotypes and social norms is most noticeable when family composition is accounted for. In a report on gender equity and the teaching profession, the authors noted that gender norms and roles influence the decision to pursue leadership roles in that "women interrupt or slow down their careers to care for other family members." This finding is echoed by Crosby-Hillier (2012) who asserts that women with children have lower rates of promotion and often times move to part-time or less work-intensive roles to find better work-life balance. The idea that women feel the need to postpone their leadership journey to raise children is common and was reflected in the focus group and telephone town hall discussions hosted by the Women in Educational Leadership Commission.

Gendered social norms are also a significant factor not only in the choice of women to pursue a leadership role but in how they are perceived in that role by colleagues and peers. Women who participated in the focus group sessions noted that leadership roles often came with the expectation that women should adopt more masculine dress and leadership styles. This pressure to assume masculine roles represents a false dichotomy between characteristics that are inherently men's or inherently women's. It becomes problematic in discussions of leadership because the behaviours associated with effective leadership are often considered to be masculine. For example, the ability to "take charge" is often seen as being of more value that the

ability to "take care". Moreover, women who adopt leadership styles associated with masculinity are often perceived negatively by peers or are placed in a double bind of being "damned if they do and doomed if they don't meet gender-stereotypic expectations" (Catalyst, 2012).

Increasing the involvement of women in leadership roles is a complex process that will involve an examination of deeply embedded gender stereotypes and the development of capacity building programming that address the unique needs and contexts of women. It is more than just challenging masculinity or leadership styles that are perceived as masculine. It is also about bringing the voices and unique perspectives and experiences of women to the conversation to create new understandings of effective leadership that reflect diverse realities and experiences.

## Sources of Information

Several sources of information were available to and obtained by the Commission.

## Data about Gender Breakdown

1.  The gender distribution of Principal and Vice-Principal positions across all Manitoba school divisions in 2016-2017 as reported on UnionWare **(Appendix B)**;

2.  The gender distribution of Superintendent and Assistant Superintendents positions across the province historically and up until 2015-2016 **(Appendix C)**;

3.  The gender breakdown of executive positions at the Local level for 2016-2017 as reported by delegations who attended the 2016 Summer Seminars at Hecla **(Appendix D)**; and

4.  The 2017 MTS Member Survey questions about factors that affect members' decisions to become involved in various leadership positions **(Appendix E)**.

## Focus Groups

Women members provided insights through two series of focus groups. The first series of four focus groups was held in 2012 in Brandon (2) and in Winnipeg (2). The 2012 groups were structured with women currently in leadership positions participating in a group separate from women who were aspiring to leadership positions.

A second series of six focus groups were held between February and April 2017 following the creation of the Commission **(Appendix F)**. To increase the outreach to members in rural and northern communities, the six focus groups in 2017 were held in Thompson, Gimli, Steinbach, Carman, Flin Flon and Dauphin. Women members were contacted and provided information about how to register for focus groups. Participants for each group were selected to ensure broad representation by age, years of experience, grade level of teaching, and leadership experiences. Unlike the 2012 focus groups, the 2017 groups were comprised of single groups which included both current leaders and aspiring leaders.

## Telephone Town Hall

On April 6, 2017, the automated services of Union Calling was used to contact 6,900 women members using phone numbers provided within My Profile. The Town Hall was hosted by Winnipeg Free Press journalist, Jen Zoratti, and a panel of three women members who responded to callers' questions. Approximately 2,000 members answered the call with 420 choosing to participate for an extended period of time. The call lasted for eighty-two minutes and ninety members remained on the call for the full duration.

## Canadian Teachers' Federation (CTF) Women's Symposium, Equal Voice and The Manitoba Teachers' Society Women's Caucus

All three Commissioners participated in the 2016 CTF Women's Symposium held in Winnipeg in February 2016. In addition, Carmen Rohne, Chairperson of the Commission, participated in the CTF Daughters of the Vote Symposium in Ottawa in March 2017. The Commissioners provided a brief introduction of their work at the Women's Caucus at the Annual General Meeting of Provincial Council in May 2017 at which time they posed a series of questions for participants' responses. However, due to the extremely low response rate, the information gathered during the Women's Caucus could not be used.

## Review of External Partner Organizations

In addition, the Commission conducted a review of services offered by the various member organizations of the Canadian Teachers' Federation. While the roles of the various teachers' organizations across the country are very similar, their sizes, structures and services vary considerably.

## Summary of Findings

Women who participated in the various consultation activities of the Commission agreed that it is important to have women working in principal, vice-principal, department head, and consultant roles, and in the various leadership roles within the Locals and the Society. Part of why having women in leadership roles was seen as important is because it set an example for other members and for students. In addition, several women spoke about the unique worldview and perspectives that women bring to leadership roles that allow for multiple approaches to problem solving, program development, team building and collaboration.

# Women and Leadership Positions

Participants in both the 2012 and 2017 focus groups, the member survey and the telephone town hall identified a number of factors that motivate and encourage women's involvement in school leadership position and were seen as key to the recruitment and retention of women in leadership position. These factors included:

- Personal will and positive role models as well as the support and encouragement of family and colleagues;

- Access to formal and informal mentors;

- Desire to work with teachers to make schools better for students;

- Sense of preparedness for a leadership role including professional development and/or post secondary training, clear understanding of the scope and responsibilities of the position, and broad-based experiences;

- Opportunity to expand professional experiences and increase understanding of the bigger picture of education; and

- Sense of collective responsibility.

The participants also identified various challenges which influenced their decision to take on school leadership positions. These barriers reflected perceptions about the various leadership roles and how leadership would impact the working environment as well as an acknowledgement of time constraints and the importance of work-life balance. Specifically, they included:

- Fear that taking on a leadership role would result in a loss of contact with students, negatively impact collegial relationships and create the conditions for conflict;

- Timing of leadership opportunities relative to work-life balance, family responsibilities and the alignment with workload and life priorities;

- Socio-cultural barriers that have and continue to be pervasive in the organizational culture of schools and school divisions;

- The time and energy necessary to complete academic requirements for school leadership positions while fully employed particularly when there was no clear path to and limited opportunities for these positions;

- Access to and cost of the professional learning and post-secondary training, particularly for women working in rural and northern divisions;

- Link between the selection of candidates for leadership roles and leadership development programs to social capital and/or the ability to establish relationships outside of the professional environment; and

- Lack of familiarity with the role as well as the mandate, services and responsibilities of the Locals and the Society.

# Recommendations

As per its mandate, WELCOM sought input from women educators throughout Manitoba. Based on their voices, the Commission is bringing forward recommendations to enhance the participation of women in all aspects and at all levels of education leadership.

Educational partners should undertake a variety of specific actions to ensure the proportional representation of women in all leadership positions within their structures. These actions must address the barriers women have identified and provide the support they need to be successful in a leadership role. Further, as outlined in Resolution BA8, 2016, the recommendations of the Commission also address the development and implementation of mentorship opportunities that engage, empower and build the capacity of women in or aspiring to be in a leadership role.

Six focus areas emerged during the information gathering and consultation phases of the Commission. The six focus areas include:

1. **Professional Learning and Leadership**

2. **Organizational Policy and Practice (MTS)**

3. **Organizational Policy and Practice (Local)**

4. **Pre-Service Teachers and Teachers in their First Five Years**

5. **Partnerships and Stakeholders**

6. **Data-Informed Decision Making**

In addition, the WELCOM made a final recommendation for ongoing action.

It is important to note that recommendations about leadership and mentorship which directly relate to Resolution BA.8 have been embedded into the six focus areas. However, the table of recommendations found at the end of this report has separated out the specific activities related to BA.8 for ease of use.

The recommendations found in each of the six focus areas were examined thematically and placed into three broad categories:

1. **Facilitating Accessibility: Ensuring that programs, services and opportunities are open and available to all as well as to work towards reducing and eliminating barriers to participation.**

2. **Building Capacity: Empowering women to use their voice and collective strength to create positive change for women in or aspiring to be in a leadership role.**

3. **Action: Creating opportunities for women to build positive networks and relationships as well as developing the tools and processes that support ongoing advocacy.**

# Focus Area 1: Professional Learning and Leadership

Self efficacy, or the belief that you have the requisite skills, knowledge and abilities, was identified as a key factor in the decision to pursue a leadership role in the school setting, at the Local level and with the Society. With that in mind, the WELCOM spent a significant amount of time looking at research and the information gathered through focus groups, the town hall and informal discussions at Women's Caucus 2016 to identify recommendations which specifically relate to designing and implementing accessible professional learning opportunities for women that are inspirational and support the development of skill sets that enhance leadership capacity. Specifically, the recommendations include:

## Facilitating Accessibility

- Use technology and different online learning platforms to address geographic barriers and provide opportunities for members living outside of Winnipeg to network and engage in learning experiences which promote leadership and a leadership mindset.

- Host professional learning sessions outside of Winnipeg to minimize time away from home and school.

- Create a separate section on The Manitoba Teachers' Society website highlighting women and leadership learning opportunities, issues and blogs to encourage conversations about leadership. This section should also include links to teacher organizations in other provinces.

## Building Capacity

- Highlight women in education leadership learning opportunities through the Society website.

- Include stories of women in education leadership positions in The Manitoba Teacher and on the Society's website.

- Establish a MTS Leadership Certificate for aspiring leaders to encourage more involvement in Locals, as local presidents and with The Manitoba Teachers' Society. Several possible themes were discussed and included:

  o Women and Negotiations

  o Communication and Conflict Resolution

  o Workplace Health and Safety

  o Leadership Styles and Practical Skills

  o Advocacy and Navigating Politics

  o Manitoba Women and Leadership

  o Change Management

  o Team Development

- Host an annual event to support and encourage networking among women who are taking on leadership roles at the Local level and with the Society. Ongoing development, delivery and themes of these events should be based on member feedback to ensure that

the voices of women members continue to be heard.

- Promote wellness opportunities at the Local and provincial level to assist women in or aspiring to be in leadership positions in developing the skills and accessing tools to maintain work-life balance.

### Action

- Dedicate Society staff to women's issues with a primary focus on developing opportunities for professional learning and mentoring as well as to facilitate follow up with respect to the recommendations of the Commission.

- Advocate with school divisions to develop strategies and specific leadership programs for women in or aspiring to be in leadership positions at the school and divisional level.

- Provide learning opportunities for women who want to become part of a mentorship network including online learning circles, blogs or more formalized professional learning sessions on educational leadership topics.

- Create Women in Leadership support networks by connecting women with sponsors at the provincial and Local level.

## Focus Area 2: Organizational Policy and Practice (The Manitoba Teachers' Society)

Examining organizational policies and practices is one way to address or mitigate the challenges that women who are in or aspiring to be in leadership roles may experience. Using the information gathered primarily through the focus groups and the telephone town hall, the following recommendations specifically relate to facilitating women's involvement in leadership and providing organizational space for ongoing advocacy.

### Facilitating Accessibility

- Provide childcare at Provincial Council and Summer Seminars with the goal of expanding services to other Society meetings and events.

- Ensure that professional learning, presentations, and core MTS documents reflect gender-neutral language.

- Clarify roles of The MTS organizational and political staff to ensure members know more about what those roles are.

- Review the electoral process for Provincial Executive to facilitate and encourage women's involvement in the political process.

- Provide grants to assist Locals in developing a strategic plan to implement the recommendations at the Local level.

## Action

- Use the political office to bring equity issues to the forefront with stakeholder groups and government with a focus on the representative distribution of women in leadership roles, both formal and informal.

- Review the mandate of the Equity and Social Justice Standing Committee to ascertain whether a Status of Women sub-committee or an entirely separate Standing Committee focused specifically on women's issues and women in educational leadership is required.

# Focus Area 3: Organizational Policy and Practice (Locals)

Participation either formally in an executive role or informally through attendance at meetings and events at the Local level are often the first experiences women have with unionism, politics and leadership. It is anticipated that Locals will implement the recommendations directed towards the Society as applicable. The recommendations focus on strengthening relationships and engaging members at the Local level as well as implementing practices to enhance recruitment and retention of women members at the Local level.

## Facilitating Accessibility

- Host events to get members engaged at the Local level including open meetings, bring a friend to council and committee meetings, and presentations to members about what Locals and the Society can do for them.

- Provide childcare at meetings as required.

## Building Capacity

- Provide job descriptions or a list of expectations and responsibilities for executive and committee positions.

- Provide training on how to run effective meetings.

## Action

- Undertake a review of Local Equity and Social Justice mandates and practices to ensure women's issues are being addressed.

- Negotiate release time to allow meetings to be held during the workday whenever possible.

## Focus Area 4: Pre-Service Teachers and Teachers in their First Five Years

Women noted that changing social norms about work and leadership have resulted in increased access to diverse roles and levels of responsibility. It is important to nurture a leadership mindset in women as early in their careers as possible to further normalize the idea of women in leadership as well as to encourage more women to take on leadership roles. The recommendations in this focus area address awareness of and access to professional learning for pre-service teachers as well as teachers in their first five years.

### Facilitating Accessibility

- Deliver presentations to university classes about The Manitoba Teachers' Society services which should include information regarding opportunities for women and leadership.

### Building Capacity

- Offer a professional learning session at FAB 5 about women and educational leadership.

## Focus Area 5: Partnerships and Stakeholders

Women identified a need for meaningful professional learning experiences that support development of personal and practical skills necessary for a leadership role. The ability to provide diverse learning experiences focused on building capacity for leadership in a variety of school based, divisional and union contexts requires partnerships with different stakeholder groups. Consequently, recommendations about partnerships and stakeholder groups are designed to improve access to professional learning and post-secondary programming for women in or aspiring to be in a leadership role.

### Facilitating Accessibility

- Liaise with school leaders and school divisions to:

  o Increase awareness and support for post-secondary or equivalent leadership training. Advocacy could include financial support and leave to pursue post-secondary courses and professional development funds specifically targeted to women pursing professional learning in education leadership.

  o Improve transparency with respect to the hiring for school leadership positions including improved clarity around hiring criteria.

  o Create cross-divisional partnerships to increase access to professional learning opportunities, particularly for women working in northern and rural settings.

  o Encourage universities to offer more online courses in leadership.

### Building Capacity

- Liaise with divisional administration to develop and implement leadership programs and courses for women aspiring to be leaders.

- Create discussions that promote a broad concept of leadership within education.

### Action

- Ensure that women are represented on hiring committees.

- Develop and support formal mentoring programs for women interested in pursuing leadership roles either in individual divisions or through cross-division partnerships, where appropriate.

## Focus Area 6: Data-Informed Decision Making

Measuring the impact of programs and activities as well as identifying barriers and service gaps requires specific data related to the involvement of women in leadership positions. The recommendations in this focus area identify areas for data collection to support ongoing advocacy as well as processes and initiatives which reduce barriers for women.

### Facilitating Accessibility

- Conduct focus groups with younger women (first five years of teaching) and women in less represented groups including but not limited to sexual minorities, women of colour and Indigenous women to increase participation in the Society and at the Local level.

### Building Capacity

- Collect data from school divisions about equity hiring and programming that results in the promotion of women into leadership positions.

### Action

- Collect and report annually on data related to:

  o Gender distribution on Society and Local committees

  o Gender distribution and attendance at Presidents' Council

  o Gender distribution of delegates to Provincial Council

  o Gender breakdown of participation at Provincial Council, specifically debate at the microphone and the development of and speaking to resolutions and reports

- Use data gathered to support ongoing advocacy related to programs, communication strategies and professional learning designed to increase the participation of women in leadership roles.

## Final Recommendation

The WELCOM recommendations be referred to a Committee created by Provincial Council to ensure the development of an action plan and timeline for implementation.

## Budget Implications

| Recommendation | Cost | Explanation |
|---|---|---|
| Establish a Society Leadership Certificate for aspiring leaders to encourage more involvement in Locals, as local presidents and with The Manitoba Teachers' Society. | No additional costs | Similar to the annual professional learning series offered at McMaster House, workshops related to the Leadership Certificate will be offered on a cost recovery basis in accordance with the fee set annually. |
| Provide learning opportunities for women who want to become part of a mentorship network including online learning circles, blogs or more formalized professional learning sessions on educational leadership topics. | No additional costs | The focus will be on supporting online learning models. Additional workshops on mentorship and leadership may be offered on a cost recovery basis. |
| Create women in leadership support networks by connecting women with sponsors at the provincial and Local level. | No additional costs | The role of the Society is to match mentors and mentees. Costs related to travel, release time, resources and materials will be the responsibility of each party. |
| Host an annual event to support and encourage networking among women who are taking on leadership roles at the Local level and with The Society. | $5,000 | Monies will be used to help cover the costs of presenters, food and materials. |
| Provide childcare at Provincial Council and Summer Seminars with the goal of expanding services to other Society meetings and events. | $4,700 | Budget is based on the costs associated with providing childcare for 10 children based on current Society rates including **$11.15/ hour childcare workers $300.00/day space rental $500.00 activities/supplies $133.62/day accommodations $51.50/day meals** |
| Review of AGM electoral process for Provincial Executive to facilitate and encourage women's involvement in the political process. | $10,000 | Based on the minimum budget of a Standing committee with six members and four meetings. Includes costs related to hotel/accommodations, dependent care, meals, mileage/airfare, release time and space rental. |

## Budget Implications continued...

| Recommendation | Cost | Explanation |
|---|---|---|
| Provide grants to assist Locals in developing a strategic plan to implement the recommendations at the Local level. | **$12,000** | Grants of $300 to help offset the costs of developing strategic plans at the local level. |
| Conduct focus groups with younger women (first five years of teaching) and women in less represented groups including but not limited to sexual minorities, women of colour and Indigenous women to increase participation in the Society and at the local level. | **$17,250** | Based on 2017-2018 WELCOM focus group costs in six regions across the province. |

## Conclusion

The WELCOM has endeavored to capture the voices and experiences of women in or aspiring to be in a leadership role. Our recommendations are the result of listening to the voices of women and engaging in serious deliberations and conversations about how to ensure that we create pathways for women to take on and stay in leadership roles at all levels. Part of developing pathways has included practical recommendations such as childcare to reflect the current realities of some women as well as recommendations for systemic or organizational change, such as reviewing the mandate of the Equity and Social Justice Committee to ensure that a place exists within the Society for ongoing advocacy and action. It is our hope that these recommendations act as a catalyst for meaningful changes for women in educational leadership and ultimately result in the proportional representation of women in leadership at all levels and across all contexts in the education system.

| FOCUS AREA | RECOMMENDATION | | |
|---|---|---|---|
| | **Facilitating Accessibility** (open and available to all, reducing barriers and increasing opportunities) | **Building Capacity** (intention to effect change, empowering the voice of women to create change) | **Action** (skills to effect change, influence outcomes, specific deliverables and outcomes) |
| **Professional Learning and Leadership** | Use technology and different online learning platforms to address geographic barriers and provide opportunities for members living outside of Winnipeg to network and engage in learning experiences which promote leadership and a leadership mindset.<br><br>Host professional learning sessions outside of Winnipeg to minimize time away from home and school.<br><br>Create a separate section on the Manitoba Teachers' Society website highlighting women and leadership learning opportunities, issues and blogs to encourage conversations about leadership. This section should also include links to teacher organizations in other provinces. | Highlight women in education leadership learning opportunities through the Society website.<br><br>Include stories of women in education leadership positions in The Manitoba Teacher and on the Society's website.<br><br>Establish a MTS Leadership Certificate for aspiring leaders to encourage more involvement in Locals, as local presidents and with the Manitoba Teachers' Society. Several possible themes were discussed and included:<br><br>• *Women and Negotiations*<br>• *Communication and Conflict Resolution*<br>• *Workplace Health and Safety*<br>• *Leadership Styles and Practical Skills*<br>• *Advocacy and Navigating Politics*<br>• *Manitoba Women and Leadership*<br>• *Change Management*<br>• *Team Development*<br>• *Host an annual event to support and encourage networking among women who are taking on leadership roles at the Local level and with the Society. Ongoing development, delivery and themes of these events should be based on member feedback to ensure that the voices of women members continue to be heard.*<br>• *Promote wellness opportunities at the Local and provincial level to assist women in or aspiring to be in leadership positions in developing the skills and accessing tools to maintain work-life balance.* | Dedicate Society staff to women's issues with a primary focus on developing opportunities for professional learning and mentoring as well as to facilitate follow up with respect to the recommendations of the Commission.<br><br>Advocate with school divisions to develop strategies and specific leadership programs for women in or aspiring to be in leadership positions at the school and divisional level.<br><br>Provide learning opportunities for women who want to become part of a mentorship network including online learning circles, blogs or more formalized professional learning sessions on educational leadership topics.<br><br>Create Women in Leadership support networks by connecting women with sponsors at the provincial and Local level. |

| FOCUS AREA | RECOMMENDATION | | |
|---|---|---|---|
| | **Facilitating Accessibility** (open and available to all, reducing barriers and increasing opportunities) | **Building Capacity** (intention to effect change, empowering the voice of women to create change) | **Action** (skills to effect change, influence outcomes, specific deliverables and outcomes) |
| **Organizational Policy and Practice (Manitoba Teachers' Society** | Provide childcare at Provincial Council and Summer Seminars with the goal of expanding services to other Society meetings and events.<br><br>Ensure that professional learning, presentations, and core Society document reflect gender neutral language.<br><br>Clarify roles of the Society organizational and political staff to ensure members know more about what those roles are.<br><br>Review of AGM electoral process for Provincial Executive to facilitate and encourage women's involvement in the political process.<br><br>Provide grants to assist Locals in developing a strategic plan to implement the recommendations at the Local level. | | Use the political office to bring equity issues to the forefront with stakeholder groups and government with a focus on the representative distribution of women in leadership roles, both formal and informal. Review the mandate of the Equity and Social Justice Standing Committee to ascertain whether a Status of Women sub-committee or an entirely separate Standing Committee focused specifically on women's issues and women in educational leadership is required. |
| **Organizational Policy and Practice (Locals)** | Host events to get members engaged at the Local level including open meetings, bring a friend to council and committee meetings, and presentations to members about what Locals and the Society can do for them.<br><br>Provide childcare at meetings as required. | Provide job descriptions or a list of expectations and responsibilities for executive and committee positions.<br><br>Provide training on how to run effective meetings. | Undertake a review of Local Equity and Social Justice mandates and practices to ensure women's issues are being addressed.<br>Negotiate release time to allow meetings to be held during the workday whenever possible. |
| **Pre-Service Teachers and Teachers in the First Five Years** | Deliver presentations to university classes about Manitoba Teachers' Society services which should include information regarding opportunities for women and leadership. | Offer professional learning session at FAB 5 about women and educational leadership. | |

| FOCUS AREA | RECOMMENDATION | | |
|---|---|---|---|
| | **Facilitating Accessibility** (open and available to all, reducing barriers and increasing opportunities) | **Building Capacity** (intention to effect change, empowering the voice of women to create change) | **Action** (skills to effect change, influence outcomes, specific deliverables and outcomes) |
| **Partnerships and Stakeholders** | Liaise with school leaders and school divisions to: <br><br>• *Increase awareness and support for post-secondary or equivalent leadership training. Advocacy could include financial support and leave to pursue post-secondary courses and professional development funds specifically targeted to women pursing professional learning in education leadership.* <br><br>• *Improve transparency with respect to the hiring for school leadership positions including improved clarity around hiring criteria.* <br><br>• *Create cross-divisional partnerships to increase access to professional learning opportunities, particularly for women working in northern and rural settings.* <br><br>• *Encourage universities to offer more online courses in leadership.* | Liaise with divisional administration to develop and implement leadership programs and courses for women aspiring to be leaders. <br><br>Create discussions that promote a broad concept of leadership within education. | Ensure that women are represented on hiring committees. <br>Develop and support formal mentoring programs for women interested in pursuing leadership roles either in individual divisions or through cross-division partnerships, where appropriate. |
| **Data-Informed Decision making** | Conduct focus groups with younger women (first five years of teaching) and women in less represented groups including but not limited to sexual minorities, women of colour and Indigenous women to increase participation in the Society and at the Local level. <br><br>Provide grants to assist Locals in developing a strategic plan to implement the recommendations at the Local level. | Collect data from school divisions about equity hiring and programming that results in the promotion of women into leadership positions. | Collect and report annually on data related to: <br>• *Gender distribution on Society and Local committees* <br>• *Gender distribution and attendance at Presidents' Council* <br>• *Gender distribution of Delegates to Provincial Council* <br>• *Gender breakdown of participation at Provincial Council, specifically debate at the microphone and the development of and speaking to resolutions and reports.* <br><br>Use data gathered to support ongoing advocacy related to programs, communication strategies and professional learning designed to increase the participation of women in leadership roles. |

| FOCUS AREA | RECOMMENDATION | | |
|---|---|---|---|
| | **Facilitating Accessibility** (open and available to all, reducing barriers and increasing opportunities) | **Building Capacity** (intention to effect change, empowering the voice of women to create change) | **Action** (skills to effect change, influence outcomes, specific deliverables and outcomes) |
| **BA 8 Resolution** **(Summary of Recommendations from the Six Focus Areas)** | Create a separate section on the Manitoba Teachers' Society website highlighting women and leadership learning opportunities, issues and blogs to encourage conversations about leadership. This section should also include links to teacher organizations in other provinces.<br><br>Host events to get members engaged at the Local level including open meetings, bring a friend to council and committee meetings, and presentations to members about what Locals and the Society can do for them. | Establish a MTS Leadership Certificate for aspiring leaders to encourage more involvement in Locals, as local presidents and with the Manitoba Teachers' Society. Several possible themes were discussed and included:<br><br>• *Women and Negotiations*<br>• *Communication and Conflict Resolution*<br>• *Workplace Health and Safety*<br>• *Leadership Styles and Practical Skills*<br>• *Advocacy and Navigating Politics*<br>• *Manitoba Women and Leadership*<br>• *Change Management*<br>• *Team Development*<br><br>Host an annual event to support and encourage networking among women who are taking on leadership roles at the Local level and with the Society. Ongoing development, delivery and themes of these events should be based on member feedback to ensure that the voices of women members continue to be heard. | Provide learning opportunities for women who want to become part of a mentorship network including online learning circles, blogs or more formalized professional learning sessions on Educational Leadership topics. Create women in leadership support networks by matching women with sponsors at the provincial and Local level. |
| **Final Recommendation** | The WELCOM recommendations be referred to a Committee created by Provincial Council to ensure the development of an action plan and timeline for implementation. | | |

# Bibliography

Adams, K.L., & Hambright, W.G. (2004). Encouraged or discouraged? Women teacher leaders becoming principals. T*he Clearing House: A Journal of Educational Strategies, Issues and Ideas,* 77(5), 209-212.

Adichie,C.N. (2012). TEDx: *We should all be feminists.* Euston.

Canadian Teachers' Federation. (2009). Women's Issues Symposium: *Engaging Young Women Activists from the Grass Roots Up.* Toronto: ON: Hanley.

Catalyst. (2007). *The double-bind dilemma for women in leadership: Damned if you do, doomed if you don't.* New York, NY: Author

Colantuono, S. (2014). TEDX: *The career advice you probably didn't get.* Boston, MA.

Crosby-Hillier, K. (2012). *Women and educational leadership: Exploring the experiences of current and aspiring female educational administrators.* University of Windsor, Windsor, ON.

Education International. (2011). *Equity matters.* Brussels, Belgium.

Education International. (2015). *Gender equality action plan 2015-2019.* Brussels, Belgium: Author.

European Trade Union Committee for Education. (2014). Report of the Closing Conference: *Implementing and Reinforcing Teacher Trade Union Actions on Gender Equality in Times of Austerity.*

Froese-Germain, B. (2004). Educating boys: Tempering rhetoric with research. *Professional Development Perspectives, 4* (4).

Kaminski, M., 7 Yakura, E.K. (2008). Women's union leadership: Closing the gender gap. *Journal of Labour and Society, 11,* 459-475.

Sandberg, S. (2013). *Lean in; Women, work and the will to lead.* Toronto: Random House.

Saujani, R (2016). TED2016: *Teach girls bravery, not perfection.* Vancouver, BC.

Tomasdottir, H. (2016). TEDWomen: *It's time for women to run for office.* San Francisco, CA.

# APPENDIX A

## Provincial Council Committee Report

## May, 2017

# Provincial Council Committee Report
## Women in Educational Leadership Commission

## Commissioners

**Carmen Rohne, Chair**          **Jennifer Schlag**

**Marcela Cabezas**

### Number of Meetings: 7

## Activities

### I. Review of Related Research

The Commissioners reviewed MTS, CTF and EI documents on past research in the area of Women in Education Leadership. Primary data was provided by the MTS Staff on women in leadership positions within Manitoba and MTS bodies.

### II. Clarification of Mandate

After the initial appointment, the Commissioners met with MTS President, Norm Gould and Vice-President, James Bedford to review the mandate of the Commission. The work of the Commission has been supported by Bobbi Taillefer, Terry Price, Liam Martin and Sarah Gazan, who have assisted in numerous ways in the ongoing work of the Commission.

### III. Summer Institute Presentation

The Commissioners presented to Presidents, CB Chairs, PD Chairs and ESJ Chairs at the MTS Summer Seminars at Hecla in August 2016. We provided a synopsis of the work of the Commission and shared our personal leadership in education stories. We used this opportunity to gather data on local associations' current composition of Association executives and feedback about challenges and barriers to women becoming involved in leadership positions within their locals, MTS, and Divisions.

## IV. Member Survey

The Commissioners, with assistance from Terry Price and Sarah Gazan, developed five questions to be included on the MTS Member Survey. The data collected will be used when making recommendations for future activities.

## V. Focus Groups, Telephone Town Hall and Promotions for the Commission.

In order to provide a safe and inclusive environment for as many women as possible to contribute to the work of the Commission, the Commissioners decided to expand on the work of the focus groups held in 2012 in Winnipeg and Brandon. The same discussion group questions were used for six focus groups held in Thompson, Gimli, Steinbach, Carman, Dauphin and Flin Flon. In this way, the information from many areas of the province could be amalgamated and include representative voices of multiple groups of women. Focus groups were limited to a maximum of 12 participants.

Given the limited size of the focus groups, a Telephone Town Hall was held on April 6th, 2017 to open up the discussion to all women members in Manitoba.

We thank Liam Martin and the Graphic Arts Team at the MTS for creating the promotion materials used in our work

## VI. 2017 CTF Women's Symposium - March 6th -8th, 2017, in Ottawa

In recognition of 150 years since Confederation, the Canadian Teachers' Federation (CTF) partnered with Equal Vote Canada for its Women's Symposium 2017. As a result, the objectives and format of the Symposium were significantly different than in previous years. The event was entitled Daughters of the Vote and brought together 338 young women leaders selected by chapters of Equal Vote Canada in all provinces and territories, one young woman for each federal riding. Interested MTS members were able to apply to CTF to serve as facilitators of group discussions involving the young women leaders and federally-elected officials and decision makers. A total of thirty-five teachers, including WELCOM Chairperson Carmen Rohne, were selected from thirteen different member organizations of CTF.

As the symposium was designed to familiarize the young women leaders with Canada's formal political processes, the House of Common's Standing Committee on the Status of Women organized a series of roundtable discussions each of which was facilitated by one of the teachers selected for this role. Throughout the roundtables, all participants were able to interact with federally-elected officials and decision makers and delve deeply into policy discussions establishing dynamic networking opportunities in the process.

**The 'Daughters' identified twelve topics for discussion:**

1. Equality for Girls and Women,

2. Human Rights,

3. Indigenous Awareness,

4. Reconciliation,

5. Access to Mental Health,

6. Minority Language rights,

7. Violence against Women,

8. International Development,

9. Environment and Climate Change,

10. STEM,

11. Democratic Engagement, and

12. Women in Politics and Leadership.

Each session began with a panel discussion led by women lawyers, senators, local Indigenous leaders, engineers, professors, MLAs and/or MPs.

On March 8th, International Women's Day, all participants and facilitators marched to Parliament Hill. Each of the young leaders took the places of their respective MP for an historic seating of the Daughters in the House of Commons. They were addressed by the Right Honourable Kim Campbell and all four national party leaders. Thirty of the young women presented passionate, intelligent statements in a variety of areas related to the panel discussions. It was an honour to be part of such an historic event.

## VII. Report on MTS Annual General Meeting 2016 - Resolution BA8

**BE IT RESOLVED** that the Society develop and implement a leadership mentoring program for women members to include professional development that can lead to improved leadership opportunities for women in education and the Society.

A comprehensive report to Provincial Council of the Manitoba Teachers' Society on the direction of Resolution BA8 will be forthcoming for the AGM 2018 in conjunction with the recommendations to address the identified concerns of women in and aspiring to leadership positions.

## VIII. CONCLUSION

Thank you so much to fellow Commissioners Marcela Cabezas and Jennifer Schlag for their insight, time, and willingness to work collaboratively on this first ever Commission of the MTS. Thank you to MTS Staff for all their assistance and advice in the work undertaken so far; in particular Terry Price, Liam Martin and Sarah Gazan.

Respectfully submitted by

**Carmen Rohne**, Commission Chair

# APPENDIX B

## Gender Distribution of Principals

## and Vice-Principals

| School Division | PRINCIPALS | | VICE-PRINCIPALS | |
|---|---|---|---|---|
| | Female | Male | Female | Male |
| Beautiful Plains | 8 | 6 | 1 | 2 |
| Border Land | 6 | 9 | 3 | 2 |
| Brandon | 8 | 13 | 7 | 7 |
| DSFM | 9 | 14 | 8 | 5 |
| Evergreen | 5 | 4 | 2 | 0 |
| Flin Flon | 1 | 2 | 3 | 1 |
| Fort La Bosse | 5 | 5 | 0 | 1 |
| Frontier | 17 | 16 | 10 | 4 |
| Garden Valley | 7 | 3 | 3 | 2 |
| Hanover | 8 | 10 | 5 | 9 |
| Interlake | 16 | 10 | 2 | 5 |
| Kelsey | 2 | 3 | 3 | 2 |
| Lakeshore | 8 | 2 | 3 | 1 |
| Lord Selkirk | 8 | 6 | 5 | 5 |
| Louis Riel | 17 | 23 | 18 | 14 |
| Mountain View | 7 | 7 | 1 | 5 |
| Mystery Lake | 5 | 2 | 4 | 3 |
| Nelson House | 1 | 0 | 0 | 2 |
| Park West | 5 | 7 | 1 | 1 |
| Pembina Trails | 25 | 9 | 22 | 4 |

|  | PRINCIPALS | | VICE-PRINCIPALS | |
|---|---|---|---|---|
| School Division | Female | Male | Female | Male |
| Pine Creek | 4 | 9 | 0 | 0 |
| Portage La Prairie | 6 | 6 | 3 | 4 |
| Prairie Rose | 6 | 6 | 3 | 1 |
| Prairie Spirit | 13 | 14 | 0 | 1 |
| Red River Valley | 4 | 11 | 1 | 0 |
| River East Transcona | 21 | 21 | 16 | 15 |
| Rolling River | 9 | 9 | 0 | 1 |
| Sandy Bay | 1 | 0 | 2 | 0 |
| Seine River | 10 | 4 | 2 | 4 |
| Seven Oaks | 15 | 11 | 18 | 11 |
| Southwest Horizon | 6 | 6 | 4 | 0 |
| St. James-Assiniboia | 13 | 13 | 15 | 5 |
| Sunrise | 7 | 14 | 8 | 3 |
| Swan Valley | 3 | 3 | 1 | 2 |
| Turtle Mountain | 6 | 2 | 1 | 1 |
| Turtle River | 5 | 2 | 0 | 0 |
| Western | 1 | 1 | 0 | 2 |
| Whiteshell | 0 | 2 | 0 | 1 |
| Winnipeg | 46 | 31 | 38 | 19 |
| TOTAL | 344 | 316 | 213 | 146 |

# APPENDIX C

## Gender Distribution of Superintendents and Assistant Superintendents

| Year | SUPERINTENDENTS | | | | ASSISTANT SUPERINTENDENTS | | | | MASS MEMBERSHIP | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Metro Male | Metro Female | Rural Male | Rural Female | Metro Male | Metro Female | Rural Male | Rural Female | Male | Female |
| 87/88 | 9 | 1 | 37 | 1 | 24 | 8 | 20 | 1 | 90 | 11 |
| 95/96 | 10 | 0 | 40 | 4 | 23 | 8 | 14 | 6 | 87 | 18 |
| 05/06 | 5 | 1 | 25 | 6 | 12 | 18 | 22 | 12 | 64 | 37 |
| 15/16 | 5 | 1 | 18 | 13 | 15 | 19 | 22 | 18 | 60 | 51 |



Superintendents by Gender and Location



Assistant Superintendents by Gender and Location



MASS Membership by Gender
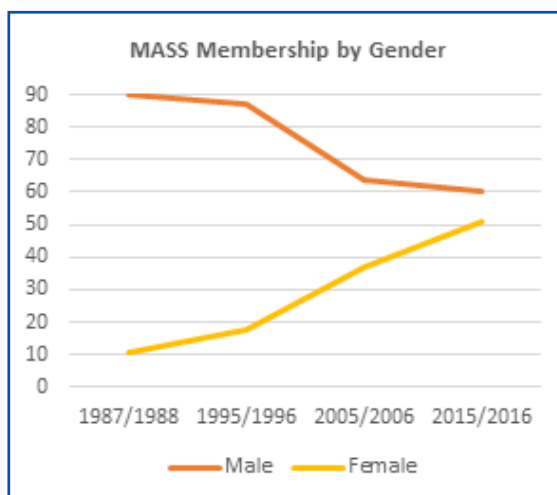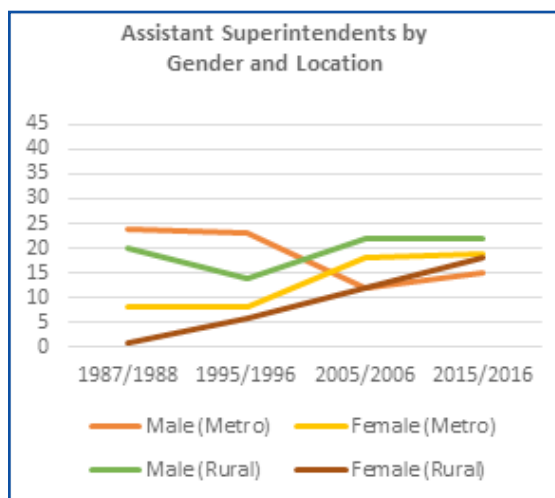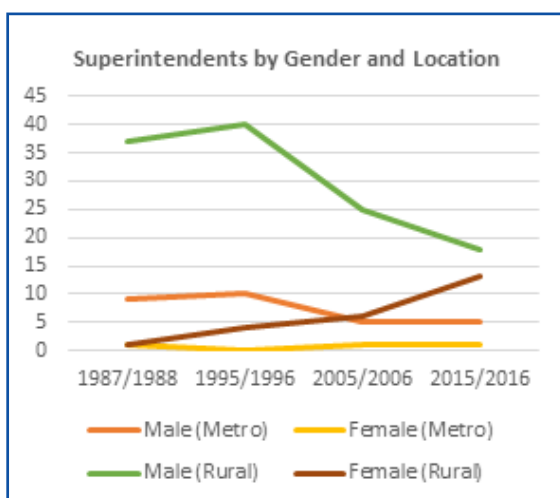
# APPENDIX D

## Gender Breakdown of

## Local Executive Positions

The following tables summarize survey information collected at the 2016 Summer Seminars in Hecla. The information has been broken down by gender and region. It is important to note the following:

- Borderland, Sandy Bay and Southwest Horizon did not complete the survey at Hecla.

- In some Locals, executive positions are shared. In cases where one male and one female shared a position, both the male and the female were counted.
In cases where two male or two females shared a position, it was counted as one.

- Nil responses were not counted in any of the totals.

## Key findings

According to the information collected:

- There are more females than males in every executive position with the exception of Workplace Health and Safety Chairs, Collective Bargaining Chairs, and Presidents.

- The representation of women in the following executive positions matches or exceeds the overall number of women in the profession: Vice President, Secretary, PD Chair, ESJ Chair, Education Finance Chair, Public Relations Chair and Social Chair.

- There are regional differences in the gender balance of executive positions.

| POSITION: PRESIDENT  (N=39) | | | | |
| --- | --- | --- | --- | --- |
| | **Female** | **Percentage** | **Male** | **Percentage** |
| **Metro** | 0 | | 7 | 100% |
| **Parkland** | 1 | 33% | 2 | 67% |
| **Interlake** | 4 | 67% | 2 | 33% |
| **Western** | 1 | 12% | 7 | 88% |
| **South Central** | 4 | 44% | 5 | 56% |
| **Northern** | 3 | 60% | 2 | 40% |
| **EFM** | 1 | 100% | 0 | 0% |
| **Total Overall** | **14** | **36%** | **25** | **64%** |


| POSITION: VICE PRESIDENT  (N=37) | | | | |
| --- | --- | --- | --- | --- |
| | **Female** | **Percentage** | **Male** | **Percentage** |
| **Metro** | 6 | 67% | 3 | 33% |
| **Parkland** | 3 | 100% | 0 | 0% |
| **Interlake** | 5 | 100% | 0 | 0% |
| **Western** | 6 | 86% | 1 | 14% |
| **South Central** | 4 | 57% | 3 | 43% |
| **Northern** | 2 | 40% | 3 | 60% |
| **EFM** | 1 | 100% | 0 | 0% |
| **Total Overall** | **27** | **73%** | **10** | **27%** |

| POSITION: TREASURER (N=34) | | | | |
|---|---|---|---|---|
| | Female | Percentage | Male | Percentage |
| Metro | 4 | 80% | 1 | 20% |
| Parkland | 3 | 100% | 0 | 0% |
| Interlake | 4 | 67% | 2 | 33% |
| Western | 2 | 29% | 5 | 71% |
| South Central | 3 | 37.5% | 5 | 62.5% |
| Northern | 3 | 60% | 2 | 40% |
| EFM | - | | - | |
| Total Overall | 19 | 56% | 15 | 44% |

| POSITION: SECRETARY (N=37) | | | | |
|---|---|---|---|---|
| | Female | Percentage | Male | Percentage |
| Metro | 5 | 83% | 1 | 17% |
| Parkland | 3 | 100% | 0 | 0% |
| Interlake | 5 | 83% | 1 | 17% |
| Western | 8 | 100% | 0 | 0% |
| South Central | 8 | 89% | 1 | 11% |
| Northern | 4 | 80% | 1 | 20% |
| EFM | - | | - | |
| Total Overall | 33 | 89% | 4 | 11% |

| POSITION: COLLECTIVE BARGAINING CHAIR (N=39) | | | | |
|---|---|---|---|---|
| | Female | Percentage | Male | Percentage |
| Metro | 4 | 50% | 4 | 50% |
| Parkland | 0 | 0% | 3 | 100% |
| Interlake | 3 | 50% | 3 | 50% |
| Western | 3 | 43% | 4 | 57% |
| South Central | 5 | 50% | 5 | 50% |
| Northern | 2 | 40% | 3 | 60% |
| EFM | - | | - | |
| Total Overall | 17 | 44% | 22 | 56% |

| POSITION: PROFESSIONAL DEVELOPMENT CHAIR (N=41) | | | | |
|---|---|---|---|---|
| | Female | Percentage | Male | Percentage |
| Metro | 6 | 86% | 1 | 14% |
| Parkland | 3 | 100% | 0 | 0% |
| Interlake | 5 | 83% | 1 | 17% |
| Western | 7 | 87.5% | 1 | 12.5% |
| South Central | 9 | 82% | 2 | 18% |
| Northern | 2 | 40% | 3 | 60% |
| EFM | 1 | 100% | 0 | 0% |
| Total Overall | 33 | 80% | 8 | 20% |

**Women in Education Leadership Commission Report** to Provincial Council 2018

| POSITION: EQUITY AND SOCIAL JUSTICE CHAIR (N=38) | | | | |
|---|---|---|---|---|
| | Female | Percentage | Male | Percentage |
| Metro | 5 | 83% | 1 | 17% |
| Parkland | 3 | 100% | 0 | 0% |
| Interlake | 4 | 80% | 1 | 20% |
| Western | 7 | 87.5% | 1 | 12.5% |
| South Central | 8 | 89% | 1 | 11% |
| Northern | 5 | 83% | 1 | 17% |
| EFM | 0 | 0% | 1 | 100% |
| **Total Overall** | **32** | **84%** | **6** | **16%** |

| POSITION: EMPLOYEE BENEFITS  (N=35) | | | | |
|---|---|---|---|---|
| | Female | Percentage | Male | Percentage |
| Metro | 2 | 33% | 4 | 67% |
| Parkland | 2 | 67% | 1 | 33% |
| Interlake | 1 | 20% | 4 | 80% |
| Western | 6 | 86% | 1 | 14% |
| South Central | 5 | 56% | 4 | 44% |
| Northern | 3 | 60% | 2 | 40% |
| EFM | - | | - | |
| **Total Overall** | **19** | **54%** | **16** | **46%** |

| POSITION: WORKPLACE HEALTH AND SAFETY CHAIR (N=36) | | | | |
|---|---|---|---|---|
| | Female | Percentage | Male | Percentage |
| Metro | 1 | 25% | 4 | 75% |
| Parkland | 0 | 0% | 3 | 100% |
| Interlake | 5 | 83% | 1 | 17% |
| Western | 4 | 50% | 4 | 50% |
| South Central | 3 | 33% | 6 | 67% |
| Northern | 3 | 60% | 2 | 40% |
| EFM | - | | - | |
| Total Overall | 16 | 44% | 20 | 56% |

| POSITION: EDUCATION FINANCE CHAIR (N=32) | | | | |
|---|---|---|---|---|
| | Female | Percentage | Male | Percentage |
| Metro | 2 | 50% | 2 | 50% |
| Parkland | 2 | 67% | 1 | 33% |
| Interlake | 3 | 75% | 1 | 25% |
| Western | 6 | 75% | 2 | 25% |
| South Central | 7 | 78% | 2 | 22% |
| Northern | 3 | 75% | 1 | 25% |
| EFM | - | | - | |
| Total Overall | 23 | 72% | 9 | 28% |

| POSITION: EFM CHAIR  (N=7) | | | | |
|---|---|---|---|---|
| | Female | Percentage | Male | Percentage |
| Metro | 2 | | 2 | |
| Parkland | - | | - | |
| Interlake | - | | - | |
| Western | - | | - | |
| South Central | 2 | | - | |
| Northern | 1 | | - | |
| EFM | - | | - | |
| Total Overall | 5 | 71.4% | 2 | 28.6% |

| POSITION: PUBLIC RELATIONS CHAIR  (N=33) | | | | |
|---|---|---|---|---|
| | Female | Percentage | Male | Percentage |
| Metro | 1 | 20% | 4 | 80% |
| Parkland | 2 | 100% | 0 | 0% |
| Interlake | 5 | 100% | 0 | 0% |
| Western | 4 | 57% | 3 | 43% |
| South Central | 8 | 100% | 0 | 0% |
| Northern | 2 | 40% | 3 | 60% |
| EFM | 1 | 100% | 0 | 0% |
| Total Overall | 23 | 70% | 10 | 30% |

| POSITION: SOCIAL CHAIR (N=23) | | | | |
|---|---|---|---|---|
| | **Female** | **Percentage** | **Male** | **Percentage** |
| **Metro** | 4 | 66.7% | 2 | 33.3% |
| **Parkland** | 3 | 100% | 0 | 0% |
| **Interlake** | 3 | 100% | 0 | 0% |
| **Western** | 0 | 0% | 1 | 100% |
| **South Central** | 5 | 62.5% | 3 | 37.5% |
| **Northern** | 2 | 100% | 0 | 0% |
| **EFM** | - | | - | |
| **Total Overall** | **17** | **74%** | **6** | **26%** |

| POSITION: RESOLUTION CHAIR (N=19) | | | | |
|---|---|---|---|---|
| | **Female** | **Percentage** | **Male** | **Percentage** |
| **Metro** | 3 | 50% | 3 | 50% |
| **Parkland** | 0 | | 1 | 100% |
| **Interlake** | 1 | 50% | 1 | 50% |
| **Western** | 3 | 75% | 1 | 25% |
| **South Central** | 3 | 75% | 1 | 25% |
| **Northern** | 0 | 0% | 2 | 100% |
| **EFM** | - | | - | |
| **Total Overall** | **10** | **53%** | **9** | **47%** |

**Women in Education Leadership Commission Report** to Provincial Council 2018

### Responses to Question 3: Is gender balance reflected in your Local executive?

- It is clear from the responses that there was some confusion as to what was meant by the term "gender balance". Most Locals felt that their executive was not gender balanced because there were not enough males represented. Other Locals felt that there was gender balance because the number of female members on the executive was reflective of the number of female teachers in their Division.

- Key concerns raised included: childcare or recruiting members with young children at home, difficulty recruiting anyone to sit on the executive particularly in smaller divisions, the general decline in volunteerism, travel and geography, and lack of experience.

- Key opportunities identified included: the gender make-up of the senior administrative team had an influence on the make-up of the executive in one association, networking and relationships between members of executive, and supportive environments for new members.

# APPENDIX E

## 2017 Member Survey Data

## Chart 23a: Likely to Take on a Leadership Position in Local Association or MTS/by gender
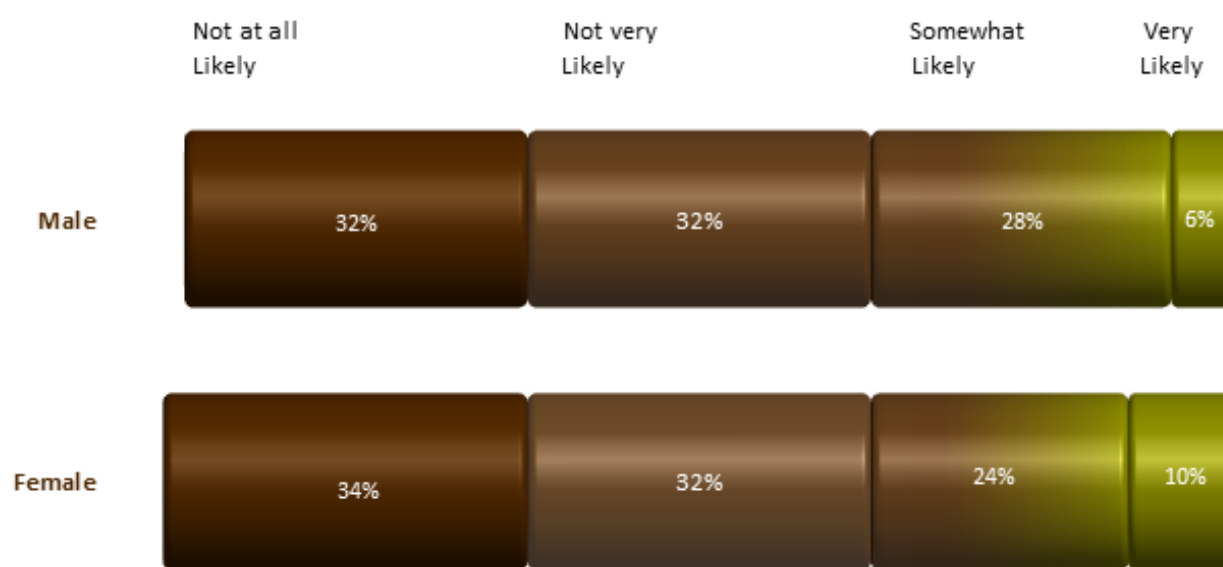
| | Not at all Likely | Not very Likely | Somewhat Likely | Very Likely |
|---|---|---|---|---|
| Male | 32% | 32% | 28% | 6% |
| Female | 34% | 32% | 24% | 10% |

## Chart 24a: Factors Reducing Likelihood/By Gender



Not enough time/too busy — Female 37%, Male 34%

Age/health/retiring soon — Female 18%, Male 18%

Not interested — Female 18%, Male 19%

Family obligations — Female 13%, Male 10%

Too much work/responsibility — Female 13%, Male 12%

Have negative view of union — Female 1%, Male 5%

Not confident enough — Female 3%, Male 2%

Legend: ■ Female ■ Male

The following reasons were mentioned by 2% or less of members and are not displayed on the chart: admin issues (2%), too many meetings (2%), don't want to commute (2%), not informed about the issues (1%), did it in the past (1%) and no reason (2%).

## Chart 25a: Factors Increasing Likelihood/by gender



The following reasons were mentioned by 2% or less of members and are not displayed on the chart: being paid (2%), would like to change how MTS is run (2%), if there were an opening or someone asked me (2%), knowing more about it (1%), a change of staff or executive (1%), optimal meeting times/locations (1%) or an opportunity to support the actions of MTS (<1%).
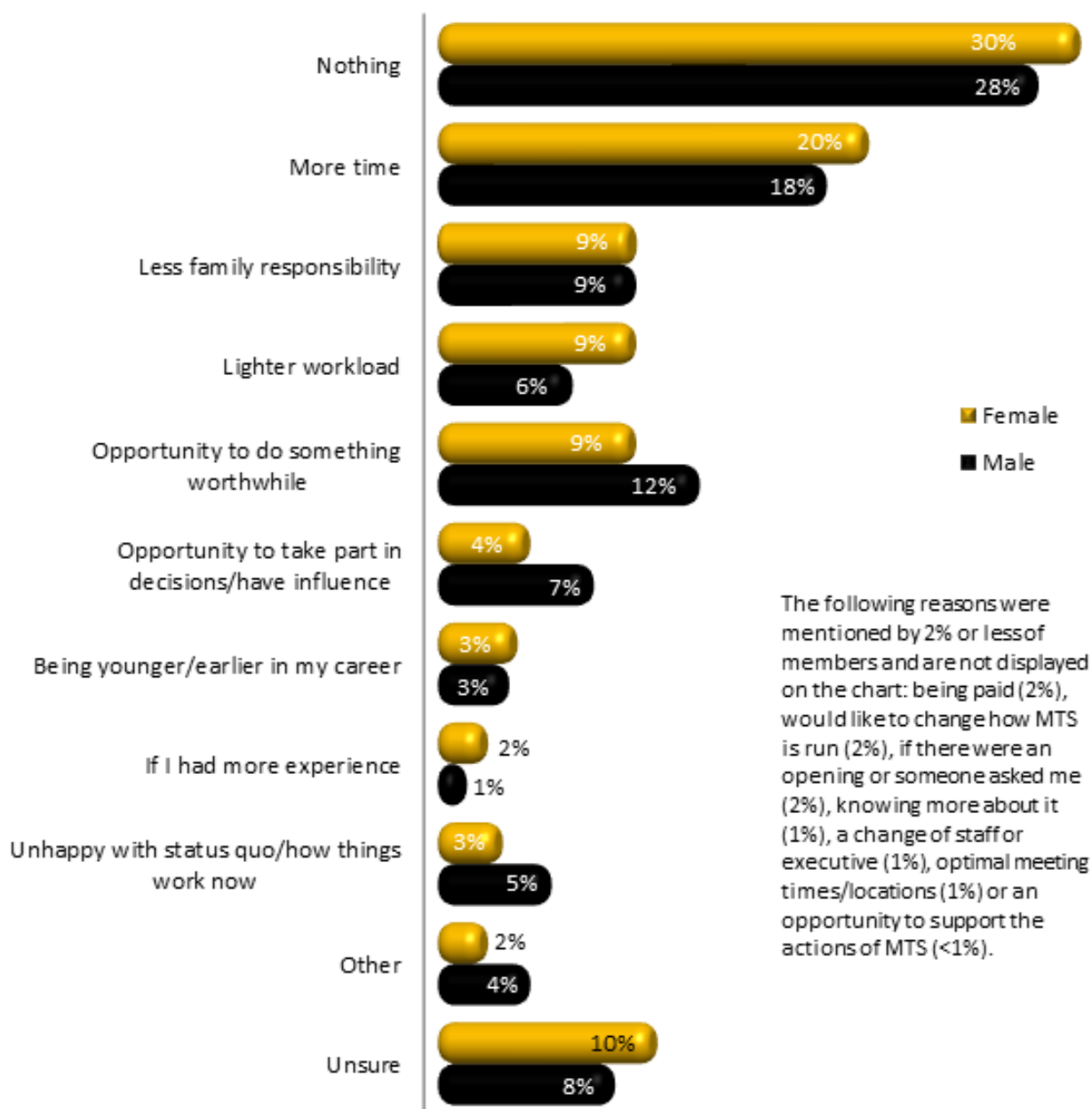
## Chart 26a: **Proposals to Encourage Leadership/by gender**

|  | No impact | Somewhat encouraged | Greatly encouraged |
|---|---|---|---|
| Female | 33% | 30% | 37% |
|  | 34% | 35% | 30% |
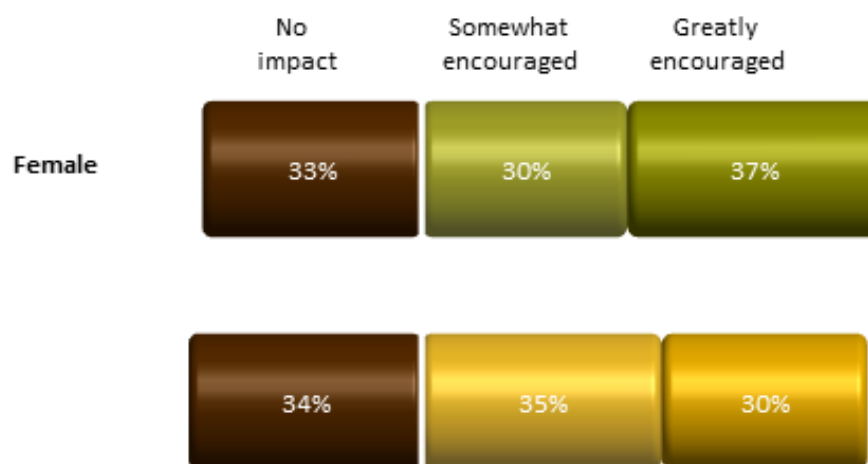
Release time, including substitute teacher coverage, for union activities is negotiated into your contract so meetings are not always at night or on the weekend.

## Chart 26b: **Proposals to Encourage Leadership/by gender**

|  | No impact | Somewhat encouraged | Greatly encouraged |
|---|---|---|---|
| Female | 35% | 39% | 25% |
| Male | 40% | 41% | 18% |
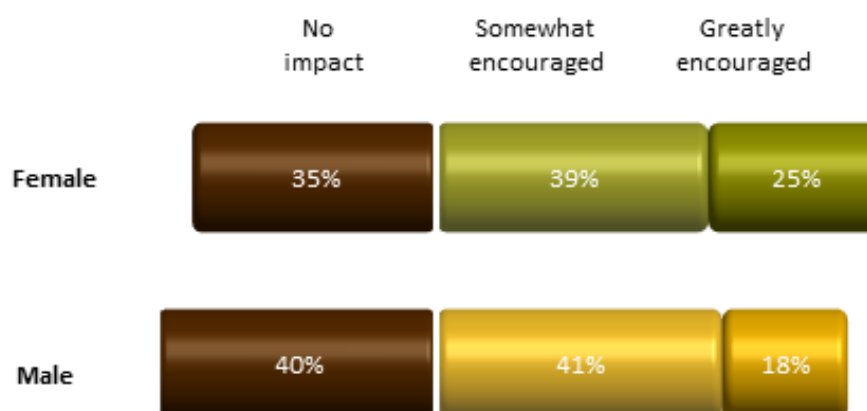
Formality and the use of union jargon are reduced at meetings. Meetings are shorter and inexperienced members are made to feel welcome.

## Chart 26c: Proposals to Encourage Leadership/by gender

|  | No impact | Somewhat encouraged | Greatly encouraged |
|---|---|---|---|
| Female | 28% | 46% | 25% |
| Male | 34% | 47% | 19% |
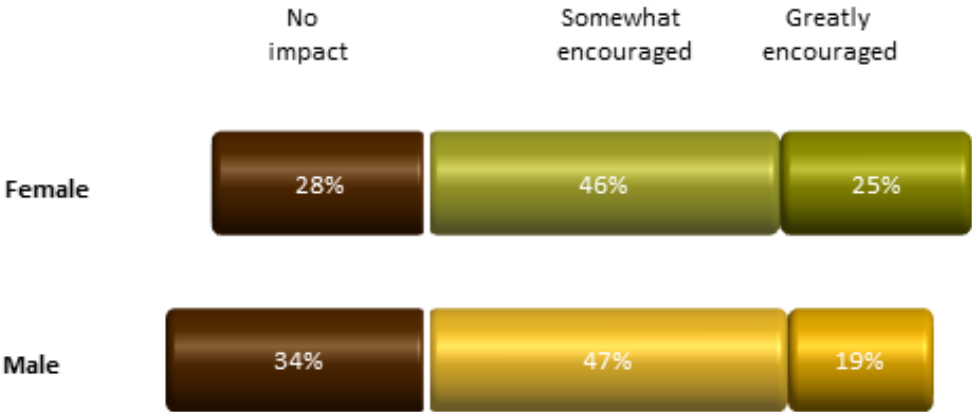
The commitments you volunteer for are important, time limited and the work can be shared with others.

## Chart 26d: Proposals to Encourage Leadership/by gender

|  | No impact | Somewhat encouraged | Greatly encouraged |
|---|---|---|---|
| Female | 33% | 42% | 25% |
| Male | 36% | 41% | 24% |
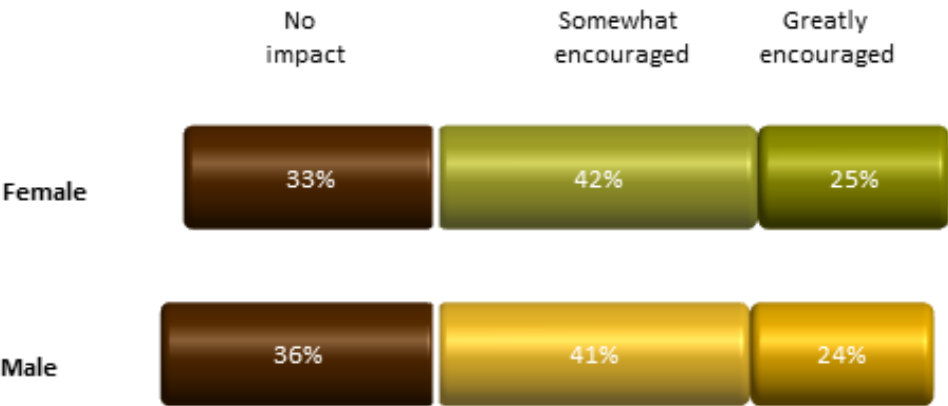
You are mentored and trained for any complex projects you volunteer for.

# APPENDIX F

## Focus Groups on Women

## in Education Leadership

## Summary Report

## Background and Purpose:

At the 2016 Annual General Meeting of The Manitoba Teachers' Society (MTS), a Women in Education Leadership Commission (WELCOM) was established to examine the experiences of women in or aspiring to be in leadership positions. This arms-length body, separate from The MTS Provincial Executive, is designed to seek input from women educators from across the province and make recommendations to improve the participation of women in all aspects of leadership within the education system and The MTS.

In 2012, The MTS conducted focus groups on women in educational leadership in Winnipeg and Brandon. Four focus groups were held in Winnipeg with female members working in the Winnipeg area or within 60 to 90 minutes driving time from Winnipeg. In addition, two focus groups were held in Brandon for female members working in Brandon or within 60 to 90 minutes driving time from Brandon. Similar to the 2017 study, the purpose of the focus groups with women teachers, teacher leaders, principals and vice-principals was to:

- Discuss why it is important for women to assume both formal and informal leadership roles;
- Identify barriers or challenges women experience when assuming leadership roles; and
- Develop strategies or pathways to support women in or aspiring to leadership roles within their school division, local a and/or The Manitoba Teachers' Society.

## Methodology:

For the 2017 focus groups, data collection has included broadening the scope of the 2012 focus group process to include women in rural and northern school divisions. To more fully include the experiences of female MTS members working in these school divisions, one focus group was conducted in each of the following five communities between February and April, 2017:

- Thompson, February 8
- Gimli, February 15
- Steinbach, February 16
- Carman, March 1
- Flin Flon, March 16
- Dauphin, April 5

Unlike 2012 where separate focus groups were held for teachers, principals and vice principals, and teacher leaders, this round of focus groups consisted of mixed groupings. The groupings reflected diversity based on age, years in the profession, and role in the school division or in the local. Selection for these focus groups was done on a first come, first serve basis to a maximum of 10 women MTS members per group.

At the conclusion of each focus group discussion, participants were asked to complete an individual written exercise which focused on identifying the key initiatives that The MTS, local, superintendents and school divisions should undertake to support and encourage more women to enter into leadership roles.

In addition to the focus groups, in April 2017 a Women in Educational Leadership telephone town hall was held to increase access and input from women educators across the province.

## Summary of Focus Group Findings

### WHY IT IS IMPORTANT TO HAVE WOMEN IN LEADERSHIP ROLES

All participants agreed that it was important to have women in leadership roles within their schools, school divisions, locals and within The MTS. The most common reasons for having women in a variety of leadership roles related to the mentorship of other female members and the need for role models for female students. Some participant comments in this regard included:

- *"All women need to see that all women can do whatever, anything they want to do."*

- *"If I hadn't seen ( ) in those leadership roles to know there was a way that I could do that as well and being that as we have similar personalities. I never would have stepped into that role. I never would have thought that it was a possibility for me."*

- *"It's often said behind every good man is a good women and I don't know why we, she, should be behind them. We're great multi-taskers and we care about everybody, we try to keep balance but we also have to make tough decisions so I think it gives them voice."*

Participants also felt that the educational landscape is enriched by the different voice and perspectives that women bring to leadership positions. This difference was characterized as being more collegial, approachable, and value-based reflecting the unique understanding of relationships, community and priorities that come from being a woman. Participants noted that:

- *"…I have heard that having me in the office, for other females to say, it's nice to have someone who understands or doesn't belittle females because it is a female issue."*

- *"I think there should be more women's voice ( in the high school) just for ownership, responsibility, that whole piece of how, when it comes to dealing with kids, things could be handled a whole lot differently if*

*there was more from the female perspective."*

- *"I think that women have different viewpoints than men and… there's (I guess) different values that men and women have. There are different things that matter to men than women."*

Most participants acknowledge that women are still underrepresented in leadership positions, but also note that there is increasingly better gender balance, particularly in elementary programs and schools. While some participants felt that gender should not be a determining factor for a job, others felt that from a human rights and equity perspective, it was important to include the unique voices of women and to challenge the "old boys club".

Gender balance in leadership roles and the perceived need for gender balance did vary between participant groups. Some participants commented that women in their respective school divisions held more of the senior administrative and principal positions. In other, school divisions, however, men still continue to hold the majority of leadership positions and participants felt that there were still a number of barriers for women who want to assume leadership roles.

It is important to note that some participants felt that the definition of leadership should be more inclusive of both the formal and informal ways that women demonstrate leadership including in their work with students in the classroom. As one participant noted, *"I think that sometimes the people who perhaps don't have the time…are still providing leadership within their school. It just might look different. I think of teachers who have been teaching perhaps in the primary end of school for a long time who help provide that quiet mentorship to new teachers….(they) aren't vice-principals, or department heads, or principals but they are providing leadership to a small group of people or perhaps beginning teachers and those people are really important as well."*

## FACTORS THAT INFLUENCE THE DECISION OF WOMEN TO TAKE ON LEADERSHIP ROLES

There are multiple factors which participants identified as influencing their decision to take on a leadership role. These factors may be seen as both positive and negative and vary by context.

### Family responsibilities, children, and time away from the classroom are primary considerations when deciding to take on a leadership role.

The majority of participants identified the challenges of balancing work responsibilities and classroom demands with family responsibilities as being a major factor in determining whether or not to take on a leadership role within a school, school division, local or The MTS. Most notably participants indicated that many women do not even consider taking on a leadership role while their children are young or until their children are more independent and able to look after themselves. In addition, the guilt associated with being a working mom (unlike being a working dad) has an impact on the decision to assume additional duties outside of the classroom. As one participant noted, *"how do you get away from the guilt when you have to be away from your own children. I don't see men feeling as much guilt but as a woman, it still haunts*

*me my whole life. It's just not easy to disassociate being a mother"*

## Support systems within and outside of the education setting are important.

Participants felt that in order for women to be successful in a leadership role, it was important to have the support and encouragement of family, colleagues, and other mentors. For example, one participant asserted that *"...every leader needs a good support system beyond the workplace. Those are the go-to people who keep you grounded and give you strength to carry on."* This understanding of the importance of positive support networks was echoed by other participants who note that, while time, knowledge and experience were important, having a *"support system is more important."*

In addition to a supportive partner at home to share responsibilities, having the support of other women was seen as a positive factor for women seeking more formal leadership positions. As one participant stated, *"because (name) principal is a female and her mother was the first female principal in (community), that (leadership) pattern is here and because her mother encouraged her current principal, her principal encourages her female staff and that confidence is built there."*

## Generational factors still influence the decision to assume a leadership role as well as how a woman is perceived in that role.

Participants spoke about how barriers to leadership that existed when they first started their careers impacted the ability, or the perceived ability, to pursue a leadership role. As one participant noted *"I come from a line of teachers and the males in my family were and are principals but the females never took a leadership role and always were teachers and still are teachers...there is a stereotype like males do this and females do this."* Similarly, another participant stated that *"...if you look at the past when a female became pregnant, then you're a stay-at-home mom. It didn't matter in education, you weren't working anywhere, you stayed home."*

When choosing to take on a leadership role later on in their careers, many women felt that it did not align with work and life priorities, e.g. *"but as I am aging, I also say no!...what other goals are a priority now? Yes, having children can be a setback, but as you get older you realize as well that you want to accomplish this and that and that, and then you start weighing the pros and cons. Do I really want to dedicate increased hours, because I would assume a principalship means increased hours, and (at the expense of) what you need to do for your own balance in your life and limits of energy levels?"*

Participants earlier in their careers spoke about improvements in opportunity and access to leadership positions because of the legacy of women who came before them as well as changes in societal norms about women and work. Comments included *"younger generations are growing up in households now where both parents are working and are getting away from that sort of stereotypical image of women staying at home"* and *"..having a female principal...it almost surprised me to read information that females couldn't be in a leadership role or to see that it may have ever been an issue...having female leaders and her perception of being able to go out to get what you wanted."*

Despite positive changes, historical practices, a sense of tradition, and fear of conflict continue to influence a women's decision to enter into a leadership role and to use their voice to effect change. Comments included... *"this is how we do it (here)"* and *"I'm a PD chair because I didn't want to*

*be in conflict with anyone, and being a younger woman was a barrier. Having encouragement and role models in other women definitely helped. If I hadn't had that I would never (have) gotten involved".*

**Preparation and experience are key motivating factors when deciding to take on a leadership role.**

Participants felt that having years of experience and training were important before considering a leadership role. As one participant stated *"I feel I need a checklist of things I've accomplished prior to pursuing admin or even resource, a leadership role."* However, women generally agreed that men do not have the same need for experience or training and were described as being more willing to *"take risks"* and assume leadership roles even when they were not ready. *"… women are often holding back because they feel they don't know enough to give and I agree that a lot of men are just "I can do it" even though they have less experience and less knowledge and less ability."*

**Mentorship**

Participants felt that formal and informal mentorship of current and aspiring leaders was a key factor in the decision to take on leadership roles. *"I didn't see it as a possibility for myself…and a big part of the reason that I do see myself in that role now is that I've had some really wonderful mentors…we've had women in leadership roles at our union level, at our local and provincial…it wasn't until I saw someone with a personality more like mine that I thought this could be a possibility."*

**Shoulder tapping**

Although participants did see the potential negative implications of shoulder tapping (because of the danger of reproducing power relationships) having the confidence of another respected colleague was seen as a positive motivator *"I didn't aspire to be a leader but it was from colleagues internally that gave me that strength and they brought it out in me. If that hadn't happened I don't know if I would have pursued the role."*

**Barriers**

Participants identified several barriers to assuming a leadership role.

**Time away from the classroom and from students.** Participants spoke about the guilt of being away from the school and the classroom *"…all of a sudden I'm not giving enough to my staff, I'm not giving enough to my classroom."* Planning for substitutes when away from the classroom was also seen as a significant challenge. Additionally, participants spoke about the commitment and satisfaction that they get from teaching which influenced their decision to pursue leadership roles that would not take them out of the classroom *"there are lots of people who love the classroom and want to stay there and they can become leaders not necessarily as an administrator."*

**Lack of opportunity to pursue leadership roles.** Participants noted that in smaller divisions, there are often limited opportunities to pursue leadership roles either because

positions such as department heads or consultants do not exist within the division or individuals remain in their positions for long periods of time. *"Your opportunities to get into some of those positions is quite limited…we've got 3 or 4 vice-principals in the entire division so there is no real trajectory, no way to work your way up."*

**Access to and cost of professional learning and post-secondary education.** Participants expressed frustration with respect to the cost and geographic distance associated with accessing post-secondary training and professional learning. As preparation and professional learning experiences are two important factors that influence the decision of women to enter into leadership roles, improving access to leadership training and mentoring were seen as being of significant importance.

**Loss of femininity and gender stereotypes.** Participants asserted leadership roles often came with an expectation that women should adopt more masculine dress and leadership styles typically associated with men… *"I'm going into roles where I am representing the union or at the MTS AGM, I'm leaving my dresses at home. I'm packing a suit…I do it because I'm viewed differently when I'm wearing a dress with a full skirt and red lipstick as opposed to when I'm wearing dress pants and a blazer."*

Moreover, how colleagues interpret the leadership styles of women and their response to women in leadership roles is influenced by gender stereotypes. Comments to this regard included: *"I can probably say enough, bullying to change her mind so then it will be back to the way things were….and I wonder if it would have been the same if a male (was) coming in."* and *"…there is a perception, in any leadership role when a man is angry, he's justified and if a woman is angry, she's hysterical. I think that plays as a factor for anyone who is interested in a leadership role."*

**The Boys Club and the Girls Club.** Participants noted that the existence of "old boys clubs" and more recently "old girls clubs" continue to influence the ways in which women are able to access leadership opportunities. Opportunities were often linked to the social capital of an individual and/or their ability to establish and use relationships outside of the professional environment to move ahead. The perception by participants that leadership is tied to personal relationships rather than professional competence is even further complicated by the perceived lack of clarity and transparency when selecting candidates for leadership roles and leadership preparation programs as well as the challenges new members sometimes experience trying to break into well-established local executive.

**Reactions of colleagues to leadership roles.** Participants noted that colleagues, and female colleagues in particular, are often quick to question the credentials and experience of women in leadership roles and are more open about their criticism. These negative experiences are sometimes more frequent with younger women and with those who want to bring change or new ideas to their schools, school committees and locals.

## SPECIFIC RECOMMENDATIONS FOR SUPPORTING AND ENCOURAGING WOMEN IN LEADERSHIP ROLES

### FOR LOCALS

- Provide childcare at executive meetings;

- Mentorship programs for those new to the profession;

- Provide a job description or a list of expectations for chair positions within locals;

- Use gender neutral language;

- Create women in leadership groups within locals to support mentorship, awareness and the development of positive social support networks; and

- Shared roles for positions on local executives.

### FOR MTS

- Consistent communication with members about professional learning opportunities;

- Offer professional learning opportunities specifically geared to women, such as women in leadership retreats and formal development programs;

- Promote wellness opportunities and training on maintaining work/life balance;

- Use of online courses and webinars to increase access to leadership training;

- Create collaborative relationships beyond specific regions to maximize the use of resources including regional delivery of leadership courses or workshops;

- Mentorship programs for those new to the profession and for women new to leadership roles;

- Create women in leadership support networks;

- Continue to provide funding for child/dependent care;

- Create gender neutral leadership profiles;

- Create a women in educational leadership role model program using

The Teacher magazine and on the website;

- Host professional learning, committee, and other meetings outside of Winnipeg to minimize time away from home and school;

- Provide clear statements about gender equity and gender discrimination; and

- Promote positions for women leaders.

### FOR SCHOOL BASED OR DIVISIONAL LEADERSHIP ROLES

- Offer formal mentoring programs for women interested in pursuing leadership roles. These mentoring programs should include a job shadow component;

- Increase awareness of and support for post-secondary or equivalent leadership training;

- Provide extra preparation time for teachers involved in committees to promote work life balance and facilitate the involvement of members with families;

- Offer leadership forums for women aspiring to be leaders;

- Ensure that women are represented on hiring committees;

- Provide financial support and leave time for women wanting to pursue leadership roles;

- Create cross divisional partnerships to increase access to and opportunities for professional learning; and

- Improve transparency of hiring criteria for school based leadership roles.

## NOTES

## NOTES

**Women in Education Leadership Commission Report** to Provincial Council 2018

## NOTES

# Women in EDUCATION

## LEADERSHIP COMMISSION

100 YEARS
1919–2019

A CENTURY OF SOLIDARITY

MTS

The Manitoba Teachers' Society