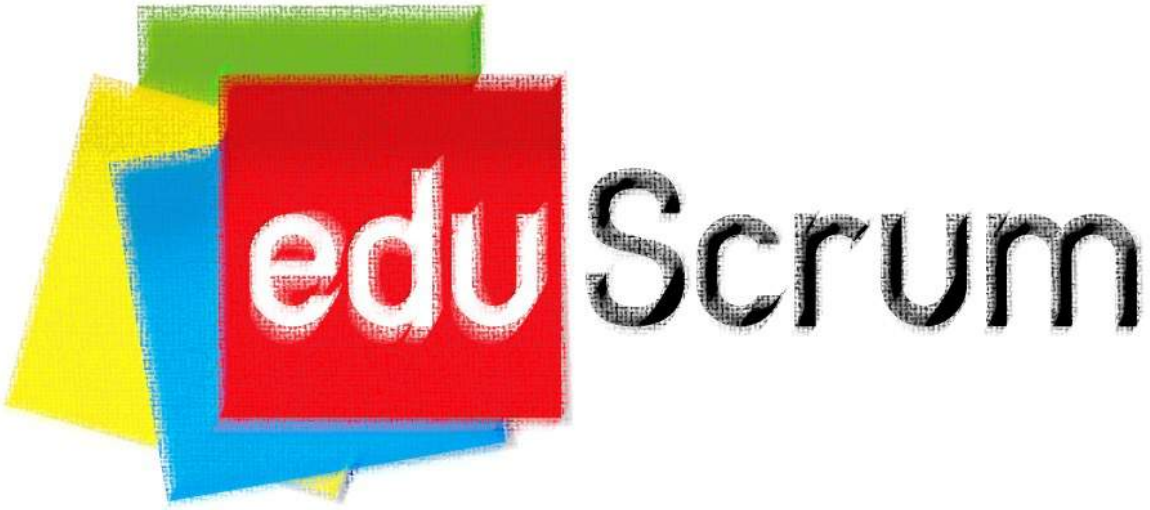

Bringing Agile to where Women and Future Leaders are at Work

SCRUMevents

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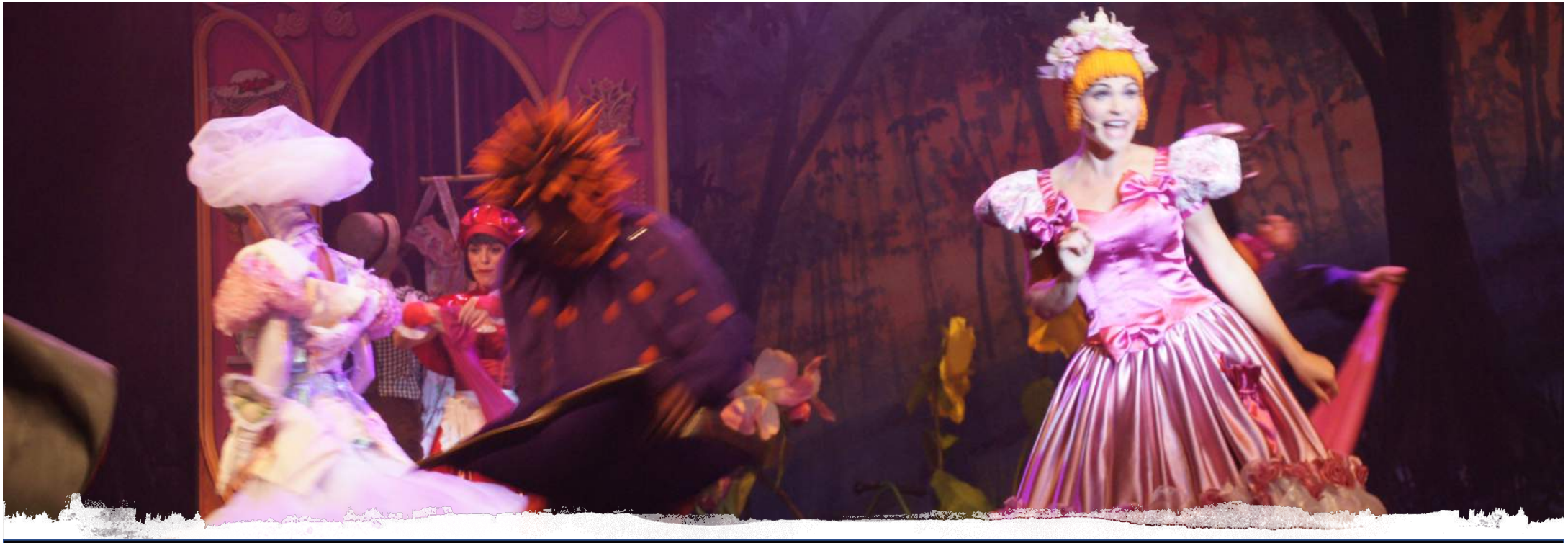
SCRUM @SCALE TRAINER

LST LICENSED SCRUM TRAINER



Disclaimer

I feel uncomfortable talking about gender inequalities and probably using clichés, don‘t you?

WHY - I come from a different world where differences were no issue

Then I moved to Berlin, fell in love with SCRUM, and somehow entered the „real“ world...

BERLIN

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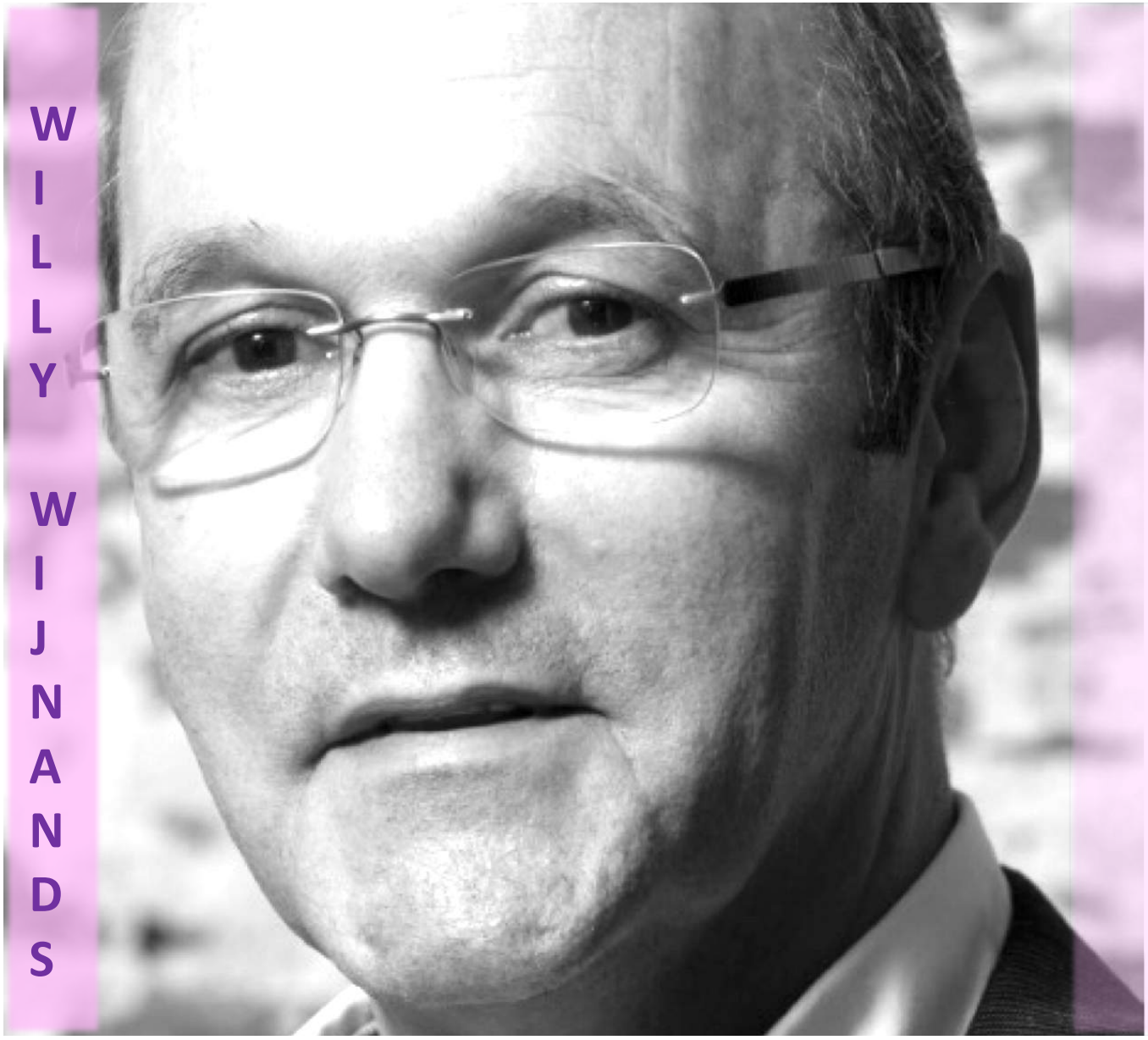
Even though German teachers mean to treat girls and boys equally, they don’t.

„Women don‘t take themselves and their ideas too seriously.“

We might be different anyway, but how do we bring in male & female qualities?



WILLY WIJNANDS

CAN'T DO IT ALONE !

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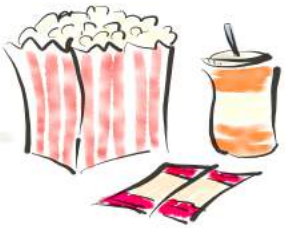
Get students out of the theater



Ownership!

Teams!

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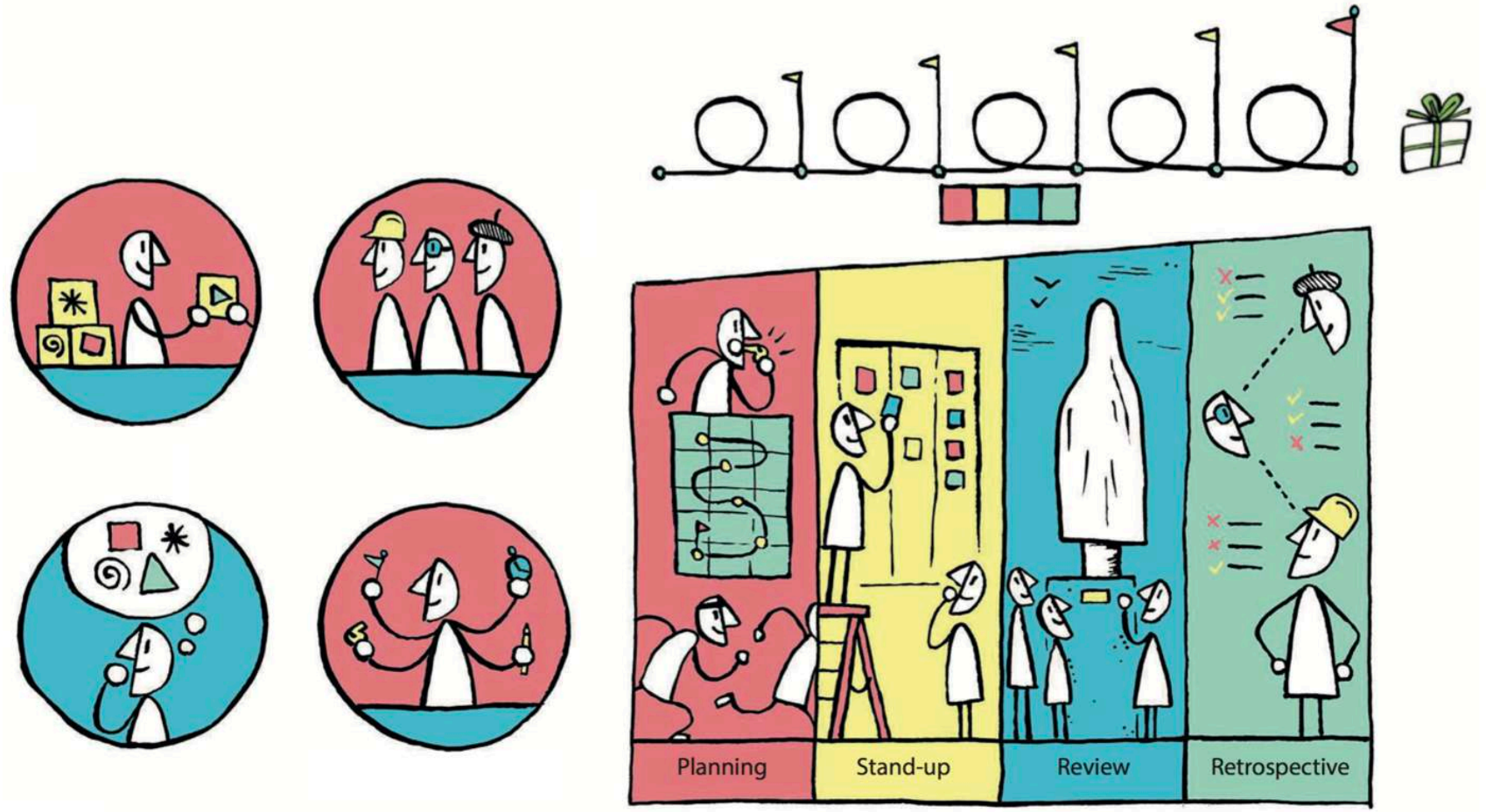
How we do it...



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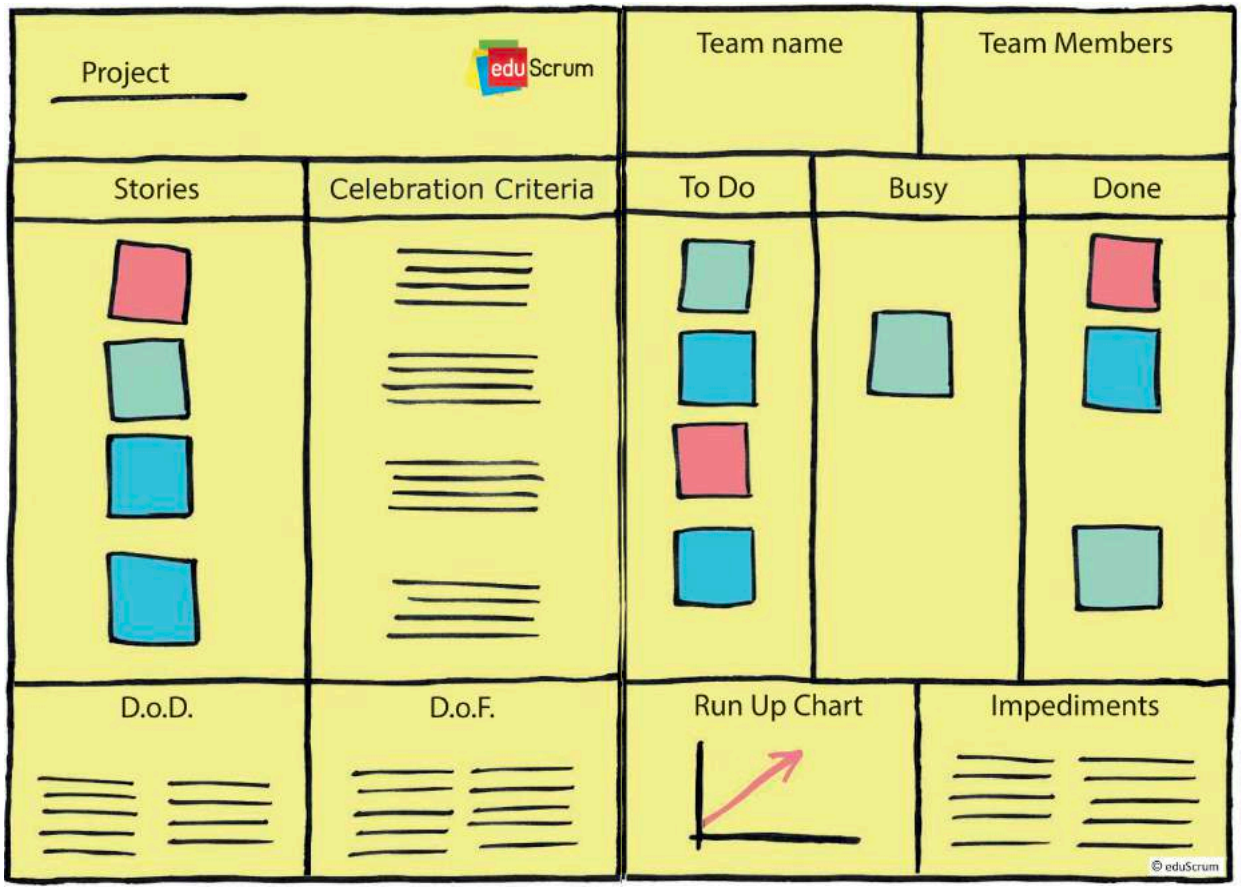
How it's being done...



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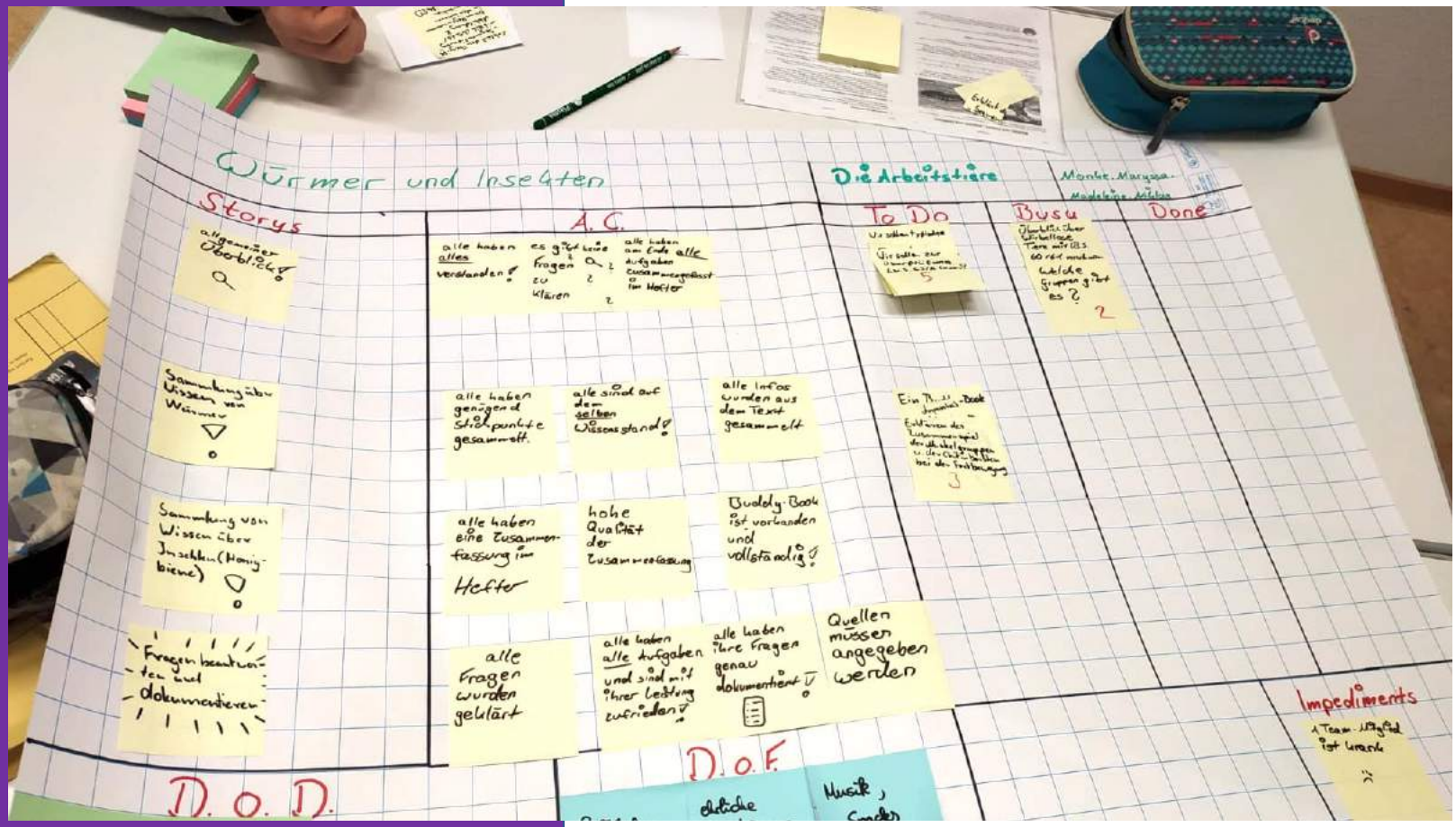
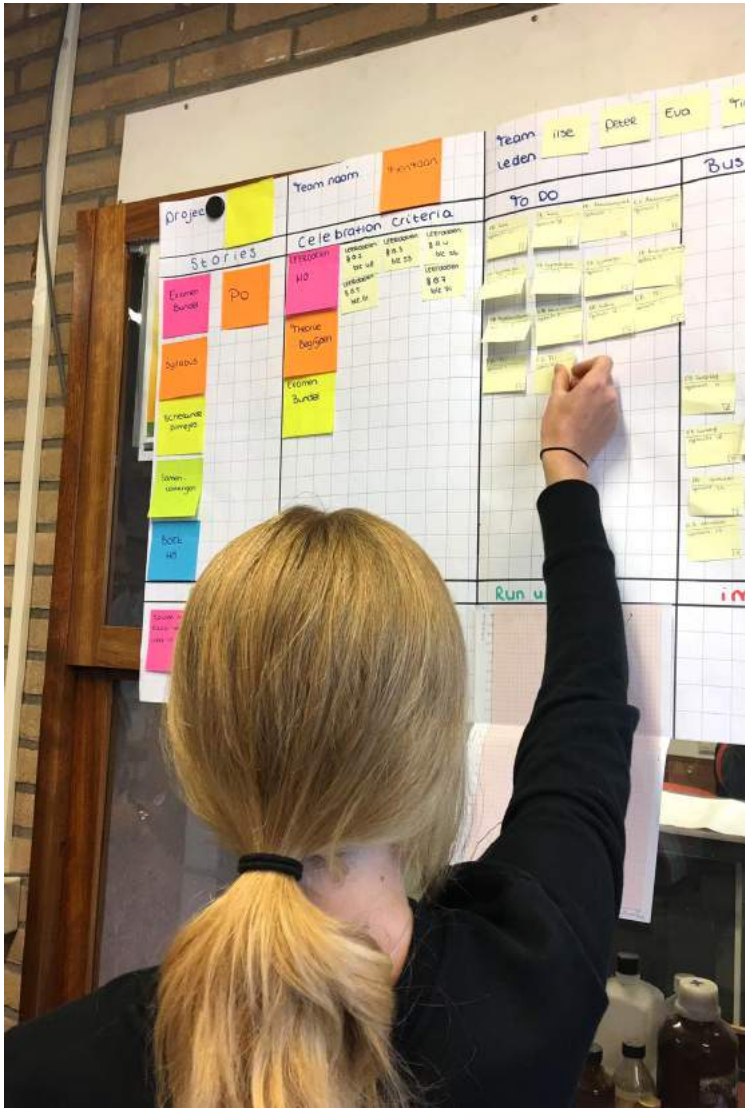
eduScrum flap





Keeping track and collaborating: Stand Ups

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Run Up Charts are for schoolgirls ;)

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Be proud of your results!

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Our world is changing, and so are the demands for women and men, boys and girls…

What if different sets of qualities could be perceived as important and helpful?

No more “rule of the loudest” !

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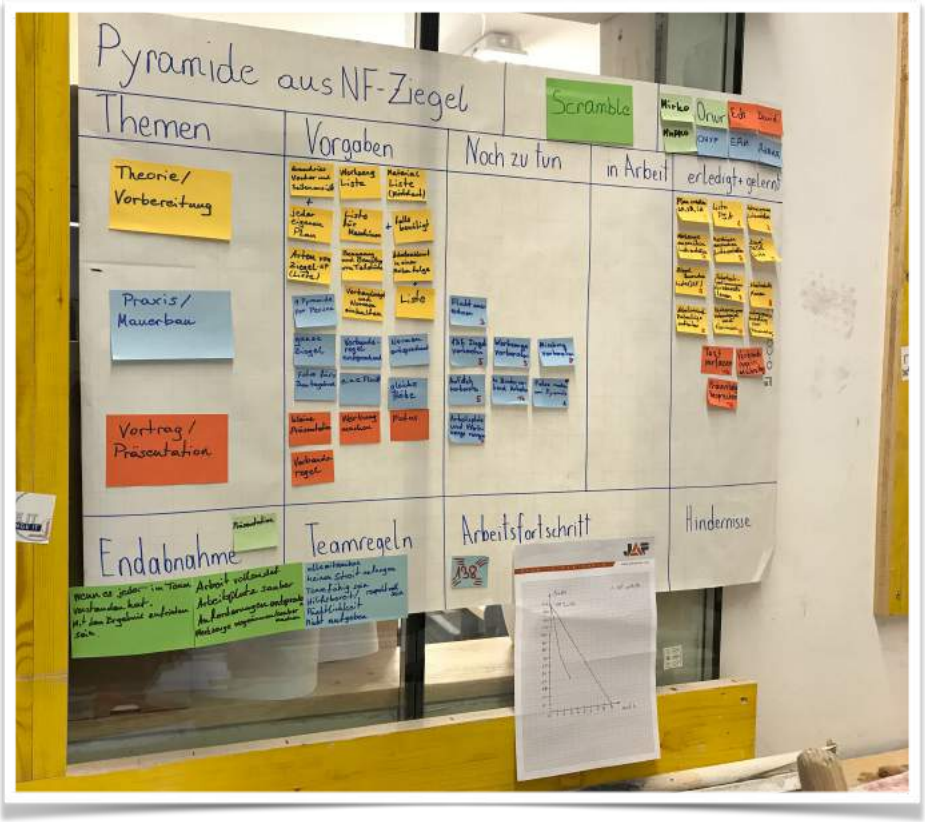
eduScrum
in Bricklayer Education



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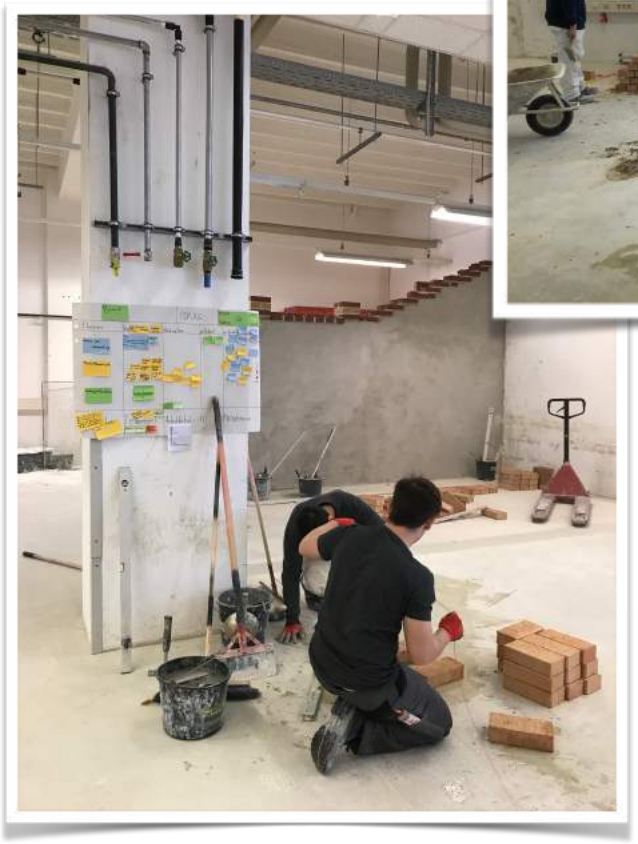

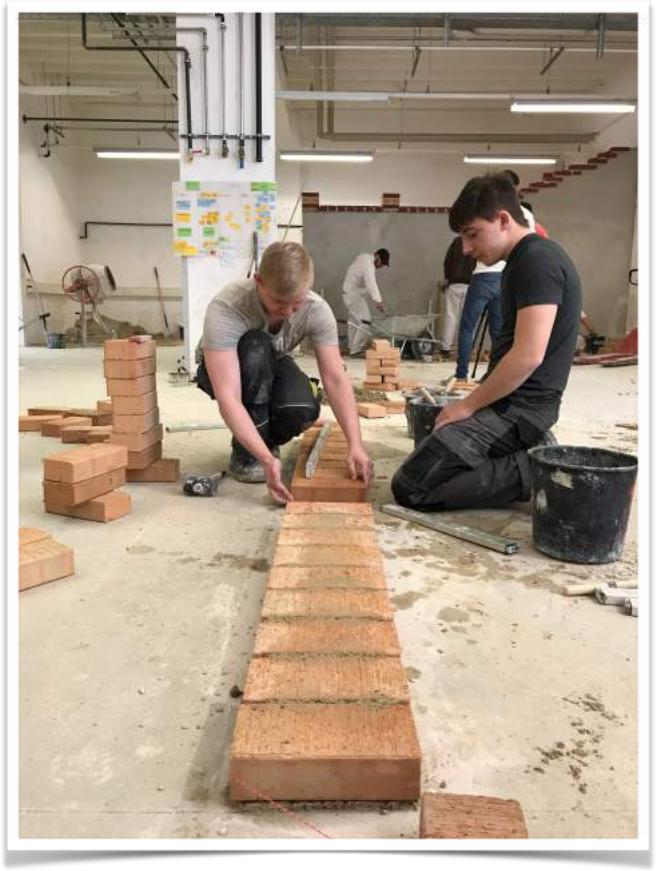

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And the winners... were collaborating!

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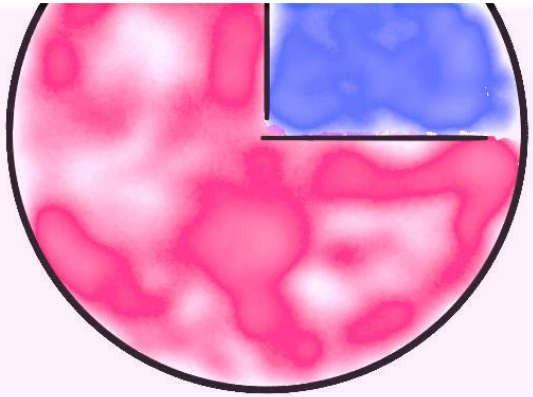
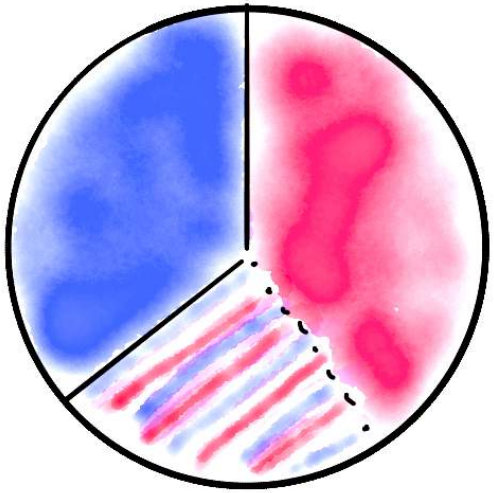
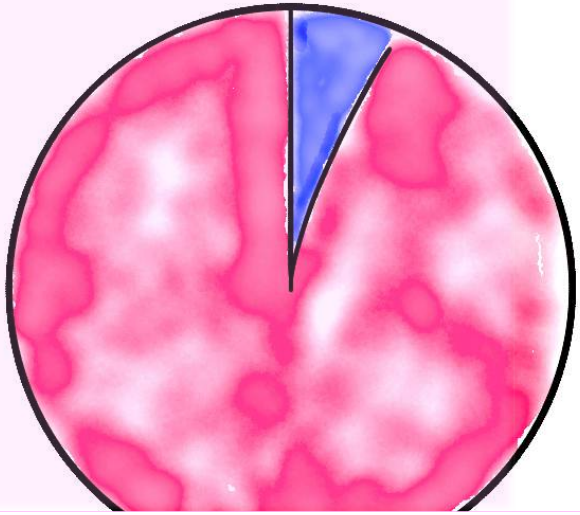
WHO IS IN OUR CLASSES?



The Netherlands: „Women are smart.“



Germany: „It depends.“



Russia & Poland: „It‘a woman‘s world.“

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What I wasn't aware of: Teaching is a female thing

Schulen

Lehrkräfte nach Schularten und Beschäftigungsumfang

LEHRKRÄFTE AN ALLGEMEINBILDENDEN UND BERUFLICHEN SCHULEN INSGESAMT SOWIE ANTEIL DER WEIBLICHEN LEHRKRÄFTE

Schulart	Schuljahr 2018/19[1]							
	Lehrkräfte insgesamt				Anteil der weiblichen Lehrkräfte in %			
		hauptberuflich		stunden-weise		hauptberuflich		stunden-weise
	insgesamt	vollzeit-	teilzeit-		insgesamt	vollzeit-	teilzeit-	
	beschäftigt				beschäftigt			
Allgemeinbildende Schulen	685 566	418 905	266 661	87 714	73,1	64,1	87,2	74,6
davon an								
Vorklassen	642	273	369	57	85,5	75,8	92,7	84,2
Schulkindergärten	4	1 041	1 113	1 104	94,2	92,8	95,7	90,8
Grundschulen	0 076	107 061	93 015	29 184	89,5	84,3	95,4	82,5
Schulartunabhängigen Orientierungsstufen		5 856	2 418	504	81,4	78,5	88,2	70,2
Hauptschulen	8 023	19 728	8 295	4 098	65,3	56,3	86,8	71,7
Schularten mit mehreren Bildungsgängen	46 260	32 193	14 067	2 802	70,6	64,4	84,6	63,9
Realschulen	54 615	34 998	19 617	7 356	65,9	54,7	85,9	76,4
Gymnasien	176 223	107 478	68 745	24 738	60,4	47,8	80,0	67,0
Integrierten Gesamtschulen	89 805	61 332	28 476	8 232	66,0	58,9	81,3	69,0
Freien Waldorfschulen		2 931	4 464	1 272	64,2	54,4	70,7	63,4
Förderschulen	8 562	43 689	24 873	7 203	77,6	71,0	89,2	84,0
Abendhauptschulen		27	9	3	58,3	55,6	66,7	0,0
Abendrealschulen	0	534	273	306	58,5	52,2	71,4	45,1
Abendgymnasien	18	627	288	606	56,5	49,3	72,9	36,6
Kollegs	1 398	957	441	216	58,6	48,9	79,6	55,6
Keine Zuordnung zu einer Schulart möglich[2]	378	180	195	27	81,7	73,3	90,8	88,9
Berufliche Schulen	125 472	84 918	40 554	26 904	53,1	42,3	75,7	56,2
davon an								
Teilzeit-Berufsschulen	48 534	35 190	13 344	6 303	46,6	36,4	73,4	52,0
Berufsvorbereitungsjahr	5 424	2 160	849		54,8	46,7	75,4	58,0
Berufsgrundbildungsjahr	162	75	24		42,9	33,3	64,0	65,5
Berufsaufbauschulen	3	0	0		66,7	0,0	0,0	0,0
Berufsfachschulen	3	20 637	12 096	9 648	58,9	47,7	77,9	59,4
Fachoberschulen	12	5 430	2 382	1 725	55,3	45,8	76,8	61,4
Fachgymnasien	555	10 446	5 109	1 788	54,4	43,4	77,1	55,9
Berufsober-/Technischen Oberschulen	924	618	306	300	52,1	38,8	78,4	66,0
Fachschulen	10 872	6 531	4 341	5 169	58,1	47,9	73,5	50,3
Fachakademien	215	480	735	1 098	73,7	62,5	81,2	68,9
Schulen des Gesundheitswesens	9 963	6 411	3 552	20 580	75,1	70,5	83,3	56,8
Schulen insgesamt	821 001	510 234	310 767	135 198	70,0	60,5	85,7	68,2

1: Die Ergebnisse des Bundes werden, basierend auf der dreier Rundung, geheimgehalten.
2: Hessen: Hessen: Lehrkräfte, die Schüler/innen aus dem Ausland unterrichten.
Diese Schüler/innen müssen grundlegende Kenntnisse der deutschen Sprache erwerben und werden nicht in Regelklassen unterrichtet. In den übrigen Bundesländern werden diese Lehrkräfte den Schularten zugeordnet.

Stand 25. Oktober 2018

DESTATIS
Statistisches Bundesamt

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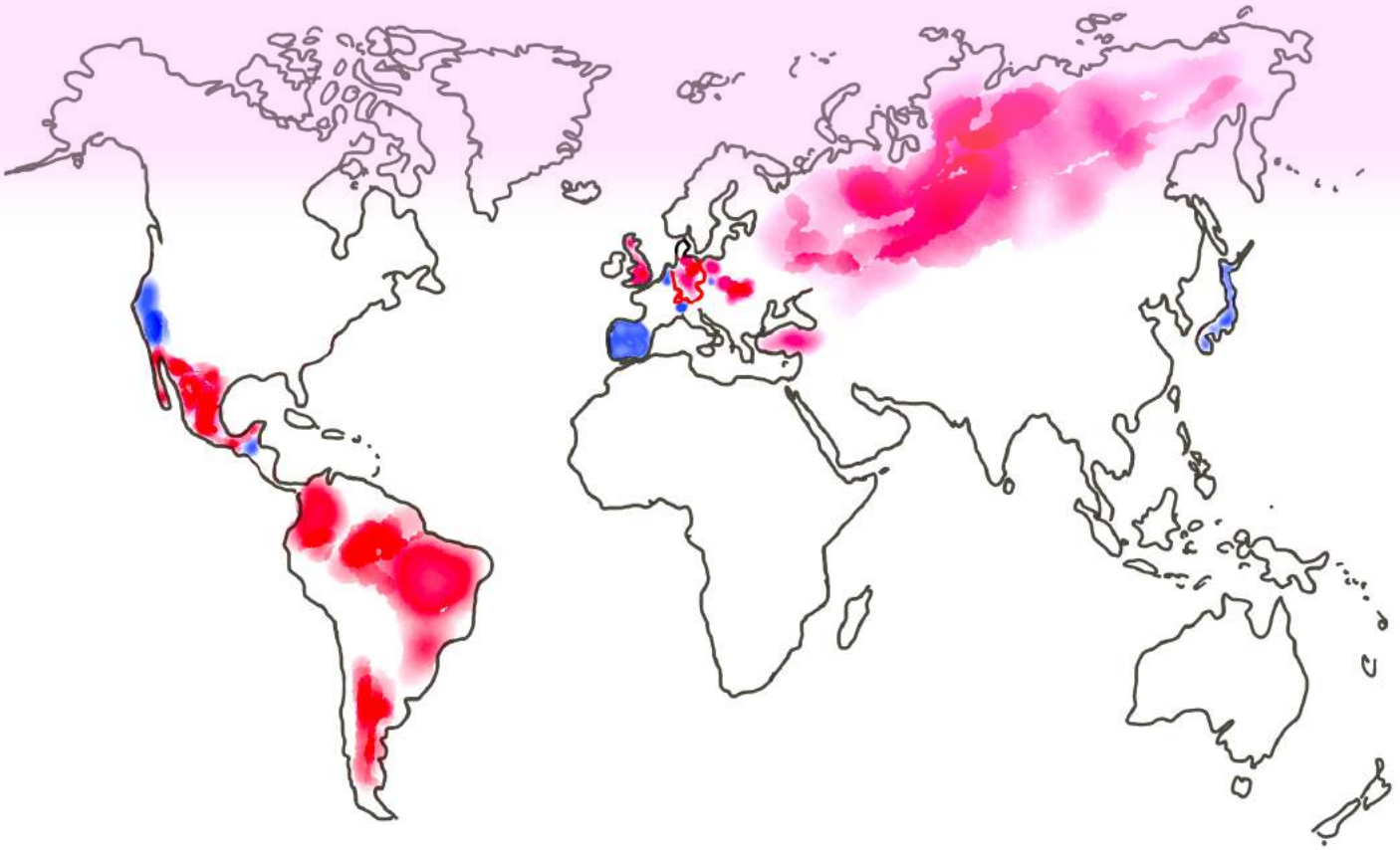
eduScrum proudly represented by...



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What makes eduScrum so „female“?

- It‘s collaborative
- Focus on the personal development
- Small groups – safe environment
- No feeling of being inappropriate *„I don‘t want to look like a know-it-all“*
- Collaboration instead of „being loud“ is part of the evaluation
- In comparison to other group working formats girls are not being used as „teammothers“

It is making girls stronger...

- They can show their qualities
- They can gain trust in themselves (especially as Team Captains)
- They can try out
- They can show qualities and don‘t have to adjust to bragging around

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What can we learn from eduScrum implementations? ...this is agctually working in SCHOOL SYSTEM...

- developing people and getting great results go hand in hand – TEACHERS DO TRUST
- get your metrics right!!
- just do it and do it right, then do Shu Ha Ri
- try it out properly before having an opinion
- have a clear understanding of the way you are working – across teams – make rules explicit
- get the vision clear and communicate it
- be a role model as a teacher / leader

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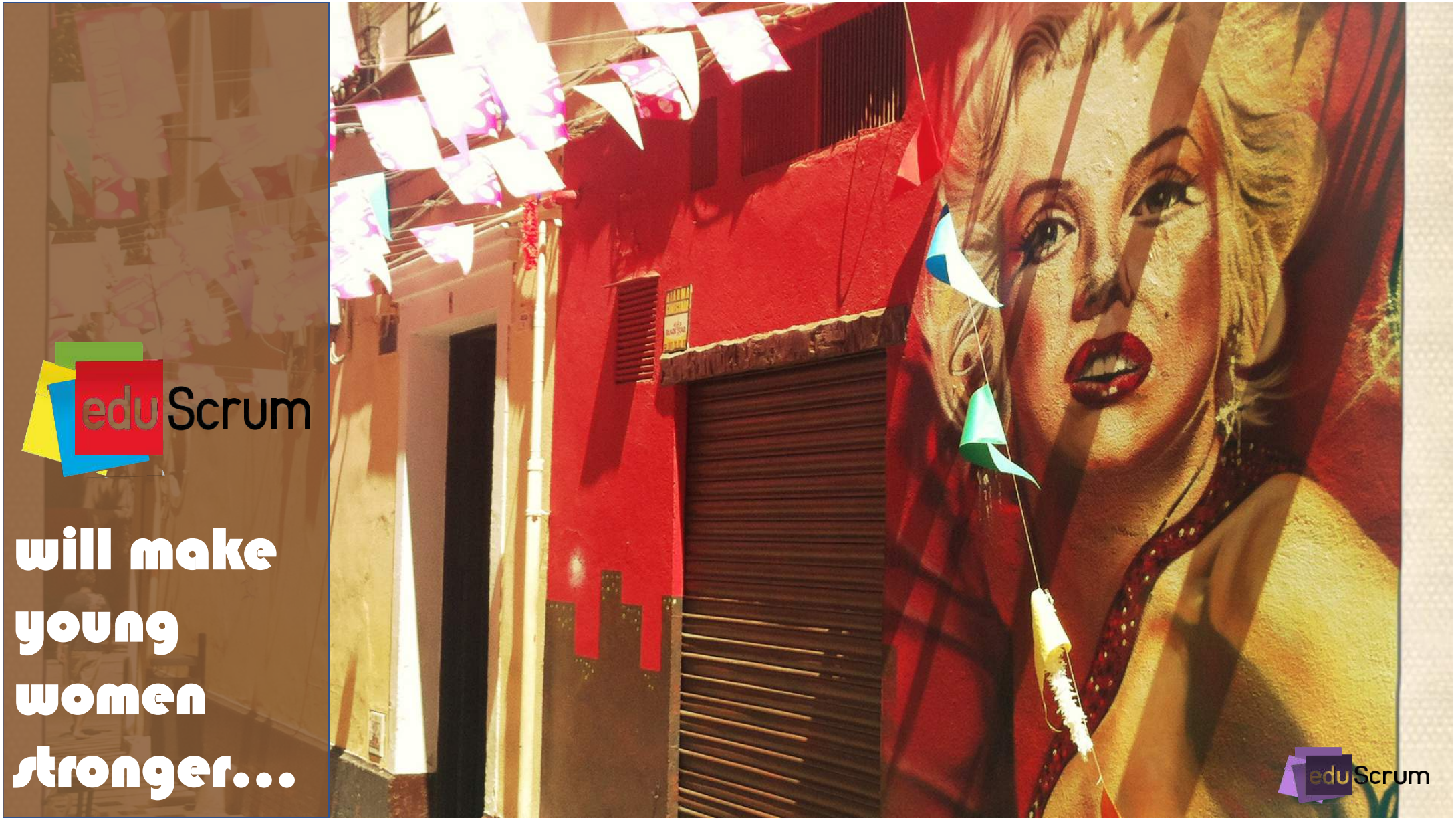
eduScrum
will make young women stronger...
eduScrum

Thank you!

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