

## What are the leadership issues which concern you?

Female misogyny and how the 'loudest' voice gets noticed regardless whether it is appropriate or not.

Lecturer (1)

Teachers must also be prepared and encouraged to discuss social change. If it is not seen as something expected it is likely that teachers turn to subject content only.

Social changes must be seen as necessary and the society as possible to change. If schools stop naturalizing some behaviors as male or female for good and start discussing them this is already a great change.

Educator and domestic violence worker

In education circles, I witness the gender imbalance in various roles, for example, an over-representation of women in classroom teaching and an under-representation in administrative and leadership positions. I believe that the particular skills and attitudes that women bring to the workplace have value in a wide variety of roles, not only those traditionally seen as being in the 'women's domain'.

Lecturer (1)

*I am concerned about women and girls often feeling that they have to be experts in an area before being confident to apply or take on positions and not accepting that they have the capability to learn and become competent.*

Executive Director Schools (1)

- ♦ I do not believe the obstacles are overcome.
- ♦ Too few people to carry things forward
- ♦ We have many who are seriously interested in social justice issues however this needs to be seen as important by 'leaders'.
- ♦ There are so many issues and priorities - people lack the energy and time more so than the will.
- ♦ Burn out is an issue for those who are truly committed.
- ♦ There is no simple response.
- ♦ Committed leadership may help.

Education Officer Curriculum - Publications and Special Projects (1)

*Equity and justice when seeking promotion,*

*Breaking down the male culture that dominates –  
'This is what we do around here',*

*Providing mentors and role models for females  
of all ages seeking a new direction, challenge  
or promotion.*

Deputy Principal (1)

Departmental responsibility for effective and assessable education of teaching staff in relation to discrimination within the system.

Secondary teacher (1)

Number one obstacle has always been the lack of long-term commitment to issues.

Social change is a long-term process.

I have often been frustrated by the quick fix/tokenistic approach.

Project Officer (1)

Post school options for girls,  
the imbalance of women in senior educational positions,  
harassment & violence issues for girls.

Deputy Regional Director (1)

The glass ceiling still exists and the discourse of power still belongs to men. Case in point, the number of women employed by EQ and the very few men. It is the men who are still being promoted.

Facilitator, National Professional Standards Project (1)

Opportunity for leadership,

equal opportunity in  
sporting participation,

*Always resistance from men - why don't we have men's support groups as well type of argument.*

*Limited professional development in recent times, although issues like Girls and IT are on EQ agenda.*

*Professional development and resources regarding position of women tend to be dated.*

Principal -Band 7 (1)

*The hardest challenge is changing people's attitudes and beliefs. I have found a lot of discrimination occurs due to genuine ignorance. People don't know what they don't know. Helping them (gently and with dignity intact) see another perspective is hard work but very rewarding. (Through conversations, research, in the field activities, etc).*

Principal – Townsville (1)

ability to access support.

Deputy Principal - rural (1)

One of the biggest obstacles is how women in a competitive workplace thwart gender equity.

Women becoming like their male leader (counterparts) in behaviour etc (to advance their individual station) allows the present status quo to remain.

Meritocracy perhaps is about taking on the dominant

*The ability to balance commitment to the 'now' pressures of family with the challenging of building a better future for my family and community has been compounded by financial pressures as a single mum and a keen desire to take on leadership roles.*

*I don't think I have done a great job of finding the balance and try to structure my life as much as possible to make myself commit time to each on a priority basis.*

*Saying 'no' is very difficult and I suppose that 'me' time is probably the lowest priority for me.*

Deputy Principal – rural (1)

*The only obstacle would be the high level of competing demands and limited resources such as time and money!*

Deputy Regional Director

persona/culture and being

‘rewarded’ for this and in doing so ensuring the gulf or divide remains among genders.

Lecturer (1)

In brief the main obstacle is that gender justice is not the core business of the schools I work in partnership with. That has created the challenge of finding ways to make it relevant, meaningful and efficient for them to partake in gender justice in their particular context and all its constraints. The factors that have enabled me to meet these challenges have been the specific funding and resources for my role, the program and for the schools.

School Program Coordinator -  
Prevention of sexual assault (1)

An ongoing challenge is people's mindsets. 'Lifting the veil' and moving people into new ways of being and doing motivates my practice and leadership as an educator. As innovators, we need to model that we can move beyond the perception of a given and received world. I work on multiple levels... with students, teachers, teacher education students, school and tertiary systems... but accept that change happens essentially on an individual level. Being a partner in a person's learning journey and change is very special and motivates me to keep going in finding better more humane and sustainable ways of living and learning.

Lecturer (1)

I'm interested in Leadership development, and the promotion of women within Education Queensland. I'm also interested in developing awareness of women in non-traditional employment, and have forged many links with employers/business/industry to promote this

Our principal was operating from the perspective of a traditional patriarchal school principal where the leader is placed at the top of a hierarchical pyramid and controls all decision-making and the dissemination of any information... He found it the most difficult to permit research which might reveal negative trends or patterns within his school. He was also feeling threatened by the process of collaborative decision making and was behaving in a manner which indicated he needed, somehow, to stamp his authority. My desire to question dominant male cultural practices didn't help much either!

Literacy project officer, Success for Boys Program Co-ordinator, rural secondary school (1)

interest.

Secondary school principal - urban (1)

The context of work has become so demanding (and so unrewarding) that I and others have said also, they are simply exhausted, feel extremely undervalued and seem to never meet (un)realistic system expectations.

I actually did a complete life change in coming to work in another country as I simply felt that my work (in an extremely difficult context) was neither valued nor understood. It was motivation enough to say what the hell and do it!

We need good women in education but it seems to me we are falling away because the price is just too high.

Facilitator, National Professional Standards Project

1. Leading Social Change project. (2009). The Association of Women Educators. [www.awe.asn.au](http://www.awe.asn.au)
2. Piecing it Together: Understanding the Construction of Gender Training Module. (1996). Education Queensland.