

This chapter seeks to highlight some of the issues taken for-granted in educational leadership and management, considering that previously leadership has been perceived in masculine terms. The notion of gender, culture and the impact of management theory are examined in light of the empirical research done on women primary school heads' experiences as educational leaders within the Zimbabwean context. The study employed a qualitative phenomenological approach to investigate the lived experiences of the women school heads as they ventured into domains that were predominantly male. The purpose was to find out how the women heads approached leadership, especially during the times when schools were going through restructuring and were facing economic challenges. The study findings on the experiences of women school heads, show that leadership cannot be conceived in gender neutral terms. Drawing on the women's experiences, the chapter illuminates how change in schools was managed, the challenges that were faced and how those challenges were addressed. Creativity, innovation and nurturance as a form of empowerment of subordinates were identified as important in the process of leading schools.