

The study focused on the educational leadership experiences of a selected group of women school heads (contextualised in male-dominated societal and organisational structures) in Zimbabwe. The research is critical in understanding how women primary school heads strategise to minimise conflict in educational settings. A qualitative methodology was used to gain an understanding of the dilemmas in educational environments and how they were resolved. Continuous dialogue and interaction were identified as strategies for identifying gaps and challenges in schools as well as negotiating and mobilising resources and transforming the school community and in the process, creating a peaceful and conducive learning atmosphere.