

This chapter focuses on the role of educational leaders in creating enabling socially just educational environments. One of the objectives is to provide an awareness of the gendered nature of division of labour in educational settings which historically defined women's position in a negative manner. The chapter seeks to provide new data that would make meaningful contribution to the field of educational leadership. Views of leadership that used to justify patriarchal dominance and cultural barriers in education by considering authority, power and the division of labour as both neutral and essential are examined. By ignoring the inequalities of organisational power, leadership theory neglects the significance of gender. In this write-up, the theory that moves away from traditional organisational setting and its 'simplistic recipes' for effective leadership is arguably the notion of leadership for social justice. Rawls (2003) challenged society to develop a sense of justice in its members.