Chapter 9
Complexity of School Leadership in the Wake of Teacher Insularity

Ssali Muhammadi Bisaso
Islamic University in Uganda, Uganda & Hacettepe University, Turkey

ABSTRACT

The interest to all actors and observers within educational arena denotes a long-term trend of expansion of educational professionalism accompanied by a continuous debate about its desirability, and a perennial instability or dynamic of the structures within education systems. Over the years, however, the emphasis placed on shape of professionalism in education systems has varied substantially to reflect the complexity contained therein from a purely managerial and leadership perspective. Moreover, we observe considerable changes of ''views and controversies'' concerning the most desirable quality and structure of teacher interaction and professionalism in educational institutions. This chapter explores the state of teacher interaction and collaboration in educational institutions as well as dissecting implications of same for management and leadership in schools. The study is deemed an eye opener to managers, leaders in schools to 'mind the gap' that is teacher insularity if they are to effectively achieve the very best out of them.

INTRODUCTION

In today's rapidly developing and changing world, people's life and thinking, values, expectations and problems have changed and with the impact of globalization were in a process in which people influence each other even more. When teachers

are considered to be in the center of education and training, then the fact that one of the occupational groups affected most by those developments is the teaching profession becomes an undeniable fact. Therefore in this profession, detection of problems and seeking of solutions continue to be very important phenomena not to be neglected. Dwelling on the problems especially starting from the training process of teachers will have a positive impact on the success of education which is a long-term investment (Demir, 2013). The training should prepare teachers for the daunting and challenging task ahead of them when they become fully fledged teachers within the classroom.

Trygestad (1997) indicates that classes are non-linear systems, chaotic and having unpredictable processes. Teachers respond to chaos with classification method in order to reduce instability and undesired behaviors and to increase stability and rate of behavior. Educators usually indicate that order exists and they deny or underestimate disorder and the errors. They also acknowledge the fact that those errors and disorders are a coincidence. But errors are factors requiring investigation for proper analysis of the system. Errors that we accept as a coincidence in education include information needed for restructuring the system (Radford, 2006).

Today there are many roles and duties which are expected of teachers. These roles are important today as they were in the past and expected to maintain their relevance in the future. Radford (2006) asserts that although duties and responsibilities of teachers are basically the same and indeed form the basis of teaching, changes may occur in some responsibilities due to some details and developments emerging over time.

Indeed today's schools are more ''complex systems than the one-room schools'' of the past (Cahill, 2010; Cunnigham, 2000; Kara, 2008). However, not much has changed about beliefs, perceptions and expectations about schools today once compared with the situation in the olden days. In the one-room schools of old times, the teacher was responsible for all the instruction of all the students, the maintenance of the building, keeping the stove filled with wood and cleaning the floors (Kara, 2008; Lortie, 1975). In a one-room school, ''the teacher was responsible for all that transpired within its four walls. This legacy of independence and isolation remains alive and well in many schools today'' (Cunningham, 2000; Glickman, 2001). Although the old ''one-room school'' is physically gone, it still pervades the minds and actions of many teachers and administrators of today. Accordingly, although teachers were regarded as people transferring information to students in the past, today teaching is no longer found adequate, instead they need to participate in efforts regarding guiding, predicting future results concerning decisions, engaging social processes and protecting nature (McNeil, 1996)

Issuing from the above premise therefore, with all the pressures they face in the classroom, one might think that teachers would work together to establish strong

14 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/complexity-of-school-leadership-in-the-wake-of-teacher-insularity/153714

Related Content

Sequences, Nets, and Filters of Fuzzy Soft Multi Sets in Fuzzy Soft Multi Topological Spaces

Anjan Mukherjeeand Ajoy Kanti Das (2016). *Handbook of Research on Generalized and Hybrid Set Structures and Applications for Soft Computing (pp. 172-190).*

www.irma-international.org/chapter/sequences-nets-and-filters-of-fuzzy-soft-multi-sets-in-fuzzy-soft-multi-topological-spaces/148006

Wavelet-Based Recognition of Handwritten Characters Using Artificial Neural Network

D. K. Patel, T. Somand M. K. Singh (2016). *Handbook of Research on Generalized and Hybrid Set Structures and Applications for Soft Computing (pp. 473-489).*

www.irma-international.org/chapter/wavelet-based-recognition-of-handwritten-characters-using-artificial-neural-network/148019

Crossing Disciplines to Connect Across Cultures: TransformativeEducationalPractices With College Students and Educators

Christina Van Wingerden, Gloria Burgessand Joanne DeMark (2019). *Handbook of Research on Transdisciplinary Knowledge Generation (pp. 326-348).*

www.irma-international.org/chapter/crossing-disciplines-to-connect-across-cultures/226201

Against Method, Against Science?: On Logic, Order, and Analogy in the Sciences

Raymond Aaron Younis (2018). *Philosophical Perceptions on Logic and Order (pp. 270-282).*

www.irma-international.org/chapter/against-method-against-science/182215

Rough Approximations on Hesitant Fuzzy Sets

D. Deepakand Sunil Jacob John (2016). *Handbook of Research on Generalized and Hybrid Set Structures and Applications for Soft Computing (pp. 265-279).*

www.irma-international.org/chapter/rough-approximations-on-hesitant-fuzzy-sets/148010