

# Chapter 7

## Collaborative Leadership a Strategy to Address Issues of Multicultural and Global Education for Sustainable Leadership

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### ABSTRACT

*Attempts to harmonize people's diverse environments gradually have become a success though they are still clouded with challenges. Leaders in schools must ensure that the existing harmony of living in various environments is maintained for sustainable leadership in schools. While leaders are trying to maintain and improve the status quo, the COVID-19 pandemic increased schools' challenges worldwide. Leadership in schools is vital to solving the challenges mentioned above. Hence, the chapter is trying to find whether collaborative leadership can be used as a strategy to solve issues related to multicultural and global education for sustainable leadership in rural schools. The chapter employed interpretive approach within the qualitative approach using literature review (scoping review) as a research design.*

### INTRODUCTION AND BACKGROUND

The merging of the concepts multicultural and global education has long been debated by numerous authors to harmonize the diverse environments in schools. According to Day, Harris, Hadfield, Tolley & Beresford (2003), "education reform discourses in last twenty years argue that schools, teachers and educational leaders should be responsive to diversity within their communities." Some authors indicate that the merging of multicultural and global education has been successful though floured with numerous challenges. For example, in a study conducted in Turkey it was revealed that in a multicultural society the most glaring challenge was that people want to see everybody as themselves, people call those who are

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## ***Collaborative Leadership a Strategy to Address Issues***

different to them the other and even cultural difference have been a problem (Keskin, 2018). In another study, Sogancilar and Ors (2018) indicated that the participants revealed that the ineffective communication and misunderstanding since they are coming from diverse cultural settings the team members have different communication styles. In the same study, the participants also accentuate that different working styles and expectations of team members stemming from diverse background is a challenge.

Furthermore, studies revealed that global education is also clouded with many challenges. A study conducted by Prewitt, Weil and McClure (2011) suggests that the leaders are challenged to manage relationships in globalization and change. They further conclude that the ability to interact effectively with a diversity of partners and other businesses within the larger context of different cultures is also challenging. Another study conducted by Berry (2017) revealed that the cost of education both locally and internationally is an issue that prevents students from their right to education. Furthermore, there is a need to empower both teachers and students rather than one or another.

As if the existing challenges in both multicultural and global education were not enough, currently, COVID 19 pandemic increased these challenges and made things worse for the whole world. Recent literature indicates numerous challenges that were caused by the COVID-19 pandemic, particularly in rural secondary schools. In United Kingdom (UK), Rohverder (2020) states that education is negatively affected due to school closures or parents' reluctance to send children to school due to fear of contagion. School months of schooling have been lost. Huang et al. (2020) found that COVID-19 has disrupted most face-to-face activities, including teaching in Chinese schools causing millions of students to study from home. In Nigeria, Jacob, Abigeal and Lydia (2020) state that COVID-19 has reduced international education, disrupted higher education institutions' academic calendar, and caused the cancellation of local and international conferences. In South Africa, the national lockdown was announced, resulting in educational institutions' closure for six months.

From this background, the author of this chapter needs to know whether collaborative leadership can be used as a strategy to address these challenges for sustainable leadership in rural schools.

## **CONTEXT OF THE PROBLEM**

Numerous studies that exists globally revealed challenges that schools are faced with due to issues related to multicultural, global education and, lately, the extra challenges that are caused by the COVID-19 pandemic (Huang et al., 2020; Rohverder, 2020; Keskin, 2018; Sogancilar & Ors, 2018; Berry, 2017; Prewitt, Weil and McClure, 2011). The author wants to know whether collaborative leadership can be used as a strategy to address these challenges. Little has been said in the literature reviewed about document analysis or secondary data showing findings related to the investigated phenomenon, particularly in the rural secondary schools in South Africa. It is against this background that the author wants to fill this gap.

## **LITERATURE REVIEW**

### **Sustainable Leadership**

Sustainable leadership is one of the most critical aspects of any institution (Hargreaves, & Fink, 2003). Sustainable Leadership (SL) encourages the employees and supports sustainability action towards a

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