



Educational Leadership Knowledge Myths and Mature and Established knowledge in Use

Ibrahim Ahmad BAJUNID

The field of educational remains exciting in the corpus of recurring as well as newly emerging issues. Theory, concept, insight, generation and practical practice guides continue to clarify ideas and principles pertaining to Educational Administration, Management, Leadership and Entrepreneurship. While there are many elements of established knowledge, there are also many gaps of understanding. There are exciting challenges at the edge, the margin, the verge, the frontier, in transdisciplinary ways.

Typically the discourse on educational leadership use materials and research findings from the western intellectual and academic knowledge traditions as well as the dominant western traditions of inquiries. Even within the western intellectual traditions, there are limited exchanges. Materials from non-western, and, non English language materials are often not used and not accessible because of language in use. To date, scholars have not been so bold as to propose a Grand Theory for Educational Leadership.

There is much to learn from the insights of the Fathers of Comparative Education regarding the pursuit of knowledge and educational system or educational reform transfers. The notion of or the idea of universal educational leadership has really not been championed. Across educational systems people from different cultures have obtained degrees on educational leadership from leading academic institutions. Nevertheless, the curriculum of the learning experiences would be from the host culture and there has to be a preadaptation for feasibility, practicality, cultural relevance if what is learned is to be applied to or adopted in a home culture. The academic host culture and the home culture dynamics would be understood only by those who experience the complexity of the idea of universal insights and knowledge and knowledge transfer.

