Leadership Role in Promoting Inclusive Education on the importance of Practices of Educational Leadership: A Review of Critical Literature

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Abstract: *Educating the majority of the student population in Pakistan was not ever before; public schools are playing a pivotal role in the building of responsible, beneficial and good servants of the nation. This paper has explored the review of critical literature on the role of educational leadership. Four organizational chores are highlighted in this study with focusing on the communicating the school goals, supervising and evaluating instruction, monitoring the students' progress and building professional development among teachers. Leadership assignment as the major role which undertakes these tasks can be assumed of practice form, with ethical, legal, formal, informal and expansive scopes. Educational leadership in Inclusive education needs to be embedded in the standards of equity and social justice. That is the reason, it demands leadership practice to utilize their full potential in their inclusive practices.*

Keywords: Leadership, Inclusive Education, Educational Leadership,school goals, supervising and evaluating instruction, monitoring the students' progress and building professional development.

Introduction

US department of Education Individuals with Disabilities Education Improvement Act 2004 (IDEIA) ensured that all children with disabilities have the right to appropriate free accessible education on the emphases of special education and related services configured to encounter their unique needs. Furthermore, Murawski (2009) argues that supporting the disable learners in their classroom learning of general education is called "inclusive education" where all the learner are behaving in a way that they may continue their learning journey collectively at the same pace, with quality and quantity. Individuals with Disabilities Education Improvement Act (IDEIA, 2004) emphasizes on the availability of the education of disable learners which is free of cost and it should be carried out in general public educational institutes. It empowers the disable learners to get their education in a general classroom, which is meant for normal students and that these special learners should be taught in a way that they may continue their learning with normal learners (Katsiyannis, Yell, & Bradley, 2001).

The notion of inclusive education, sometimes, is criticized by some educators. However, this notion is an educational initiative that is parallel to other struggles related to curriculum and educational process (Udvari-Solner, 2005). Kugelmass (2004), contends that the notion of inclusive education is enriched in the methods and styles to a unique progress of every learner's in a general instructional setting. Thus, IDEIA (2004) and Andrews and Carnine (2000), force educational leaders to provide disable learners' education in a general classroom setting. Moreover, it is the responsibility of the leaders of inclusive education to get special training to be adapted in performing the inclusive practices and to maintain the collaboration between the educational leaders of general education and special education

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so that they can share their experiences to make an inclusive educational plan (Crockett, 2012; DiPaola & Walther-Thomas, 2003; Keefe, Moore, and Duff (2004).

No child left behind (NCLB) Act 2001, was implemented from 2002 -2015. It was replaced by the Every Student Succeeds Act in 2015, due to its delimitation, but it kept some parts of NCLB and replaced others. ESSA (2015) highlighted the features, about the advances equity by upholding critical protections for the America's disadvantaged and high need students with depicting the requirements that all students be taught to high academic standards to prepare them for successful college life. It also ensured, to provide the vital intimation to educators, families, students and communities through statewide assessments of high standards with supporting the growth of local innovations by local leaders and educators on the basis of evidences. Furthermore, it highlighted to sustain and expand the access to high quality preschool with maintaining the expectations for the accountability and action to upshot the positive change in low performing schools (US Department of Education, 2018).

The purpose of this paper is to draw the attention on the important role of educational leadership's for upholding the standards of education, for the disadvantaged students by communicating school goals, monitoring, supervising and providing feedback to reassess the process. It also focuses with essential intimation for the promotion of professional development among the teachers' leadership for inclusive learning activities. Japan International Cooperation Agency (JICA) in 2002, reports that the children with disabilities are neglected in Pakistan due to some reasons such as; "lack of information, rules and regulations, rehabilitation" (p. 2). The notions of individual rights that is vivid in a western society seems clumsy and non-natural in Pakistan (Miles, 2004). Khan, Hashmi and Khanum (2017) contend that the promotion of inclusive education cannot be promoted in Pakistani public schools without the role of head teachers or educational leadership. Pasha (2012), indicated that the head teachers are reluctant to adopt inclusive notion of education in Pakistan. To reduce this reluctance, she proposed that the school management should be provided incentives, knowledge about inclusiveness and inclusive training.

Leaders are prudently trustworthy for determining the shared vision and mission for the school; boosting a learning climate and expedite the culture; stipulate features of instructional leadership for professional development. To monitor the progress of students for placement; supervising and evaluating the instructional system (Cobb, 2015; Marzano, Waters, & McNulty, 2015; Nicolas, 2015). Leadership for inclusive education involves challenging decisions. It is multidimensional act that requires precise eternal effort, perpetuating tendencies of leading qualities. It is consistent and frequently articulated practices of vision sharing. (Carter & Abawi, 2018).

Educational Leadership

Horng and Loeb (2010) argued that to confine the educational leadership mere to the observation and managing teaching in the classroom is too simple while defining the educational leadership is related to complex and intricate task due to its dimensional role in the building of naive human personalities. The school community need to frame apt aims and objectives to organize the learning process in a school creating a real sense of learning. The foremost obligation of educational leadership is to determine the goals and vision involving all the sponsors of the school community. The involvement in decision making of all the concerning people to a school finally influence the learners' achievement. The educational leadership should raise awareness regarding the responsibility of the school community in organization and in learning achievement of students (Leithwood, Harris & Hopkins, 2008).

In an organizational process, primarily the educational leadership is accountable and responsible for all the learning process, whether it is related to the effective learning atmosphere or overall organization of the school (Murphy, Stephen, Ellen, & Andrew, 2007). However, the responsibility and performance of the educational leadership is directly depended upon the students' achievement and teachers' instructions which is evaluated, observed and ranked by stakeholders (Alvoid & Black, 2014; Grissom, Kalogrides, & Loeb, 2012; Lunenburg, 2010; Supovitz, Sirinides, & May, 2010). Furthermore, some researchers such as Hallinger, (2003; 2005), Leithwood and Mascall (2008), Hoy and Miskel (2008) and Louis and Leithwood (2010) provide the evidences that the basic role of educational leadership is linked directly and indirectly to the learners' performance and effective teachers' instructions.

Moreover, Bush and Middlewood (2013) and Jenkins (2009) find that the role of educational leadership is to manage all the activities of teaching, learning and learners' achievement following sets the clear goals, providing all kinds of instructional resources, supervising teaching staff, monitoring all instructions and implementing the curricular

activities. Salazar (2014) states that according to Instructional Leadership, Management model of the school leadership is bound to achieve the set objectives, to monitor the learning process, to afford resources and to provide feedback to higher ups and lower management. He/she must be present in school, discuss with students and teachers, share experiences, promote leadership in teachers and be resourceful in improving students 'performance. In addition to this, Hallinger (2003) contends that the educational leaders should perform the following functions: a)To determine school goals with clear direction and communication, b)To supervise and evaluate the instructional process, c) To coordinate between the curriculum objects and learners' achievement, d)to utilize the maximum time for instruction, e) To promote professional development in teachers, and finally f) To provide reinforcement for teachers and learners.

Inclusive Education

Currently, the notion of inclusive education has been emerged as a seminal turning in educational management where all the learners have equal rights to get an education in same way utilizing the same facilities. Different writers have devised different strategies to promote inclusion. According to the researcher, Ainscow (2005) think that the critical third party may propose some ways to promote inclusion while visiting schools. Ainscow (2005) also provides an example of such kind of agency that was provided to the community of Flensburg (2010), who proposed the need to train school leaders and teachers regarding inclusive education along with the provision of incentives in the shape of money and appraisal of their efforts in promoting inclusion. Likewise, Birnbaum (2006), Sailor and Burrello (2013), Zeretsky (2005), Hochberg (2010) and USDOE (2002) argue that the educational leaders should have knowledge about the requirements of inclusive education with its ethical, legal and practical dimensions according to the IDEA's directions regarding inclusion and professional development.

In this connection, the researchers, Hochberg and Desimone (2010) express that the educational leaders should play their role to provide apt knowledge of inclusion, motivate their staff to accept all the challenges in the way of promoting inclusion professionally and collectively. Drago-Severson, (2007) said that there are 161 practices related to inclusion, which demand a profound step, stern behaviors to lead the functions of inclusiveness running the process, developing a sense of collaboration and partnership among teachers, parents and community members. In case of ignoring the inclusive importance, the array of methods and strategies for inclusive education will remain unfruitful in reformation of education toward inclusion (Cook & Cameron, 2010; Fratttura & Capper, 2009). McLeskey & Waldron (2002), Little & Houston (2003) and VanTassel-Baska, Feng, Brown, Bracken, Stambaugh, French, McGowan, Worley, Quek, & Bai. (2008) indicate that the teachers of general education need training regarding inclusive education so that can gain the knowledge about inclusion, experts' experiences' awareness and seniors feedback in the regard of inclusion.

With contribution to this, there is mounting agreement that professional development should be continued and should include exercise in numerous settings, including the classroom. Drago-Severson (2007), Brownell et al. (2006), Desimone, Porter, Birman, Garet, and Sukyoon (2002), Desimone (2009) and Rayner (2007) estimate that the professional development literature denotes that leaders' role is frequently one of the enabling of rooted and practice-derived professional development that is constant, school focused, united with school restructuring, and industrialized in a culture that inspires instructors to attempt novel methods. Instructors necessitate manifold occasions to contrive information, approaches and services, and educational leaders should plan backing schemes that encourage steady reflection and indicate material successes in order to change in teachers' views and methods that will enable speculative achievement for scholars with disabilities in inclusive situations. The professional development enables teachers to adapt instructional practices and to focus on special approaches to promote inclusion (Desimone et al., 2002).

In this regard, the principles of the schools need to create chances to sustain entrenched professional development timely via rigorous working out of content, which propose opportunities for reciprocal partnership between general and special education instructors (Borko, 2004; Brownell et al., 2006). Smylie, et al. (2007), Frattura and Capper (2007), Theoharis (2007), Darling-Hammond, Wei, Andree, Richardson, and Orphanos (2009) and Desimone et al. (2002) argue that this teamwork is related to the intent-driven task representation linked to disseminate leadership models, ability construction aiming obligation to reasonable consequences as well as enhanced learners' success.

Conclusion and discussion

Leadership plays a fundamentally significant role in running the institutions in proper and appropriate manners. Different researchers suggest various points of views about the functions and responsibilities of the school principals and leaders. Leaders must be honest enough to inquire where satisfactory work is taking place and where not. They are supposed to make such plans which become beneficial for the organization and the management in the inclusive education (Furman, 2012). Communicating the school goals should be the prime objective of the leaders because without setting some specific and peculiar goals of the institution, the successive inclusive education is not possible at all.

Supervision and evaluating instructions

All the children, both in general and inclusive setting belong to different identities, i.e. backgrounds, races, experiences, ethnicities, socioeconomic means and abilities, languages, and cultures. These things are very important to be noticed and kept in mind while demanding the teachers of the required ideal learning outcomes (Tharp, 2012). It has been approved by neurosciences also that every brain is of different qualities and learning abilities, so there must be some unified type of instructional approach in inclusive education that must be able to address all types of students at the same time, but they must be treated with equitable attitude and must be provided with all the necessities related to their learning. The only content-based knowledge and assessment-based practices are not sufficient for the teachers in inclusive classroom rather they need more than in the form of support and motivation. They should adopt the instructional approaches which are suitable for student-centered teaching learning process. The relationship building strategies should be adopted by the teachers so that the spirit of sympathy and cooperation would develop among the students with and without disabilities (Tharp, 2004; Ladson-Billings, 2014).

Strategies belonging to classroom management are also important to play some positive and effective role in developing students' personalities. Similarly, cultural contexts and cultural items are essential for the teachers to keep an eye on them. In the same way, the personalities of the students and their behaviors on the bases of their experiences should be noted. In the inclusive classroom, local contexts are vital to be understood by the teachers so that the students with severe and lighter or mild disabilities might feel easier to continue their process of learning. The reform based designs include the professional skills, feedback, and innovative instructional strategies for inclusive education (Garet et al., 2011). All these instructions should be supervised and evaluated by the leadership of the institution properly and carefully.

Monitoring the students' progress

Similarly, it is considered a prime duty of the leaders to keep an eye on the learning achievements and progress of the students. If the leaders are not satisfied with the performance of the students, they should assess the teachers, whether or not they need to be trained. If the teachers need to be professionally trained, the leaders are assumed to conduct such training sessions for them as are considered suitable and fruitful for the success of inclusive education.

Professional development

According to Frankel's, (2004) point of view, the professional training and knowledge related to special education might prove a milestone in the way successive inclusion. He is of the view that different kind of challenges can be tackled only if the preschool teachers are well trained and well educated about the children with disabilities. Further, he describes that the experiences of the teachers can boost up from the training. Similarly, their knowledge related to inclusion and special children can be enhanced to a large extent.

Mitchell and Hegde (2007) also, in the favor of training and specific skills. They talked about in-service teachers who are working with the young and innocent children with severe and mild disabilities. They are of the view that training is the only thing which can play a role significantly to ensure the implementation and adaptation in effective inclusion.

In the same stream of thoughts, Secer (2010) also observed the importance of professional development to make inclusion effective and fruitful. He said if the teachers are professionally strong, their attitude towards the children with disabilities would be more positive in the classrooms (Leatherman, 2007). According to Bruns and Mogharreban (2007), continuous training, workshops, and other activities related to special education are badly needed for an effective inclusion. From the professional training, the teachers can achieve such tactics, strategies and skills (Bruns & Mogharreban, 2007) as are assumed to be necessary things to meet the needs of the special children.

Recommendations

Brown University (2008) necessitated that the educational leadership should have the following qualities in promoting education. The education leaders should:
a) Collaborate with families and community members.
b) Act with integrity, fairness, and in an ethical manner.
c) Understand respond to, and influence the larger political, social, economic, legal, and cultural context.
d) Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
e) Advocate, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
f) Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
g) Actively engage the community to create shared responsibility for student and school success.
h) Use multiple sources of data as diagnostic tools to assess, identify and apply instructional improvement.
i) Create a culture of continuous learning for adults tied to student learning and other school goals.
j) Provide instruction that ensures student achievement of agreed−upon academic standards.
k) Set high expectations and standards for the academic and social development of all students and the performance of adults.
l) Lead schools in a way that places student and adult learning at the center.
m) Leaders are those who have a strong vision and know how to implement them to achieve the required results in a suitable way.
n) Good leaders are those who make the people aware of how to face the challenges and to cope with it.
o) The Best leaders are considered who make the teaching effective and interesting through the required and intentional change.
p) The quality of converting individuals into team is the most significant leadership style.
q) Leaders must be clever enough to change their strategies if they fail in one theory.
r) A major characteristic of a good leader is to attain the desired outcome for using a new or different strategy (as cited in Katz & Sugden, 2013, pp. 21-22).
s) Leaders need to set major goals in regard to students' performance (Lee et al., 1999; Leithwood et al., 2010; Robinson et al., 2008).
t) Whenever it is observed that students do not understand well in the inclusive education, it is the responsibility of the leaders to cope with it. (Hehir, 2005, p. 112).

The above said qualities of educational leadership denote how much the role of the leadership is important in promoting inclusive education.

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