

Practices that support effective inclusive teaching practice supervision: Voices from the grassroots in primary and secondary schools in Masvingo district

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Abstract

Supervision of university specialist trainee teachers for learners with disabilities is assumed to be a professional service involving relevant specialised knowledge. There is no denial that, in Zimbabwe, many institutions concerned with educators' preparation do not create an awareness of the problems that exist in the field of special needs and inclusive education supervision. The purpose of this study was to find out perceptions educational leaders towards supervision of inclusive education trainee teachers who are the grassroots in the teaching and learning of learners with disabilities in inclusive classes. A qualitative research approach and the phenomenology design were adopted. A sample of thirty (30) participants comprising heads, deputy heads, and teachers in charge, specialist teachers and trainee teachers was purposely drawn from both primary and secondary schools that had university trainee students for inclusive education. Semi-structured interviews and an open ended questionnaire were used to generate data. It emerged that most school supervisors were never trained on mechanics of supervising university trainee teachers for inclusive classes and used the general supervising instrument without putting into account the needs of both the trainee teachers and learners. It was recommended that the Ministry of Primary and Secondary Education, in partnership with university specialist teacher training institutions should hold training workshops to equip all school leaders with requisite supervision skills that will help them understand leadership roles in inclusive education.

Keywords: Disability, leaders, Supervision, trainee, teaching practice

Background and Review of related literature

The successful implementation of inclusive education programs is outlined by the Individuals with Disabilities Education Act (IDEA) 2004, and the concept was implemented in Western countries in the 1980s and has become an issue on the global agenda United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD, 2020). Article 24 of the United Nations Convention on the Rights of Persons with Disability (UNCRPD) adopted in 2006 protects the right to education of persons with disabilities. The implementation of inclusive education is hinged on school heads, here referred to as administrators, who should have knowledge and skills of effectively overseeing its programs. The administrators' perceptions, roles, and responsibilities in inclusive educational leadership play a pivotal role hence, monitoring services of teachers, learners with disabilities and parents both as individuals and as groups, as a means of offering specialized help in improving the quality of instruction in the teaching and learning process of such learners (Wenner & Campbell, 2016). The practice of including learners with disabilities in education involves welcoming all the learners to enjoy the activities by which education administrators can express leadership roles. Mahanya and Chabaya (2016) explains inclusive education as the process of welcoming and educating all learners together regardless of handicapping conditions. The United Nations Educational, Scientific and Cultural Organization (UNESCO), through the International Conference of Education (ICE), (American Federation of Teachers (AMT), (2016) has backed Inclusive Basic Education in Africa Programme (IBEAP) through its key concepts and activities of training school managers, here referred to as school heads or supervisors who took major strides towards the implementation of inclusive education of learners with disabilities in Africa.

The aim of IBEAP is to provide all school heads with quality basic knowledge of supervising the implementation of inclusive education. In the UK, education supervisors are responsible for providing adequate support to both teachers (including trainee teachers) and learners with disabilities for the development of their learning requirements and ensuring that appropriate training opportunities are made available for them to acquire the necessary competencies (Cammy & Murphy, 2018). The practice is in tandem with the current trends in the management and supervision of inclusive education of learners with disabilities. According to UNESCO (2020), Inclusive teaching practice is a key to participation, equality, equity and learner support. This implies that inclusive education is benchmarked as a human right

panacea, where all learners regardless of experiencing barriers to learning, can academically and socio-emotionally develop as equals.

The concepts of leadership, management and supervision overlap and have been accorded different emphasis over time and in different contexts. In English speaking countries such as Australia, Canada, New Zealand, the UK and the US (Satterwhite, 2015), their usage varies across countries and professional cultures. The role of an inclusive education leader or supervisor is seen as of prime importance in raising standards and promoting inclusive school improvement, but this is not so in most African and other countries, for example, the Netherlands and Scandinavian countries (Cammy & Murphy, 2018). This difference in emphasis reflects variations in the functioning of education systems and their historical, national and regional policy contexts that will exert different degrees of influence on inclusive education. Collectively, educational leaders are responsible for establishing a vision, culture, and a community of inclusion within their inclusive schools (Bagley & Tang, 2018). All educational leaders hold the primary responsibilities of providing quality instructional leadership and professional development, collaborating with other stakeholders, determining student placement, monitoring instruction and student achievement outcomes (Cobb, 2015). In addition to the myriad of important roles that educational leaders play in inclusive education, is their positive attitudes towards inclusive supervision of trainee teachers and is one of the strongest indicators of effective leadership.

In the early 1950s, learners with disabilities in most countries were typically institutionalized, and their families, and organisations of and for them fought for equal protection rights and for access to a Free and Appropriate Public Education (FAPE) (Mckinney, Labat & Labat, 2015; Walker & Meldrum, 2016). Over time, a variety of pivotal court cases, federal laws, and educational reform efforts have prompted to move towards an inclusive model of education that is effective, just, and constitutional and well managed (Bublitz, 2016). However, in most African public schools, the administration system remains inconsistent in leadership and often ineffective in delivering inclusive education services to students with disabilities in a manner that truly provides them with access to FAPE (Satterwhite, 2015). It is clear that instructional supervision in inclusive education systems involves those in administration in both helping and overseeing trainee teachers and learners with disabilities. According to Cobb (2015), instructional inclusive supervision is an expert technical service primarily concerned with studying and improving the learning and learner

with disability's growth. Gordon (2015) in Kamindo (2016) defines supervision as leadership for the improvement of instruction and ultimately learning of students with disabilities and their teachers. These definitions suggest that the role of an inclusive school head is to supervise both the learner with disability and the inclusive education teacher (including trainee teachers) so as to improve teaching and learning through a deliberate and gazetted emphasis on ways and means of instilling excellence in the content quality to meet inclusive educational objectives as laid down by UNPRPD quality assurance framework of 2018. This means that inclusive education school administrators need to champion and set learning outcomes, discuss and agree on them with trainee teachers. However, most of the heads of inclusive schools do not have enough knowledge to supervise both learners with disabilities and their trainee teachers (Cammy & Murphy, 2018). Notably, the school system in the United States of America and the United Kingdom encourages school administrators to be trained in inclusive education so as to accommodate both trainee teachers and learners with disabilities in inclusive education management (Msila, 2015; Bagley and Tang, 2018). This is in tandem with article 24.4 of the UNCRPD 2006 that says, "In order to help ensure the realise effective inclusive education management, States Parties shall take appropriate measures to train professionals and staff who work at all levels of education," and such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, supervision techniques and materials to support both trainee teachers and learners with disabilities.

In Zimbabwe, most of the teachers in inclusive schools are elevated to the leadership role looking at the attainment of a degree and number of years spent at the school despite considering whether they are trained in inclusive education and to manage (Msila, 2015). A review of literature related to effectiveness of inclusive education supervision shows that a good number of inclusive education trainees do not agree with the Zimbabwe's Ministry of Primary and Secondary Education's position that any educator who has attained a degree in education or its equivalent can be a good head teacher (Mahanya, 2018). Murphy (2018), for example, argues that, "good and effective inclusive education supervisors are teachers who have received basic management in special needs education knowledge. This observation also applies to the supervision of inclusive education in Zimbabwe. A number of those charged with the responsibility of supervising inclusive education trainee teachers have no formal professional training in inclusive educational administration and special needs education (Wenner & Campbell, 2016). One of the major challenges facing postgraduate education is

meeting educational demands through formal training in inclusive education supervision, (Msila, 2015). Teachers in most Sub-Saharan African countries often lack knowledge of new managerial approaches to inclusive Education (UN, 2020). In Uganda, learners with disabilities are enrolled in inclusive schools but with no specific formal administrators training in inclusive education supervision of both the trainee teachers and students. (Special Rapporteur on the Rights of Persons with Disabilities (SRRPD), 2020). This means that management of inclusive education and supervision of trainee teachers may not be effective in such instances.

Inclusive education teacher leadership has been defined in numerous ways (Cammy & Murphy, 2018; Wenner & Campbell, 2016), with most researchers echoing Katzenmeyer and Moller (2009)'s description of an inclusive education teacher leader as, "one who leads both in and beyond the classroom, identifies with and contributes towards a community of inclusive teacher, trainee teachers and learners with disabilities and influences others towards improved inclusive educational practice" (Katzenmeyer & Moller (2009:164- 165). The roles taken on by inclusive education teacher leaders can be either formal or informal, paid or unpaid, full-time or part-time (Bublitz, 2016). While more research is needed directly linking teacher leadership to improved student outcomes, numerous benefits of inclusive education have been noted (Wenner & Campbell, 2016). However, in Zimbabwe, a special class or a resource unit is mandatory in every ordinary school where supervisors may not have the slightest notion of special needs education beginning from the Head, the Deputy Head and the senior teacher (Mahanya, 2016). The majority, if not all the Education officers now referred to as Schools Inspectors (S. I s) and the District Education Officers currently referred to as District Schools Inspectors (D.S.I s) are not trained in inclusive education management (Mahanya, 2018). This supervisory arrangements by The Zimbabwean education system may go against current practices in inclusive education. Chandler, (2015:12), defines inclusive education supervision as "a process of facilitating the professional growth of trainee teachers, through interaction and helping them to make use of the feedback in order to make teaching of all the learners, regardless of the disability more effective." The implication portrayed is that, the inclusive education leader without the requisite inclusive education professional training and expertise in disability related areas cannot be expected to positively influence trainee teachers' professional growth. The feedback may not offer the benefits the trainee teacher may require (Murphy, 2018). As an example, the trainee teacher may not pay adequate attention to the learner's work in transcribing specific contractions in Braille

(Mahanya & Chabaya, 2016). If such a trainee teacher is supervised by the supervisor who can neither read nor write Braille, thus, the supervision will not provide adequate feedback for professional growth and learner development. Furthermore, it needs an inclusive education supervisor trained in special needs education to appreciate that toileting skills are an integral part of the curriculum of learners with intellectual disabilities` learning (Walker & Meldrum, 2016, Mahanya, 2018). This implies that an effective inclusive school leader is the one who received training in inclusive education.

Educational leaders are the primary inclusive education motivators in our schools today (Cobb, 2015), yet, research examining the perceptions of educational leaders towards supervising trainee teachers in inclusive education has been almost entirely neglected up until this point. There are very few studies that examine the roles, responsibilities, and perceptions of inclusive education leaders related to inclusive education trainee supervision and even fewer studies that are remotely current (Chandler, 2015). Furthermore, despite the critical role inclusive education leaders play in the education decision-making process, most available research examines leaders' perceptions towards inclusion from solely school principals' perspectives (Cammy & Murphy, 2018), hence this study examines practices that support effective inclusive teaching practice supervision.

The current situation in Zimbabwe is that supervisors in inclusive education have little knowledge of disability aspects and their learning theory that would be of substance to trainee teacher supervision is missing (Mahanya, 2016). This compromises the quality of implementation, monitoring and evaluation of trainee teachers for inclusive education. Effective supervision of trainee teachers is a dependent variable of possession of subject content and pedagogical knowledge and skills (Chandler, 2015). This indicates that inclusive education supervisors with the attributes of disability knowledge are in a better position to influence the development of concepts in lesson preparation and presentation as well as sharpening fault free problem-solving techniques of an inclusive school trainee teacher. This shows that specialist knowledge backed by pedagogical skills in a supervisor enables maximisation of inclusive education learning process in learners taught by a trainee teacher who is well supervised. Specialist knowledge of an area such as special needs and inclusive education is therefore critical for effective trainee teacher supervision (Cammy & Murphy, 2018). In some circumstances, trainee teachers development institutions insist that only lecturers trained and belonging to the department of special needs education are allowed

to supervise trainee teachers in special needs education, thus ensuring that at least specialists in a specific category of disabilities supervise all teaching in that area (Ngwenya, 2020; Mahanya, 2016) The rationale behind this approach is that, the specialist may have in-depth knowledge of the content and expertise in handling various issues in that specified area. This arrangement, however, has been elusive to officials in Zimbabwe's Ministry of Primary and Secondary Education.

Formal training in inclusive educational management was first offered by the University of Zimbabwe in the 1980s. The Ministry of Education, Sports and Culture also offers various in-service training programmes for heads of inclusive schools (MoSPE, 2018). These courses are run by Education Officers of the Standards Control Unit, and organized at national, regional and district level. Despite the provision for training in inclusive school managerial knowledge and techniques in the country, disturbing reports of excluding learners with disabilities in participating as equals in academic activities, mismanagement and poor supervision of inclusive trainee teachers by heads of inclusive schools is on the rise (Maposa, 2019). This situation has not improved, instead the MoSPE witnessed an upsurge in cases of the learners with disabilities especially those with learning disabilities denied from enrolling in inclusive schools (Ngwenya, 2020). The concern for improved inclusive education trainee teacher supervision by heads in their managerial functions has led to the provision of varied in-service inclusive education and training (INISSET) programmes for inclusive school management in Zimbabwe. Yet there is a need to identify models of INISSET that are optimally job-related to inclusive education trainee teacher supervision. Thus, the study sought to explore inclusive education trainee teacher supervision by school heads on whether they perceive inclusive supervision theory of management relevant to the practice of school management and to identify and describe the models of INISSET that would be optimally relevant to the practice of inclusive school management.

The findings by American Federation of Teachers (AFT) (2016) show that supervisors who are also specialists in inclusive education can easily identify mistakes in content and methodology and are therefore in a position to provide alternative ways and techniques of solving problems. In another study, Chandler (2015), also shows that specialist supervisors can guide trainee teachers in the selection, management and sequencing of content and that above all, have the expertise to determine the level of difficulty of the content taught by the inclusive education trainee teacher. These attributes, therefore, put inclusive education

specialist supervisors in a better position to supervise trainee teachers effectively. Specialist supervision has its opposition as well. Bublitz (2016) for example, established that a small percentage of respondents in his study rejected the significance of specialist supervision. Some researchers felt very strongly that knowing the subject or area well disadvantaged supervisors because the specialists became too critical, thus compromising creativity and flexibility. They therefore advocated for a fusion of different ideas from a variety of supervisors. Maybe, The Zimbabwe Ministry of Primary and Secondary Education takes its argument from this position so as to neutralize supervision of specialist trainee teachers from being unnecessarily too special.

Statement of the Problem

The limited research that is available suggests that there is still a great deal of confusion and mixed perceptions towards inclusive education trainee teachers` supervision from the perspective of educational leaders (Ngwenya, 2020; Mahanya 2019, Chandler, 2015). Besides, more concerning is the inconsistent implementation of trainee teachers for inclusive education programs from school to school, despite requirements dictated by Zimbabwe legislative provisions (Mahanya, 2016). If inclusive educational leaders, arguably the most instrumental stakeholder group involved in inclusive education programming, do not understand their roles and responsibilities pertinent to inclusive education trainee supervision, then Zimbabwe's public schools will not stand a chance of providing students with disabilities with the education to which they are entitled and desire. The implication is that, if inclusive educational leaders do not hold positive perceptions toward inclusive education trainee teacher`s supervision, then their inclusive schools cannot flourish and serve both trainee teachers and all students equally, which is required by the Zimbabwean Constitution of 2013. Inclusive educational leaders are ultimately responsible for ensuring that students with disabilities get the education for which they have been clamouring for decades.

Research Questions

The following research questions guided this study:

- How do educational school leaders articulate their perceptions towards supervising inclusive education trainee teachers?
- How do teachers apprehend their school leaders` supervisory role in inclusive education programs?

- How do inclusive education trainee teachers articulate their leaders' perceptions of inclusive education of students with disabilities?

Theoretical Framework

This study was driven by the transformational leadership theory. Transformational leadership theory suggests that a leader's attitude, strength, and vision affect others' attitudes (Balyer, 2012). Thus, a successful inclusive school supervisor has to be able to maintain emotional balance and self-control so that they may face various situations confidently and successfully. The transformational leaders effectively communicate their vision, overcome obstacles, and encourage others to do the same (Basham, 2012). This means that, the transformational leader who, in this affection, the inclusive school head, needs to lead with enthusiasm, precision, passion, motivation and inspire others to follow suit. The implication is that the transformational inclusive school supervisors' attitudes and values should provoke trainee teachers for inclusive education to create common goals, which eventually lead to efficacious outcomes. The traits of a good Transformational Inclusive School Leader (TISL), as expressed by Bass (1985), has these four components; individualized consideration, inspirational motivation, idealized influence and intellectual stimulation. The inclusive school supervisor must also have qualities such as being committed, having a missionary zeal, taking responsibility instead of passing the blame to the trainee teachers, students or the School Development Committee (SDC).

According to Bass and Riggio (2008) individualized consideration refers to one's ability to provide individualized, one-on-one support to followers as needed and inspirational motivation is the ability for a leader to provide followers with shared motivation by establishing a vision and values that coincide with the organization's mission. Chandler (2015) explains idealized influence as being cherished and trustworthy within an administration role, and transformational skills as the ability and agility to afford others with intelligent inspiration, continually encouraging them to sightsee new and critical ways of managing the teaching and learning process by providing effective solutions to problems in an organization. The synergies are that inclusive education leaders need to have the aforementioned knowledge and skills for effective supervision of trainee teachers for inclusive education. The transformational theory creates a panacea for inclusive education supervisors to address the unique needs of both diverse learners and their trainee teachers by challenging the status quo, asking questions, creating new solutions, and problem-solving

techniques. The transformational theory mandates inclusive education leaders to possess the leadership traits of inspiring inclusive education trainee teachers by creating a shared vision and mission of including learners with disabilities. For these reasons, it was imperative to have an understanding of educational leaders' perceptions regarding inclusive education trainee teachers' supervision practices. It is, therefore, vital for the inclusive education supervisors to possess superior knowledge about curriculum and instruction in order to provide extra leadership in all areas of inclusive school curriculum and current trends in inclusive education of trainee teacher supervision.

Methodology

The researchers adopted the qualitative research approach, which is viewed as a collection of, "all which rely on verbal, visual, auditory and olfactory data" (Patton, 2014:68). The approach offered familiar techniques of handling verbal materials that made data generation come alive. The qualitative research approach also facilitated a deeper understanding of Transformational Inclusive School Leaders' (TISL) perceptions towards inclusive education supervision. A phenomenological study design was used so as to focus on the commonality of lived experiences in inclusive primary and secondary school administrators, qualified and trainee teachers. These participants were drawn from inclusive schools in Masvingo. Such participants were meant to give information on their lived experiences in supervision and being supervised in their inclusive education upkeep and daily living routines respectively.

Purposive sampling was employed to come up with the sample of participants and allowed the researchers to generate rich data until data saturation. For this study, the sample comprised 10 (10) school heads, 10 (ten) inclusive education specialist teachers and 10 (ten) trainee teachers who were arguably the most instrumental stakeholder groups involved in inclusive special education programming supervision and being supervised respectively. They also understood roles and responsibilities of trainee teachers that are pertinent to the implementation of inclusive education supervision.

The researchers were the captain data-generating instrument augmented with semi-structured interviews to generate data from significant informants' attitudes, perceptions, experiences and beliefs related to the topic of interest as advocated by Galleta (2013) and to make sense

of the phenomenon. Data were individually translated, analysed, and interpreted into branded themes as alluded by Silverman (2009). In order to evade missing of pertinent information from the participants, audio recording was done during discussions and the scripts were later analysed by the investigators as a follow-up to the discussions. Ethical clearance was sought from the Ministry of Primary and Secondary Education (MoPSE) and considerations such as voluntary participation, benevolence and confidentiality of data were adhered to. The participants were informed that participation was voluntary and that they were free to withdraw from the study at any time during the process.

Data generation and analysis occurred simultaneously as advocated for qualitative data by Clark and Creswell (2015). The researchers independently read through each individual interview response several times noting key emerging subthemes followed by thematic content analysis. Conversely, the thematic content analysis provided a purely qualitative, detailed, and nuanced account of data (Rubin & Babie 2016). The researchers closely examined data to identify common ideas, and patterns of meaning that came up repeatedly. The extracted quotes that were reflective of each theme were presented in the vignettes. In order to ascertain the trustworthiness of the findings, coding, recording, and examination of the participants` sentiments was done as articulated by Rubin and Babie (2016). Codes were affixed to the interview data by identifying similar or contrasting words, phrases, and patterns so that differences and similarities would help to form preliminary sub-themes. Several such analyses were done until data saturation. Data generated were meaningfully coded, presented and analysed in thematic areas derived from the research questions. The researcher used the following codes used in monographs and inclusive education administrators were coded (**A1-10**) while inclusive education specialist teachers were coded (**ST1-10**) and trainee teachers as (**TT1-10**).

Findings and Discussion

It emerged in this study that effective inclusive education trainee teacher supervision can be realized if the supervisor acquires positive perceptions towards supervision, apprehends their supervision role and creates an awareness of their roles to trainee teachers. It was also found that inclusive education management needs an instructional supervisor with an understanding of inclusive education. The concern for improved trainee teacher supervision competence in

inclusive school management by heads in their managerial functions was found out to be pivotal and need to consider some of the concepts presented under the following themes.

Perceptions of school supervisors towards supervising inclusive education institutions

It emerged that most inclusive education supervisors perceived lack of knowledge, skills and techniques as major contributors to their ineffective performance in their supervisory roles. The following similarly sentiments shed light;

A2: *“My major role is to manage supervision of both trainee teachers and pupils at this institution, but have no knowledge of the educational needs of learners with disabilities.”*

A9: *“It is challenging and time consuming to make sure inclusive education trainee supervision is adhered to by all administrators but some of us lack knowledge of disability issues”*

A7: *“I supervise both trainee teachers and these learners with disabilities but it is difficult though where I don't have adequate skills to supervise both students with disabilities and their teachers.”*

A5: *“I oversee the daily routines of inclusive trainee teachers and pupils at this school but I find it difficult to maintain that as I don't know disability issues.”*

A4: *“I supervise senior teachers so that they can supervise their trainee teachers who may need especially designed supervision.”*

The sentiments show that inclusive education supervision involves institutional planning through assessing information from within and outside the inclusive school setting, forecasting and determining values of supervising an inclusive education trainee teacher. The implications of the conveyed statements are that inclusive school leaders are the primary inclusive education supervision stakeholders. The sentiments show that inclusive education supervisors have a missing link on inclusive supervision skills and as such may not be keen to supervise inclusive education trainee teachers with interest. The findings of the study show that the concept of quality inclusive schools management should be judged by focusing on school head`s capabilities to supervise trainee teachers who include learners with disabilities based on such learners` learning outcomes or results. The implication is that such supervisors` attitudes and values do not provoke their admirers to create common goals, which eventually lead to efficacious outcomes in inclusivity.

Apprehension of supervision programs by inclusive education teachers

The findings show that the inclusive education leader's work is to provide professional guidance that secures success and ensures high quality education for all the learners. The findings show a mismatch of what trainee teachers in inclusive schools expect their school leaders to do and the ideal practices in inclusive education. Most of the participants had these vignettes to say;

TT7: *“We are deeply unhappy about our heads` work and what we are expected to do in inclusive class perpetuates the concept of exclusion of learners with disabilities”*

ST8: *“Our school head seems not to be aware of inclusive education supervision. We are forced to focus on academic excellence.”*

TT4: *“We are forced to maintain some of the records that are not relevant to an inclusive class.”*

The sentiments above show that quality inclusive education leadership was perceived to be part of the solution to the effective supervision inclusive education trainee teachers. The implication of the sentiments is that quality of headship matters in determining the motivation of trainee teachers and the quality of teaching which takes place in an inclusive class with learners with disabilities. The above excerpts show that inclusive class trainee teachers were deeply unhappy about their work and what they were being asked to do. This means that inclusive education leaders` supervisory duties are regarded as not necessary in escalating the implementation of inclusive education. According (UNICEF, 2020), the concept of inclusive education management should be judged by focusing on the leaders` management skills that will result in inclusion of learners with disabilities, their improved academic attainment, attitudes, behaviour and personal development. However, the portrayed image is that a number of those charged with the responsibility of supervising inclusive education trainee teachers have no formal professional training in inclusive education dictates.

Teachers` articulation of their inclusive school leaders` perceptions towards inclusive education of students with disabilities.

It arose from this study that teachers viewed their school leaders as perceiving inclusive education of students with disabilities as having the enthusiasm and willingness to institute plans for the implementation and improvement of inclusive education programs and inclusive services for students with disabilities. The participants perceived school leaders as administrators with high quality supervision and engagement of inclusive education trainee teachers so as to create synergies in the implementation of inclusive education. The participants had these similar excerpts presented below;

ST2: *“Our inclusive school leaders should engage us and the students with disabilities so that we can understand current best practices in inclusive education and not just mere supervision.”*

TT3: *“Their supervision should be basically focused on legislation and implementation of Individualised Educational Programme (IEP), others issues are minor.”*

TT2: *“They should have knowledge of disability related services and adaptation of the curriculum and the environment.”*

The clamouring shows that inclusive education leaders do not have adequate knowledge and understanding of the current trends in inclusive education trainee supervision which should be dovetailed in legislation. This shows that lack of proper inclusive education policies and understanding inclusive legislation implementation automatically leads to inefficient supervision of the inclusive education trainee teachers and may have a negative impact on academic achievement of learners with disabilities in inclusive classes.

The study found out that, lack of knowledge in inclusive education management is a universal problem by inclusive school heads. It was found out that wherever inclusivity in education is mentioned no matter how developed the country might be, head teachers of inclusive schools lack knowledge to either supervise or prepare their trainee teachers in contemporary inclusive education dictates. More specifically, the participants reported that they are dismally prepared to practice inclusivity in their classes because of the way they are being supervised by their inclusive school heads. The inclusive school supervisor should however, have interpersonal skills and the ability to work collaboratively with inclusive education staff, teachers and parents (Cobb, 2015). The results advocate for the inclusive education head teacher to have agility to interface with inclusive education trainee teachers and to coordinate their reciprocal services for achieving inclusive education goals. It was anticipated by the participants that the supervision of inclusive education should be guided by clear legislative provisions. In this regard the inclusive school head would be guided accordingly to inspire and supervise inclusive education trainee teachers to impart competencies which allow for specially designed accommodations and modifications for students with disabilities in an inclusive class. Majority of the participants similarly say;

TT2: *There is no adequate and relevant supervision as the head`s supervision is biased towards the pass rate of the so- called normal learners.”*

TT4: *“Yes, undoubtedly the head’s supervision should help us to continue soldiering on with inclusive classes despite lack of resources.”*

The data generated show that the participants are doubting the capabilities of most inclusive head teachers` supervision. The implication is that, the current supervision skills and knowledge of most inclusive school leaders is disconnected in the supervision and implementation of inclusive education, hence equity may remain a dream for many students with disabilities who happen to enrol in such settings. The following corresponding excerpts add light;

A6: *“I don’t have knowledge, time and experience of dealing with inclusive education trainee teachers. My basic training did not prepare me for this kind of supervision.”*

A9: *“We need regular training in order to keep abreast with new developments in inclusive education supervision.”*

The sentiments show that, improving any educational system significantly depends upon head teachers’ supervision and his or her professional development in inclusive education dictates. The factor of lack of effective supervision knowledge is often mentioned in the literature as one of the most significant barriers to realisation of the full benefit of inclusive education by students with disabilities (UNICEF, 2015). The finding is in tandem with this study and clearly shows that inappropriate inclusive education trainee teacher supervision styles lead to poor implementation of inclusive education by most inclusive schools in Zimbabwe.

Conclusion

The researchers concluded that, effective inclusive head teachers who are in this regard inclusive education school supervisors should provide a clear vision and sense of direction in inclusive education trainee supervision. They should focus their attention on what is important in inclusive education of learners with disabilities and should not let inclusive education trainee teachers get diverted and side tracked with initiatives that will have negative impact on inclusive education implementation. The inclusive school supervisors do not do systematic trainee teachers` supervision and monitoring. The researchers concluded that the concepts of leadership, management and administration in inclusive school overlaps, and the inclusive school supervisor is seen as a pivot in raising standards and promoting inclusive education implementation through the supervision of inclusive trainee teachers. It was also concluded that the focus of inclusive education trainee supervision should be on the achievement of learners with disabilities, hence inclusive school supervisors should fight

tirelessly to do trainee teacher supervision that commensurate with the rights of both learners with or without disabilities.

Recommendations

It was recommended that teacher preparation programs provide unlimited training on how to effectively supervise inclusive educational institutions. The training should include strategies on the appreciation of diversity and giving recognition to inclusion of learners with disabilities during supervision. It is, therefore, imperative for the supervisors to possess superior knowledge about disabilities in order to provide extra leadership in all areas of current trends in inclusive education. It was recommended that the Ministry of Primary and Secondary Education, in partnership with university specialist teacher training institutions should hold training workshops to equip all school leaders with requisite supervision skills that will help inclusive education leadership to understand their roles in inclusive education.

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