

Special Education Leadership: Teachers As Leaders

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Abstract

In leadership in special education, it is not limited to the top leadership of the school alone. Leadership in special education involves all levels in the school organization chart. One of the most important parts of leadership in special education is through the special education teachers themselves. Special education teachers actually play a relevant role in leading, especially in classroom management. This brief study was conducted to explore the views of special education teachers regarding their leadership in classroom management. This study involved an interview session on 20 special education teachers randomly selected in the district of Batu Pahat, Johor, Malaysia. Thematic analysis was conducted to obtain specific themes in the transcripts provided. The findings show that, there are four main roles of special education teachers who act as leaders in the classroom, namely, teaching, behavior management, classroom control and materials management. It is hoped that the findings of this study can help further studies that will be conducted by future researchers.

Keywords: Education Leadership, Special Education, Special Education Leaderships, Effective Leaders, Teachers As Leader

Introduction

The continued success of special education depends on many aspects. It is also not focused on top leadership only, in fact it requires leadership support from all levels in special education (Abdul Jalil Et Al., 2021; Mohd Noh Et Al., 2021; Mustafa Et Al., 2021; Roszi Et Al., 2021; Tumisah Et Al., 2021). Among those responsible for implementing self-directed and focused leadership are, teachers, school staff, student management assistants, and even other general workers (Irma Et Al., 2021; Suzana Et Al., 2021; Rohanida Et Al., 2021; Nazrah Et Al., 2021; Shahrulliza Et Al., 2021). Nevertheless, the second major party after the top leadership of the school are the special education teachers themselves (Mohd Arafat Et Al., 2021; Sumaiyah Et Al., 2021; Hifzan Et Al., 2021; Shahrul Et Al., 2021; Helme; Et Al., 2021). This proves that, special education

Teachers should play an effective role in assisting school leadership through their own scope of work (Farah Et Al., 2021; Syahrul Et Al., 2021; Quah Et Al., 2021; Ahmad Syarifuddin Et Al. , 2021; Jumiah Et Al., 2021). The application of efficient leadership by special education teachers in the classroom can help school management collectively (Mohd Ali Et Al., 2021; Parimala Et Al., 2021; Siti Jamilah Et Al., 2021; Nor Fauziyana Et Al., 2021; Noel Et Al., 2021). With effective leadership in the classroom, other side management will also be smooth (Ahmad Shafarin Et Al., 2021; Junaidah Et Al., 2021; Farah Adibah Et Al., 2021; Ahmad Shakani Et Al., 2021; Muhamad; Amin Et Al., 2021). This situation is able to create a balance in leadership in schools, including special education (Santibuana Et Al., 2021; Nor Diana Et Al., 2021; Zarina Et Al., 2021; Khairul Et Al., 2021; Rohani Et Al., 2021) . Therefore, this study was conducted for the purpose of exploring the views of special education teachers regarding their role in leading within a focused scope, i.e. in the classroom.

Research Methodology

This study uses a qualitative approach in obtaining research data. Interview sessions were conducted involving 20 special education teachers randomly selected in the district of Batu Pahat, Johor, Malaysia. The interviews conducted were semi structured which involved some planned questions and some additional questions. The interview session lasted between 15-20 minutes per session. These sessions are conducted online using the google meet platform. Recordings were made when the interview session was conducted and a transcript was issued as soon as the interview was completed. At the end of the process, thematic analysis is performed to obtain the required data. The thematic analysis conducted involves three phases, namely open coding, axial coding and selective coding. These three phases were analyzed based on the transcripts of the interviews of the respondents involved. Results on selective coding became the theme and findings of this study.

Findings

As a result of the thematic analysis conducted, there are statements that form the theme of teachers as leaders in special education. Summaries of these statements are such as, teaching, behavior management, classroom control and materials management. The relevant statements have formed a specific code in the axial coding phase before a code is selected in the selective coding phase i.e. ‘teachers leader’ which is the main finding of the study. Table 1 shows a summary of the findings of this study.

Table 1: Thematic Process Analysis That Shapes Special Education Teachers As Leaders

Open Coding	Axial Coding	Selective Coding
ST1, ST3, ST5, ST6, ST7, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST15, ST16, ST17, ST18, ST19, ST20	Teaching	Teachers As Leaders
ST1, ST2, ST3, ST4, ST5, ST6, ST7, ST8, ST9, ST10, ST11, ST12, ST13, ST14, ST18, ST19, ST20	Behavior Management	
ST1, ST2, ST3, ST4, ST5, ST6, ST8, ST9, ST10, ST12, ST13, ST14, ST16, ST17	Classroom Control	
ST3, ST4, ST5, ST6, ST7, ST8, ST11, ST12, ST13, ST14, ST15, ST16, ST18, ST20	Materials Management	

Based on Table 1, a total of 18 respondents issued statements related to teaching, 17 respondents stated related to behavior management and 14 respondents issued statements related to classroom control. In addition, 13 respondents stated related to the materials management. All of these statements form the 'teachers as leaders' theme for selective coding.

Discussion

Based on the findings of this study, it can be proved that, the role of special education teachers in leadership is very necessary to help the smooth leadership of the school as a whole. Perhaps in the ordinary view, the presence of a teacher as a leader in the classroom merely meets the requirements of the timetable. Nevertheless, if examined in more detail, the presence of teachers in the classroom actually carries elements of leadership, especially in special education. With different levels of student ability as well as complex classroom conditions, effective leadership is needed in leading an effective teaching process. The unpredictable circumstances of students with special needs as well as aggressive behavior, reflect how special education teachers need to be relevant leaders in the classroom. Although there is physically a student management assistant in the classroom, the responsibility of being the primary leader in the classroom remains borne by the teacher himself. Respondents consistently stated that, classrooms need to be well controlled because that is where the main clients of education are students with special needs. If re-examined, the main focus in the delivery of education is of course the pupils. Therefore, according to respondents, that root needs to be fertilized with the best service. Thus, there is much - needed leadership in the classroom. Respondents stated that, the main aspect of leadership for teachers is in leading the learning process in the classroom. Teachers need to act as key leaders in delivering teaching and learning processes in the classroom. In addition, teachers also need to take the lead in the management of diverse student behaviors. As we all already know that, students with special needs are always present with erratic behaviors and emotions. This requires the strength of teacher leadership in controlling student behavior and emotions while in the classroom. In addition, they also stated that, teachers need to take the lead in classroom control and material management.

Conclusion

In conclusion, the role of special education teachers in implementing leadership in the classroom is not an easy one. Teacher leadership in the classroom is an important aspect in both assisting in the effectiveness of school leadership and in turn leading to greater success. Despite the small and limited leadership space, the leadership of special education teachers when they are in the classroom as a whole is highly significant in meeting the need for the continuity of greater school leadership success. With the strength of the implementation of leadership by teachers in special education classrooms, not only does it have an impact on leadership, but it also contributes to the emergence of students with special needs. As a suggestion, further studies can be conducted on this issue from different perspectives and approaches as well as more empirical.

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