Supporting Inclusive School Leadership

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Overview of presentation

Overview of project activities and outputs

Key Findings

Policy Framework

Self-Reflection Tool

Agency Outlook on Supporting Inclusive School Leadership

Overview of project activities and outputs

Overall goal of the project

… to investigate how to effectively develop and promote inclusive school-level leadership through national- and local-level policy frameworks and support mechanisms.

Project Activities

Phase 1: Desk research

- A review of international and European policy documents and guidance.;

- A review of international and European literature;

- A survey, collecting country information from 21 countries;

- A synthesis report drawing together the findings of all Phase 1 activities.

Phase 2: Country Cluster work (Hungary, Ireland, Malta, Sweden)

- Developing a Policy Framework for Inclusive School Leadership and

- Developing a Self-Reflection Tool to map country policy against the Policy Framework

# Key Findings

Defining inclusive leadership

Inclusive school leaders (or leadership teams) have the vision that 'all learners of any age are provided with meaningful, high-quality educational opportunities in their local community, alongside their friends and peers' (European Agency, 2015, p. 1). … They work to ensure learners' full participation and engagement by setting a clear direction, developing staff and other stakeholders …

Inclusive school leadership goes beyond organisation. It aims to address inequity to build community and full participation. It focuses on developing an inclusive culture where all stakeholders are supported to work together, value diversity and ensure that all learners, including those most vulnerable to exclusion, receive a high-quality education.

3 Elements relevant for policy for Inclusive School Leadership

- The **core functions** of inclusive school leaders - setting direction, human and organisational development;

- The **roles and responsibilities** undertaken by inclusive school leaders to fulfil the core functions, take place across all levels of the education system. This crucial role lies at the interface between educational policies and their implementation in schools; and

- Key policy levers of **access, autonomy and accountability** which when enacted, enable and support inclusive school leaders to fulfil the above mentioned roles and core functions

The core functions of school leadership

Setting direction → **Human development** → **Organisational development**
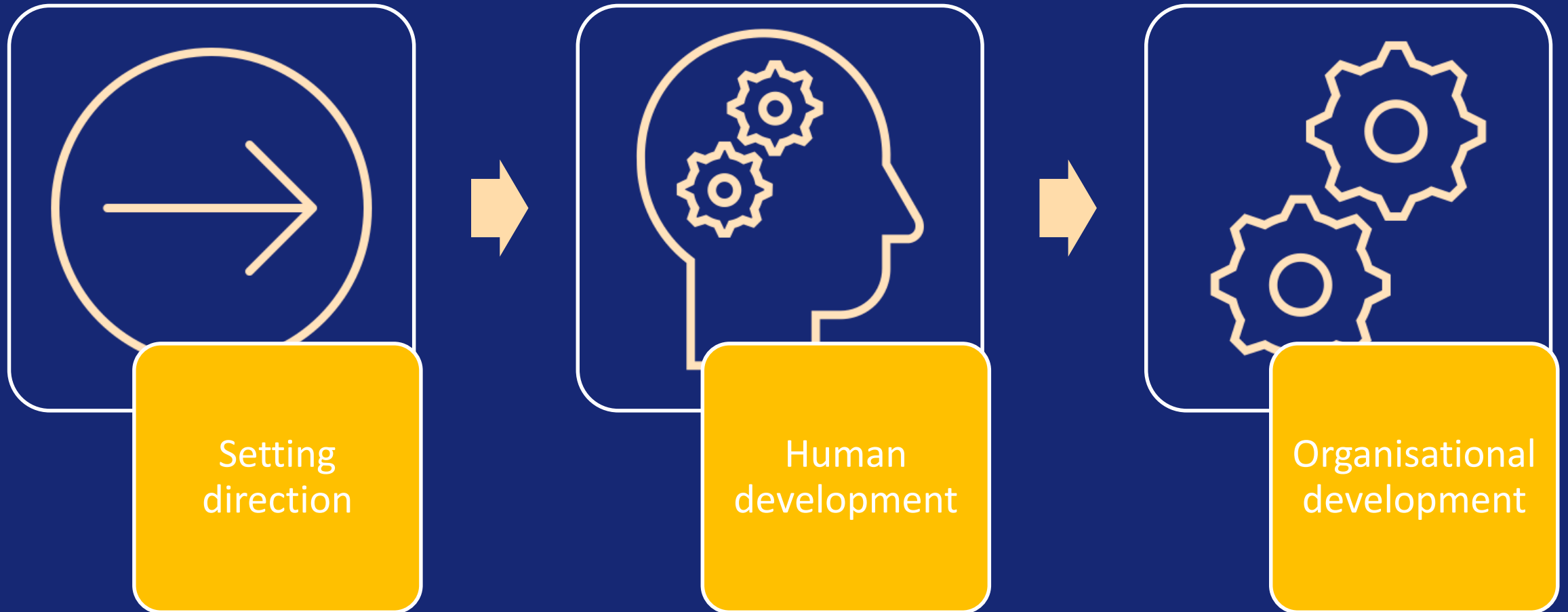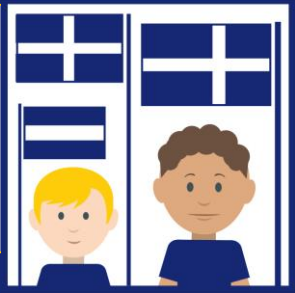
National/Regional level

Community level

School level

Individual level

Roles and responsibilities of school leadership across policy levels

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Access, autonomy & accountability

Access	Autonomy	Accountability
☐ appropriate pay and status in the community; ☐ real engagement with a full range of stakeholders at all system levels; ☐ formal and informal professional development and on-going support; ☐ resources to develop the capacity of the workforce for diversity.	☐ flexibility to adapt the curriculum; ☐ the appointment of teachers and staff as well as their development and empowerment; ☐ proactive work with other agencies and the local community; ☐ funding and equitable allocation of resources.	☐ are held accountable through mechanisms that are aligned with other policy areas; ☐ play a lead role in monitoring, self-review and evaluation, together with key stakeholders.

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Finding the balance...

... between what **standards** school leadership are held accountable for and the **policy support** offered to achieve this was the core interest of the development of the policy framework and especially the self-reflection tool.

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Policy Framework and Self-Reflection Tool

Underpinning principles

- All school leadership should be inclusive

- Inclusive school leadership is influenced by policy.

- Inclusive school leadership is also responsible for transforming policy and legislation into improved inclusive education practice, shaping policies which are relevant for their school environment and for stakeholders.

Policy Framework

- **Aim is to:**

  1. *Support self-reflection;*

  2. *Support a review and further development of existing policies and policy frameworks*; or

  3. **C*ontribute to and offer a basis for the development of new policies aimed at leadership practice* to achieve the wider goal of inclusive education**

- Respects that policy affecting school leadership is most likely spread across policy levels and sectors.
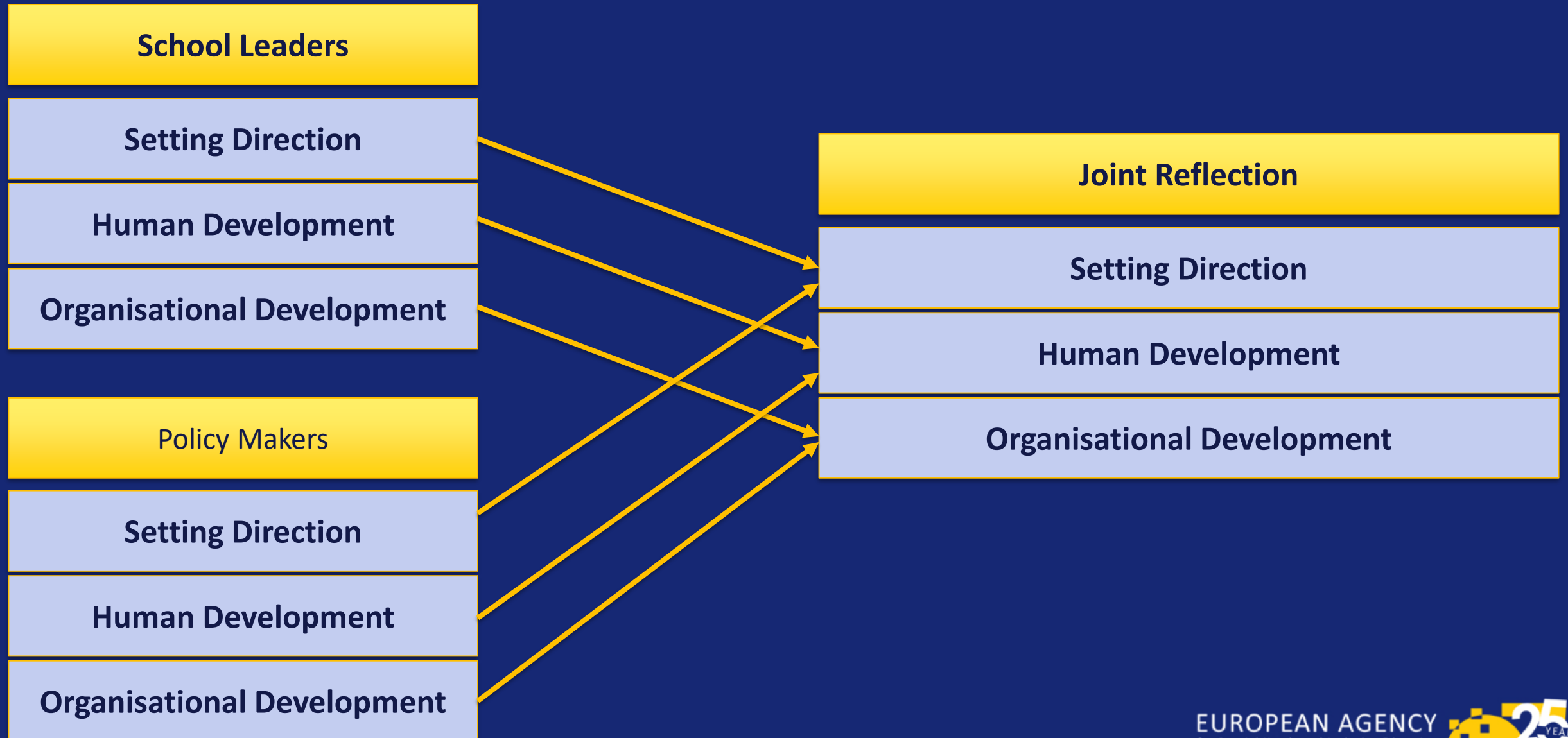
Policy Framework

- Policy mandate

- Vision

- Guiding principles

- Goals and objectives

- **Framework of proposed standards**

- **Supportive policy measures**

Self Reflection Tool

Self Reflection Tool

1. ***Reflection for school leaders*** on how to develop inclusive practice to ensure *all learners are provided with meaningful, high-quality education, high expectations for their achievement, well-being and sense of belonging, within an equitable school environment.*

2. ***Reflection for policy makers*** on the policy measures which need to be in place to support inclusive school leaders in their practice.

3. ***Joint reflection and dialogue of school leaders and policy makers*** on key issues in each area which need to be addressed.

Overview of Self-Reflection Tool

School Leaders

Setting Direction

Human Development

Organisational Development

Policy Makers

Setting Direction

Human Development

Organisational Development

Joint Reflection

Setting Direction

Human Development

Organisational Development

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School leaders - Setting direction

Questions	Something to consider	Emerging	In progress	Sustainable practice	Does policy effectively support this?
1.1 Have we identified and clearly stated a vision of inclusive education built on children's rights and equity, in collaboration with the school community?					See policy measures A.1, A.11
1.2. Do we communicate the school's guiding vision of inclusion and encourage teacher and staff commitment to it?					See policy measures A.5, A.8, A.12
1.3 Do we guide and influence school organisation and resources according to principles of equity?					See policy measures A.6, A.9
1.4 Do we promote a culture of continuous improvement, innovation and collaboration to develop teaching, learning and assessment?					See policy measures A.2, A.11
1.5 Do we align school self-evaluation with the vision of inclusion?					See policy measure A.7

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Policy Makers – Setting Direction

Do policy measures support inclusive leadership teams by …	Evidence and additional comments
A.1 Stating that national education policy is built on <u>principles of inclusion</u>, children's rights and <u>equity</u>?	
A.2 Ensuring that initial teacher education and continuous <u>professional learning and development</u> focus on <u>equity</u> and diversity?	
A.3 Ensuring support for <u>learner-centred</u> education, a culture of listening to learners and involving them and families in decisions about their learning and progress (particularly at times of transition)?	
A.4 Providing access to communication between policy-makers and <u>school leadership</u> about education policy and accountability?	

Joint Reflection – Setting Direction

1. Where are we now? An exchange on strengths, opportunities and areas to investigate further

Which stakeholder group? (school leaders, policy-makers or both)	What are the strengths?	What are the opportunities?	What are areas to address?

2. Where do we want to be? An exchange on areas for improvement and shared goals

Actions for school leaders	Actions for policy-makers	Joint actions
1.	1.	1.
2.	2.	2.
3.	3.	3.

Priority actions for school leaders	Priority actions for policy-makers	Priority joint actions

3. What do we commit to? An exchange leading to actions for both parties to take

Priority actions for school leaders	Short term/long term	How to take forward

Priority actions for policy-makers	Short term/long term	How to take forward

Outlook

Translation of the Self-Reflection Tool

Considerations if a simple online version can be developed by the Agency

Dissemination of project outputs

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