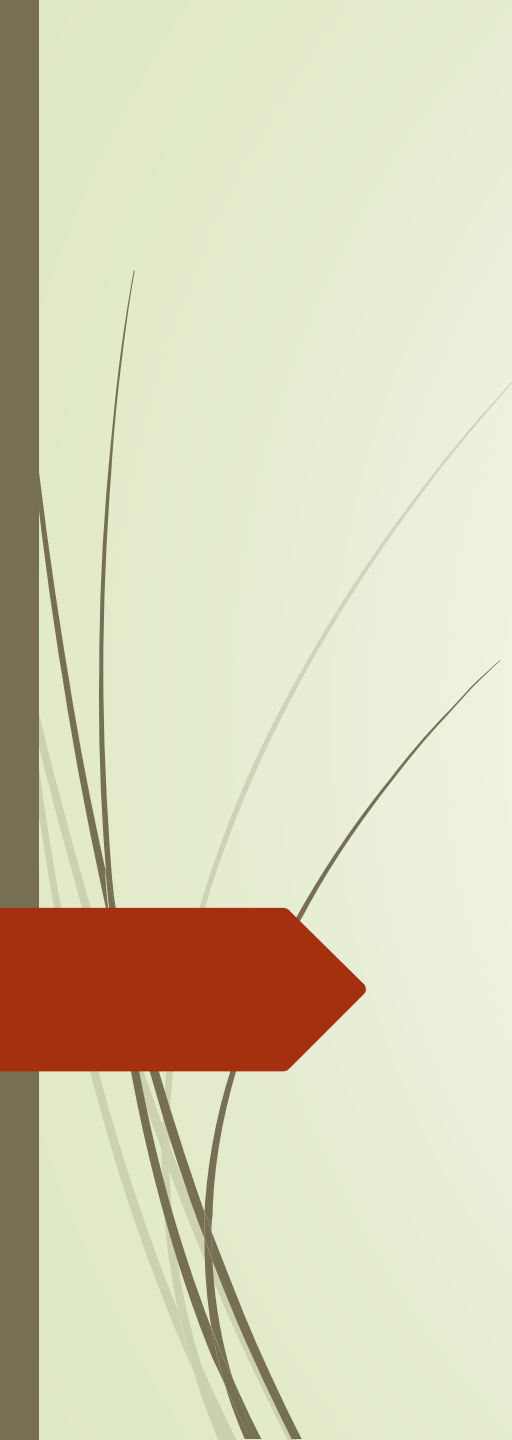




Developing inclusive schools with an emphasis on leadership, teacher practices, and reflection

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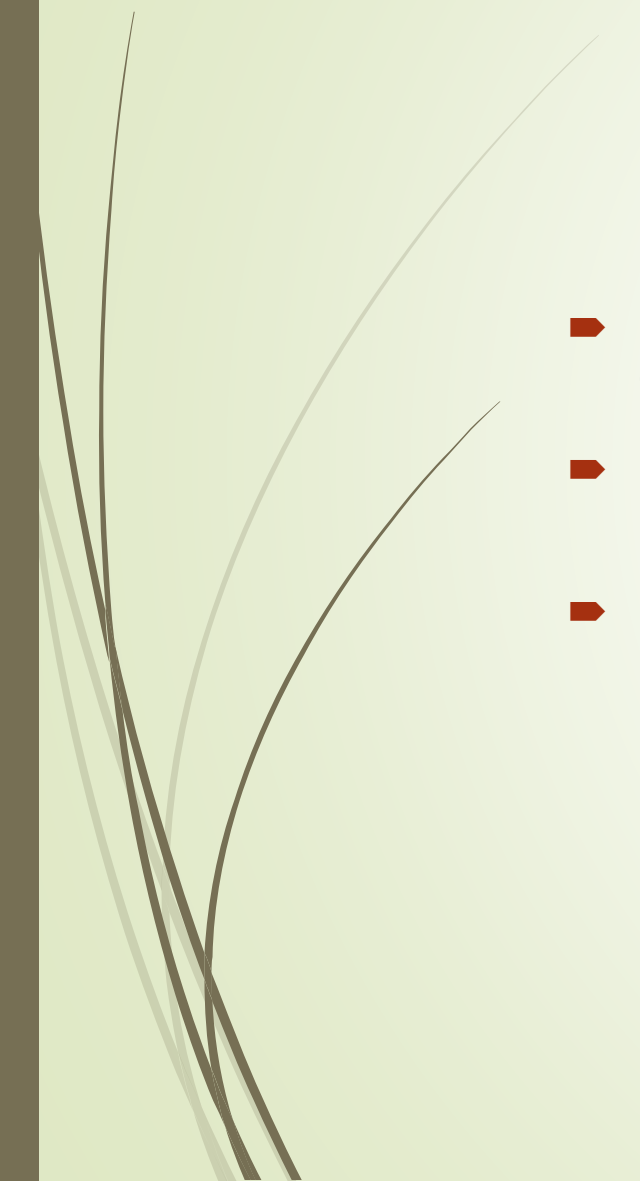


Purpose of the research

- The purpose of this study is to investigate the key conditions that contribute to the development of more inclusive schools.
- The study focuses on three central themes: the participation of teachers, students, and the community in decision-making teachers' practices and the contribution of research and reflection.
- The central question is how schools can function as spaces of equality, participation, and acceptance for all students.



Inclusive Education

- Inclusive education is based on the principle that all students have the right to participate equally in school life, without exclusion or segregation.
 - It applies not only to students with disabilities or learning difficulties, but to every child at risk of academic or social marginalization.
 - Modern schools are called upon to view diversity as an asset rather than a problem.
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Why Inclusion Is Necessary

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- ▶ Today's society and schools are characterized by cultural, social, and academic diversity.
 - ▶ Inclusion aims to reduce both the academic marginalization and the social isolation of students.
 - ▶ Its implementation is linked to democratic values, equal opportunities, and respect for human dignity.

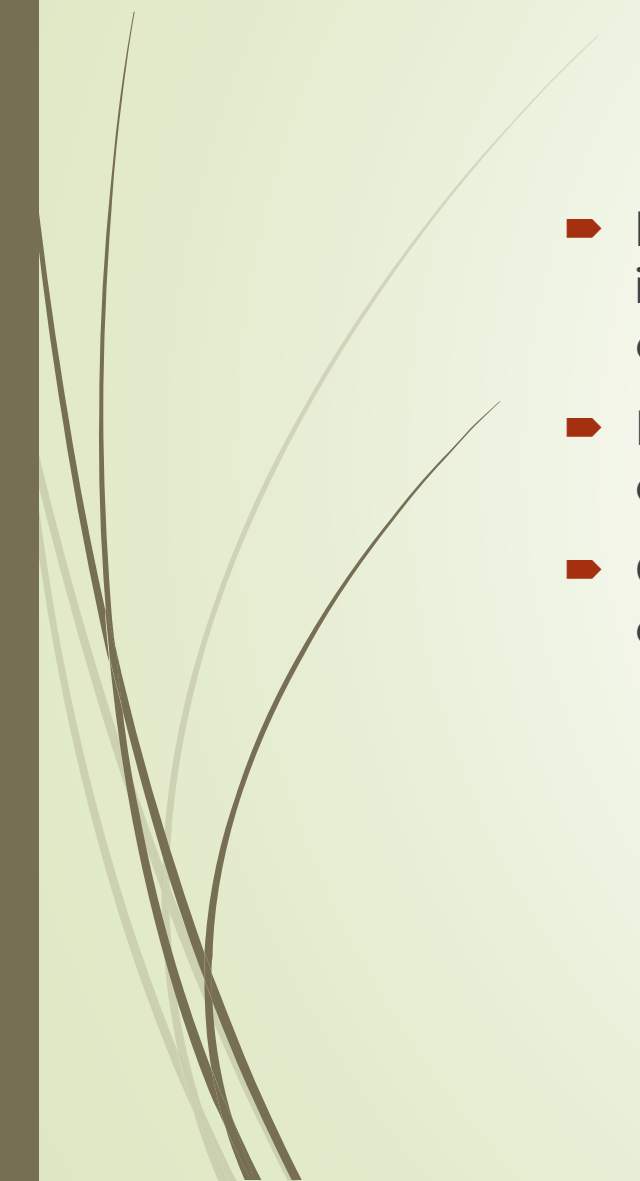


Teachers Involvement in Decision-Making

- Teachers are a key factor in the development of an inclusive school because they experience the reality of school life on a daily basis.
 - Their participation in shaping policies and practices strengthens commitment, accountability, and the effectiveness of interventions.
 - They cannot remain mere implementers of decisions rather, they need to play an active role in planning school operations.
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The Voice of Students and the School Community

- Inclusive leadership is not limited to administration, it recognizes the importance of the participation of students and the broader school community.
 - Respect for students' opinions fosters self-esteem, responsibility, and a sense of belonging.
 - Collaboration among the school, parents, teachers, and students forms a community of practice with the shared goal of involving everyone.
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Inclusive Leadership and School Culture

- Leadership in an inclusive school is understood as a collective and participatory process, not as the exclusive responsibility of a single individual.
 - The principal must foster an environment of cooperation, trust, and equal opportunity.
 - School culture is shaped when all parties feel that their voices are heard and valued.
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Teachers Practices for Inclusive Schools

- Promoting inclusion requires teachers to adopt a positive attitude toward diversity and toward students with different needs.
 - Teachers need to organize activities that allow all children to actively participate in the learning process.
 - Differentiating instruction and creating a positive classroom climate are key practices of inclusion.
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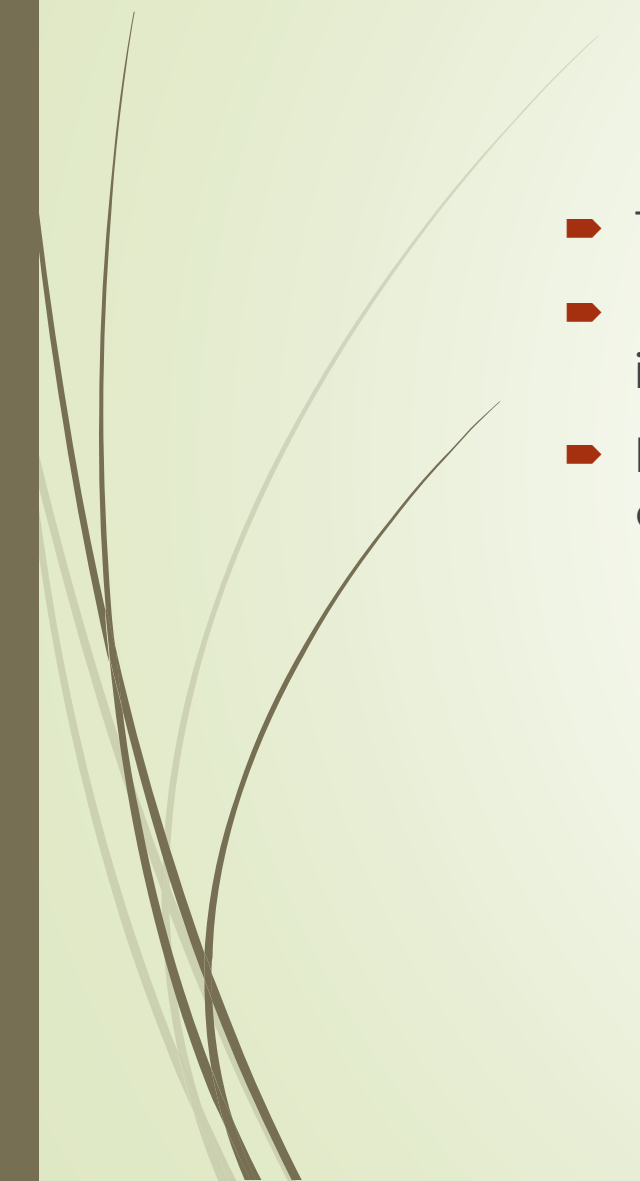


Creating Equal Learning Opportunities

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- An inclusive classroom requires an environment where every student has the opportunity to participate according to their abilities.
 - Assignments and learning activities should be designed with varying levels of difficulty so that they include rather than exclude students.
 - Through collaboration, communication, and teamwork, the academic and social participation of all students is enhanced.



Informal Learning Environments

- Teaching outside the traditional classroom can help promote inclusion.
 - Museums, gardens, theaters, and other public spaces foster students interest, experiential learning, and collaboration.
 - Informal learning environments strengthen the connection between school and society and create more open forms of participation.
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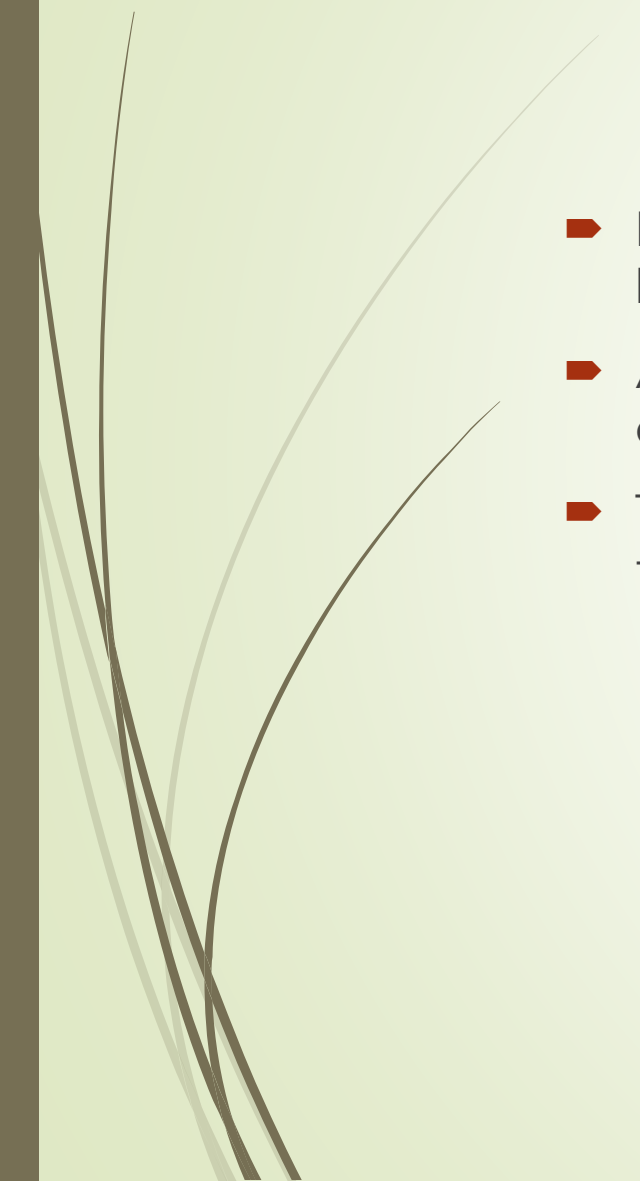


The Contribution of Research

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- Educational research contributes to the improvement of school practices and the development of more effective inclusive practices.
 - Qualitative and quantitative studies provide data that can support interventions, new policies, and evidence based instructional choices.
 - Inclusive education, as an ongoing process, requires continuous scientific support and feedback.



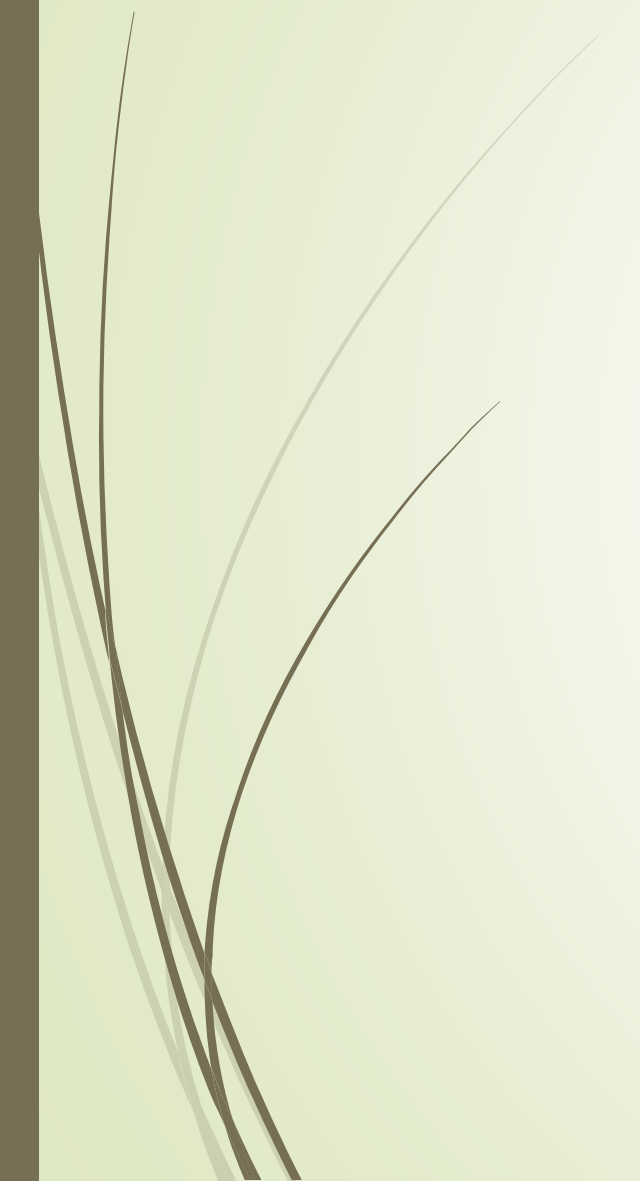
Reflection and Action Research

- Reflection helps teachers evaluate their practice and adapt their teaching based on the needs of the class.
 - Action research enables teachers to examine issues in their schools and design targeted solutions.
 - Through collaboration, documenting experiences, and self-assessment, teachers become agents of change.
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Conclusions

- The development of more inclusive schools requires a shared vision, collaboration, and the active participation of all members of the school community.
 - Participatory leadership, inclusive practices by teachers, and the use of research and reflection are of crucial importance.
 - Inclusion is not a single practice, but an ongoing process of transforming school culture toward greater equality, justice, and democracy.
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Thank you for your attention!!!