

# THE NEED FOR INCLUSIVE LEADERS



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# DEFINITIONS

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- What is IE?
- What is SEN?
- What is EPSEN Act?

# DEFINITIONS

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- Inclusive education means all children in the same classrooms, in the same schools (UNICEF).
- "special educational needs" means, in relation to a person, a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition" (EPSEN Act, p. 6).
- Broad spectrum of conditions which include physical, mental, cognitive and educational impairments (EU).

# EXAMPLES

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Physical disabilities: cerebral palsy, amputations and spinal cord injuries (Carona et al., 2012)

Sensory disabilities: low vision, blindness, hard of hearing or deafness (Sorgini et al., 2017)

Mental health disabilities: autism or developmental delay (Bekhet et al., 2012)

Learning disabilities: dyslexia, dysgraphia, dyscalculia or ADHD (Reisman & Severino, 2020)

# IE IN AZERBAIJAN

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- Convention on the Rights of the Child in 1992
- UNICEF: 72.000 registered CWD
- 14.000 have access to education

# WHAT CAN BE DONE?

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- School leadership has a crucial influence on inclusive school practice, as it is both directly and indirectly connected with positive outcomes for learners (Mac Ruairc, 2013).
- School leaders are considered crucial in any change process that aims to raise the achievement and well-being of all learners in inclusive schools (Donnelly, Ó Murchú and Thies, 2016).

# EUROPEAN AGENCY FOR SPECIAL NEEDS AND INCLUSIVE EDUCATION

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- School leadership & Inclusive school leadership
- Inclusive school leaders have the vision that ‘all learners of any age’ should receive ‘meaningful, high-quality’ education ‘in their local community, alongside their friends and peers’ (European Agency, 2015a, p. 1).

# INCLUSIVE LEADERSHIP

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## **Instructional leadership**

Inclusive school leaders set the direction toward more inclusive school practice.

## **Distributed leadership**

Inclusive school leaders are aware that leadership is a collective and coordinated effort.

## **Transformative leadership**

Inclusive school leaders use transformative leadership in the sense that they lead and organize change and build capacity for improvement aimed at the best possible learning experience for learners.



# INCLUSIVE LEADERSHIP TRAITS

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- **Visible commitment**
- **Humility**
- **Awareness of bias**
- **Curiosity about others**
- **Cultural intelligence**
- **Effective collaboration** (*Harvard University Research*)

# UN SUSTAINABLE DEVELOPMENT GOAL 4



- Ensure inclusive and equitable education and promote lifelong learning opportunities for all



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**Thank you!**

