

Ana Mlekuž
Manja Veldin

EMPOWERMENT PROGRAM OF SCHOOL PRINCIPALS FOR INCLUSIVE SCHOOL CULTURES

IMPACT STUDY MAIN FINDINGS



This publication is one of the outputs of the HEAD: Empowering School Principals for Inclusive School Culture project that aims to address the professionalization and continuous professional development of school principals in primary and secondary schools, focusing on inclusive education.

Coordinated by:
Network of Education Policy Centers.

Project partners:
Forum for Freedom in Education, Croatia
Open Academy Step by Step, Croatia
Foundation for Education and Cultural Initiatives Step by Step, North Macedonia
Macedonian Civic Education Centre, North Macedonia
NSO-CNA Leadership Academy, the Netherlands Education Research Institute, Slovenia
National Education Institute Slovenia/ National School of Leadership in Education, Slovenia



This publication is co-funded by the Erasmus+ Programme of the European Union. The contents of this publication are the sole responsibility of the authors and can in no way be taken to reflect the views of the European Union.

Co-funded by the Government Office for Cooperation with NGOs. The content of this document does not reflect the official opinion of the Office. Responsibility for the information and views expressed therein lies entirely with the author(s).

Impressum

TITLE

Empowerment program of school principals for inclusive school cultures Impact study main findings

PUBLISHER

Network of Education Policy Centers

FOR THE PUBLISHER

Lana Jurko

AUTHORS

Ana Mlekuž, Educational Research Institute
Manja Veldin, Educational Research Institute

LANGUAGE EDITING

Martin Mayhew

GRAPHIC DESIGN

NEPC

PRINT

ITG doo Zagreb, 2022.

Table of Contents

01

INTRODUCTION

02

RESEARCH
DESIGN

03

FINDINGS

04

CONCLUSIONS AND
RECOMMENDATIONS

05

REFERENCES



Introduction

In terms of inclusion, schools experience growing diversity, including students with different abilities, from diverse cultural, linguistic, socio-economic, and other backgrounds (Gollnick & Chinn, 2002). Different students' abilities, greater migration, diversity, and a multicultural environment thus produce new challenges and opportunities for schools that strongly impact the work of teachers and, above all, of principals (Billot, Goddard, & Cranston, 2007).

Inclusion can be supported within the school by creating an inclusive school culture, where school values are based on respecting diversity, where everyone is committed to providing equal opportunities to all students, and where a high level of cooperation among the school staff is implemented, collaborative problem solving is valued and the leaders are selected based on their attitudes towards, and belief in, inclusive values as well as their support for collaboration and cooperation (Dyson et al., 2004). Creating an inclusive school culture is therefore one of the most important elements of leadership in multicultural educational environments, as it promotes social justice within the school (Foster, 1995). Moreover, the principals' pedagogical vision, goals, and leadership style influence the way multiculturalism is reflected at the school level (Keung & Rockinson-Szapkiw, 2013).

The definition of the term inclusive school culture in the HEAD project is understood as an environment where an ongoing process of addressing and responding to the diversity of needs of all learners, through increasing participation in learning, cultures and communities, and reducing exclusion within and from education is constantly taking place and evolving. Inclusive school leaders, therefore, are aware of school challenges and through democratic school governance and cooperation with stakeholders create and support inclusive school policies and practices and thus create an inclusive school culture.

In this publication, we will describe the impact of the empowerment program on school principals for the inclusive school culture that was made based on 'Curriculum Framework' (developed within the 'HEAD:Empowering School Principals for Inclusive School Culture' project (in short: the HEAD project).[1] The overall objective of the project was to support schools in creating an inclusive school culture by empowering school principals in primary and secondary schools to create and support inclusive school policies and practices through participatory decision-making (NEPC, 2020).

The Curriculum Framework itself was piloted in Croatia and North Macedonia from November 2020 to May 2021.[2] In both countries, Croatia and the Republic of North Macedonia, the Curriculum Framework was piloted through a program that included five 2-day training modules. In both countries, a total of 81 principals from primary and secondary schools participated in the program.

In this report, a comparison of data from the pre-test and post-test evaluation will be used to describe the effectiveness of the developed curricular framework and programs (four different programs for two countries and two school settings, namely, Croatia and the Republic of North Macedonia, primary and secondary schools) and provide recommendations for methods in which inclusive school cultures can be systematically supported. The report mainly focuses on the results from the principal sample, which was also the project's major target group.

[1] More information about the project is available at: 'HEAD: Empowering School Principals for Inclusive School Culture' <https://head.edupolicy.net/about-the-project.html>

[2] The implementing partners in Croatia were the Open Academy Step by Step (primary school principals) (www.korakpokorak.hr) and the Forum for Freedom in Education (secondary school principals) (www.fso.hr). The implementing partners in the Republic of North Macedonia were the Foundation for Education and Cultural Initiatives Step by Step (primary school principals) (www.stepbystep.org.mk) and the Macedonian Civic Education Centre (secondary school principals) (www.mcgo.org.mk).

Research design

In order to isolate the effect of the implemented professional development program an impact study was carried out, where a comparison between principals included in the professional development program (experimental group) and principals not included in the professional development program (control group) was made.

Participants

The schools that participated in the program were randomly placed into the experimental group and control group. The sampling procedure of schools was slightly different between Croatia and North Macedonia due to the specificity of the educational context of both countries. Hence, the schools in Croatia were invited to participate in the program through an open call, whereas schools in North Macedonia were invited through a restricted call where schools, which cooperate closely with implementing partners, were invited to participate in the program.

In the final sample, there were 20 Croatian primary schools, 32 Croatian secondary schools, 21 North Macedonian primary schools, and 19 North Macedonian secondary schools included in the sample.

Overall, 92 principals, 3,207 teachers and 3,169 students participated in the impact study on both educational levels and in both countries. The principals' (main target group) characteristics are presented in detail as follows.

Table 1: The number and structure of schools participated in the impact study

	Croatia		North Macedonia	
	Primary schools	Secondary schools	Primary schools	Secondary schools
Experimental group	14	22	15	14
Control group	6	10	6	5
Total	20	32	21	19

Procedure

The three questionnaires (for principals, for teachers, and for students) in both timeframes (t1: pre-test, t2: post-test) were carried out online through 1KA online surveying. However, due to national contexts during the COVID-19 pandemic and educational level specificities there were some minor differences between the implementations (full Impact report may be requested by contacting [nepc\(@\)edupolicy.net](mailto:nepc(@)edupolicy.net)). In general, however, the pre-test was implemented in November and October 2020 for all three samples (principals, teachers, students), whereas the post-test was implemented in October and November 2021 for principals and February and March 2021 for students and teachers. The 4-month gap between the post-test for principals and post-test for students and teachers was left in order for the principals to implement the newly gained knowledge in practice at the school level. In March and April 2021, focus groups were implemented with all principals, teachers, students and parents from selected schools.

01

Pre-test (principals, teachers, students)

November 2020/ December 2020

02

Implementation of the Program

December 2020/ October 2021

03

Post-test (principals)

October 2021/ November 2021

04

Post-test (teachers, students)

February 2022/ March 2022

05

Focus groups (principals, teachers, students, parents)

March 2022/ April 2022

Figure 1: Timeline of the procedure



Instruments used

Questionnaire

Data was collected using questionnaires specifically developed for the project, they were piloted beforehand, and displayed appropriate psychometric characteristics (for principals, teachers, and students). The questionnaires covered four main areas of the inclusive school culture: democratic school governance, cooperation with stakeholders, inclusive school policies, and awareness of school challenges.

The areas of inclusive school culture were divided into different themes. Each theme was measured with several self-reporting scales, mainly answered on a 5-point Likert scale. Not all themes were included in the questionnaires for all three samples. In Table 2 the coverage of themes by the sample can be seen. Moreover, additional demographic variables were included in the questionnaires, both for the school characteristics (i.e. number of students in the school) as well as personal ones (i.e. gender).

Democratic school governance

Democratic school governance is a wide definition of school leadership, including both instrumental and ideological aspects, which is based on human rights values, empowerment and involvement of students, staff and stakeholders in all important decisions in the school (Bäckman & Trafford, 2007)

Awareness of school challenges

Being conscious of challenges that the school is facing, more specifically, the ability to directly know and perceive to feel or to be cognizant of different difficulties or problems.

Inclusiveness of school practices

Diversity-responsive schools employ school policies and practices that maximize opportunities for learning for all students, including the nuanced monitoring of both outcomes and influences on learning, relevant professional development, access to and support for success with rigorous content, fair and sensible disciplinary practices, culturally and linguistically responsive family engagement, an inclusive school climate, effort to recruit and retain a diverse staff, and open and productive discussions of issues related to race and ethnicity (Wolf and Hawley, 2012).

Cooperation with stakeholders

A stakeholder is anyone who is involved in the welfare and success of a school and its students, including administrators, teachers, staff, students, parents, community members, school board members, city councilors, and state representatives.

Stakeholder engagement is considered vital to the success and improvement of a school. The involvement of the broader community in school life can improve communication and public understanding and allows for the incorporation of the perspectives, experiences and expertise of participating community members to improve reform proposals, strategies or processes (NEA, 2008).

Figure 2: The areas of inclusive school culture

Areas of the inclusive school culture	Theme	Principals	Teachers	Students
Democratic school governance	Awareness of the school principal role and its connection to the quality of education	X	X	
	Promotion of democratic values in schools	X	X	X
	Democratic processes to define school policies and rules	X	X	
Cooperation with stakeholders	Active participation of parents	x	x	x
	Active participation of community stakeholders in school life	x	x	
	Involvement of school staff in the decision-making process	x	x	
	Involvement of students in the decision-making process	x	x	x
Inclusive school policies	Support measures for teachers	x	x	
	Support initiatives for all learners	x	x	x
	Welcoming atmosphere in the school	x	x	x
	Responsiveness to diversity	x	x	x
Awareness of school challenges	Recognizing school challenges	x		
	Data gathering	x	x	

Table 2: The coverage of themes by the sample

Focus-groups

After the implementation of the program and post-test evaluation focus groups were organized with all principals from experimental and control schools included in the HEAD project and students, teachers and principals from three (2 experimental schools and 1 control school) selected schools per partner.

Four different focus groups' protocols were developed, which covered areas of school challenges, cooperation with stakeholders, the development of inclusive school policies and practices, student and teacher support at school. In the focus group protocol for principals included in the HEAD training additional questions were asked focusing on the impact that the newly gained knowledge within the training had on their role as a principal. Focus group data were analyzed with content analysis.

	Croatia				North Macedonia			
	Primary schools		Secondary schools		Primary schools		Secondary schools	
	control	experi- mental	control	experi- mental	control	experi- mental	control	experi- mental
Principals	5	6	7	20	4	14	4	5
Teachers	6	10	7	10	7	21	6	15
Students	5	11	6	6	10	19	5	20
Parents	4	10	5	6	7	13	7	12

Table 3: The number and structure of participants in focus groups

Findings

CROATIA

Primary schools

Questionnaire

In Table 4, a summary of the impact study results can be seen. The program had a positive effect on including more teachers in the decision-making process and increased the number of different methods of data gathering as reported by principals where experimental schools detected a (greater) increase compared to control schools. We could conclude that the principals gained an awareness of the importance of shared decision-making and knowledge of different methods of data gathering and how to use them.

Some unexpected results were also detected. In the teachers' sample, a decrease in active participation of community stakeholders in school life and involvement of students in the decision-making process for experimental schools was detected compared to the control schools. Similarly, in the experimental student sample, a decrease was detected in the area of the promotion of democratic values in schools and in the welcoming atmosphere in schools as compared to the control sample.

Table 4: Summary of the findings for the experimental groups in all samples (Croatia– primary schools)

Areas of the inclusive school culture	Theme	Principals	Teachers	Students
Democratic school governance	Promotion of democratic values in schools	X	X	↓
Cooperation with stakeholders	Active participation of community stakeholders in school life	x	↓	
	Involvement of school staff in the decision-making process	↑	x	
	Involvement of students in the decision-making process	x	↓	x
Inclusive school policies	Welcoming atmosphere in the school	x	x	↓
Awareness of school challenges	Data gathering	↑	x	

Notes: P = principals; T = teachers; S = students; X = no interaction; ↑ = increase in EG (more than CG/CG a decrease); ↓ = decrease in EG (less than CG); ↓ = decrease in EG (more than CG/CG an increase); ↑ = increase in EG (less than CG); a = no scale in the sample.

Focus groups analysis

It could be deduced from the Croatian primary school principals' answers that the HEAD program had an impact on them, their work, and school on four levels:

1. The personal level: Principals reported that besides the change in their perception of other stakeholders in schools, their values and beliefs about their work also changed. They understand that as principals they are seen as role models for teachers.
2. The teacher level: Principals started to see teachers as their partners in creating, changing and developing school culture.
3. The parent level: Principals changed their view of parents and saw them as an important part of the educational process. Principals recognized the importance of including parents in school life.
4. The student level: Principals stated that the students have a greater influence in school decisions after the implementation of the program. Moreover, principals stated that they developed an awareness to identify children in need of support and the awareness of talking about students' success, not only their difficulties and problems. Principals saw the HEAD program as some kind of starting point to detect the issues at school and to develop a strategy for how to tackle them.

Questionnaire

In Table 5, a summary of the impact study results can be seen. There were some unexpected results for principals in the area of the involvement of school staff in the decision-making process and in the involvement of students in the decision-making where a (greater) decrease was detected in experimental schools compared to control schools.

On the other hand, there were also some expected results detected in the teacher sample, where an increase in democratic processes to define school policies and rules and involvement of school staff in the decision-making process was detected compared to control schools. There were no statistically significant changes in the student sample detected.

This result can also be contributed to by the principals' raised awareness of the shared decision-making process, especially when considering the results from the teacher sample where an increase in the number of teachers from experimental schools included in the decision-making process compared to the number of teachers from control schools was detected.

Table 5: Summary of the findings for the experimental groups in all samples (Croatia– secondary schools)

Areas of the inclusive school culture	Theme	Principals	Teachers	Students
Democratic school governance	Democratic processes to define school policies and rules	X	↓	
Cooperation with stakeholders	Active participation of parents	X ↓	X ↑	X
	Involvement of school staff in the decision-making process	↓	↑	
	Involvement of students in the decision-making process	↓	X	X

Notes: P = principals; T = teachers; S = students; X = no interaction; ↑ = increase in EG (more than CG/CG a decrease); ↓ = decrease in EG (less than CG); ↓ = decrease in EG (more than CG/CG an increase); ↑ = increase in EG (less than CG); a a = no scale in the sample.

Focus groups analysis

Principals from Croatian secondary schools mostly emphasized the development of the school development plan, which was one of the main outcomes of the training. They claim that they put a lot of emphasis on inclusion in the plan, which was noticed by both parents and students.

Croatian secondary school principals' answers on the impact of the HEAD program on them, their work and school are divided into four levels:

1.The personal level: Principals reported that their participation in the HEAD program enhanced their motivation to change the school culture and boosted their self-confidence that they are able to do that. Moreover, their attitudes and behaviors towards teachers, students and parents changed. Specifically, they reported a change in their communication with teachers, which became clearer and calmer. They also claimed that they gained a greater awareness of inclusion at their school and the issues related to it. Additionally, they now understand the role of the principal as a role model for teachers.

2.The teacher level: Principals stated that they were able to include more teachers in the decision-making process and that they succeeded in involving non-motivated teachers in different project work where they collaborate with other teachers.

3.The parent level: Principals implemented more cooperation with parents, even though this was difficult since the parents either did not have time or were unwilling to cooperate with the school.

4.The student level: There were two different types of answers at this level. In the first group, principals stated that they did not have time to cooperate with students directly, but that they did enhance their cooperation with the Student Council. In the other group, principals stated that they implemented different strategies about how to cooperate with students, using different tools and channels (e.g. the Voice of the Students channel, coffee with the principal, etc.).

REPUBLIC OF NORTH MACEDONIA

Primary schools

Questionnaire

In Table 6, a summary of the impact study results can be seen. As can be seen, there are a number of expected results for principals in the areas of democratic processes to define school policies and rules, the involvement of school staff in the decision-making process, the welcoming atmosphere in the school and responsiveness to diversity where experimental schools detected a (greater) decrease compared to the control schools.

Moreover, there were also some expected results detected in the teacher sample in the areas of democratic processes to define school policies and rules, the active participation of parents and the active participation of community stakeholders in school life, where a (greater) increase was detected compared to the control schools.

Table 6: Summary of the findings for the experimental groups in all samples (North Macedonia – primary schools)

Areas of the inclusive school culture	Theme	Principals	Teachers	Students
Democratic school governance	Democratic processes to define school policies and rules	↓	↑	
	Active participation of parents	x	↓	↑
Cooperation with stakeholders	Active participation of community stakeholders in school life	x	↓	
	Involvement of school staff in the decision-making process	↑	x	
	Involvement of students in the decision-making process	x	x	↓
	Support initiatives for all learners	x	x	↓
Inclusive school policies	Welcoming atmosphere in the school	↑	x	x
	Responsiveness to diversity	↑	x	↓

Notes: P = principals; T = teachers; S = students; X = no interaction; ↑ = increase in EG (more than CG/CG a decrease); ↓ = decrease in EG (less than CG); ↓ = decrease in EG (more than CG/CG an increase); ↑ = increase in EG (less than CG); a = no scale in the sample.

Similarly, also expected results were also detected in the student sample in the areas of the active participation of parents, the involvement of students in the decision-making process, the support initiatives for all learners, and the responsiveness to diversity. Likewise, with these scales, a (greater) increase was detected in the students from the experimental schools compared to the students from the control schools. No unexpected results were detected.

These positive effects of the HEAD program were supported by different factors, one of them being policy change. A new Primary Education Law was implemented in 2019, which puts a great emphasis on inclusion and inclusive culture. It imposes the closure of the so-called "special schools" from 2023 and the transformation of these institutions into centers providing support for the regular schools in this field. Additionally, the law implements the obligation of an Inclusive Team for every child in schools. In accordance with the newly proposed law an Inclusive Education Concept (2021) framework for inclusive education was also developed, which sets out the definition of inclusive education, its vision and strategies to develop inclusive education and culture in schools.

Other factors that supported the positive effects of the HEAD program were also the previous experience of the trainees, ongoing projects of inclusion in the schools, and action-based and practice-oriented methods of learning.

Focus groups analysis

Macedonian primary school principals' answers about the impact of the HEAD program on them, their work and their school are divided into four levels:

- 1.The personal level: The principals reported that they acquired the necessary competencies and began to deal with challenges in the field of inclusive culture more systematically and successfully. Additionally, the principals claim to have gained self-confidence and motivation to change the school and changes in teacher behavior have been identified.
- 2.The teacher level: The principals participating in the HEAD training transferred what they learned to their teaching staff. Through the principals' support, the teachers' self-confidence has increased and their approaches to diversity have also evolved. Some of the schools conducted research to determine the educational needs of teachers. As a result of that activity, they organized school-based capacity building for teachers on the topics of working with students and cooperating with parents.
- 3.The parent level: The HEAD program helped to involve parents in various activities related to an inclusive culture, however, it was noted that such activities mainly involved parents with higher education levels or those parents of high-achieving students. Principals reported serious problems with motivating parents from rural areas and those parents who were not interested in actively participating in the school.
- 4.The student level: Regarding the involvement of students in school life, it was emphasized that in addition to the formal bodies in which students participate, other forms are used for their active involvement, such as the involvement of students in the implementation of project activities at school.

REPUBLIC OF NORTH MACEDONIA

Secondary schools

Questionnaire

In Table 7, a summary of the impact study results can be seen. As can be seen, there is one unexpected result for principals in the areas of support measures for teachers, where a (greater) decrease was detected in the experimental schools compared to the control schools.

On the other hand, there were also some expected results detected in the teacher sample in the areas of democratic processes to define school policies and rules and a welcoming atmosphere in the school, where a (greater) increase was detected compared to the control schools.

Similarly, the expected results were also detected in the student sample in the areas of support initiatives for all learners and a welcoming atmosphere in the school, where a (greater) increase was detected in the students from the experimental schools compared to the students from the control schools.

One of the explanations for the result could also be that the school was already included in the HEAD project where great emphasis was placed on the inclusion and understanding of multicultural environments and a lot of knowledge transfer from principals to teachers was reported. Additionally, due to the COVID-19 pandemic lockdown professional development for teachers was infrequent.

Table 7: Summary of the findings for the experimental groups in all samples (North Macedonia – primary schools)

Areas of the inclusive school culture	Theme	Principals	Teachers	Students
Democratic school governance	Promotion of democratic values in schools	x	x	x
	Democratic processes to define school policies and rules	x	↓	
Cooperation with stakeholders	Active participation of parents	x	x	x
Inclusive school policies	Support measures for teachers	↓	x	
	Support initiatives for all learners	x	x	↓
	Welcoming atmosphere in the school	x	↓	↓

Notes: P = principals; T = teachers; S = students; X = no interaction; ↑ = increase in EG (more than CG/CG a decrease); ↓ = decrease in EG (less than CG); ↓ = decrease in EG (more than CG/CG an increase); ↑ = increase in EG (less than CG); a = no scale in the sample.

Focus groups analysis

Macedonian secondary school principals' answers to the impact of the HEAD program on them, their work and their school are divided into four levels:

1. The personal level: Some of the principals mentioned that the knowledge they gained from the involvement in the HEAD program gave them a more in-depth understanding of the knowledge they already had. With their participation in the program, the principals claim to be more confident and have the knowledge to guide the school staff and teachers with practical directions and tools. Additionally, they developed a network and cooperation with other principals included in the program. The principals mentioned that the most important advantage of participating in the program was the exchange of experiences and good practices.

2. The teacher level: Principals reported that during their inclusion in the HEAD program they worked a lot with the teachers who did not have the knowledge about inclusion or did not want to change their approach towards accepting more inclusive practices regarding students with special needs.

3. The parent level: Most of the principals reported that they have problems including the parents in school life because they lack interest.

4. The student level: Most of the principals have tried to engage the students in school life through the student councils. Principals mostly reported that they implemented the newly gained knowledge in their schools by changing school policies (changing the school programs with annexes, creating school development plans, annual plans, etc.). Additionally, they also reported that they were trying for the newly included policies to be easily implemented in practice.

As one of the most important and useful tools to implement inclusion in school the principals highlighted self-evaluation. The principals saw a huge benefit in conducting self-evaluation (and the Index of Inclusion) since they regarded it as a practical tool to detect and evaluate the issues in their schools.

Conclusions

The report analyses the impact of the implementation of the curriculum for creating inclusive school culture in primary and secondary schools which was piloted in Croatia and the Republic of North Macedonia show that the programme is effective, especially for primary school principals, where statistically significant increase in several covered themes could be detected.

POSSIBLE EXPLANATIONS

Different levels of policy support

- The principals in Croatia claimed that they do not have support from the policy level in the field of implementing inclusive practices in the educational process. On the other hand, in Macedonia, a policy change was implemented in primary education during the duration of the HEAD project, where a lot of focus was put on inclusion. Additionally in North Macedonia, the school principals are licensed and have an obligatory program that they must attend, which is not the case in Croatia.

Participants' previous experience with professional development regarding inclusion and diversity

- There was a difference in the invitation procedure between countries. In Croatia, both implementing partners selected schools through an open call, whereas in Macedonia both partners invited schools to participate through a restricted call, where they only targeted the schools they were familiar with and already worked with.
- In North Macedonia primary schools were included in other activities in the field of creating an inclusive educational environment.

The difference between primary and secondary schools

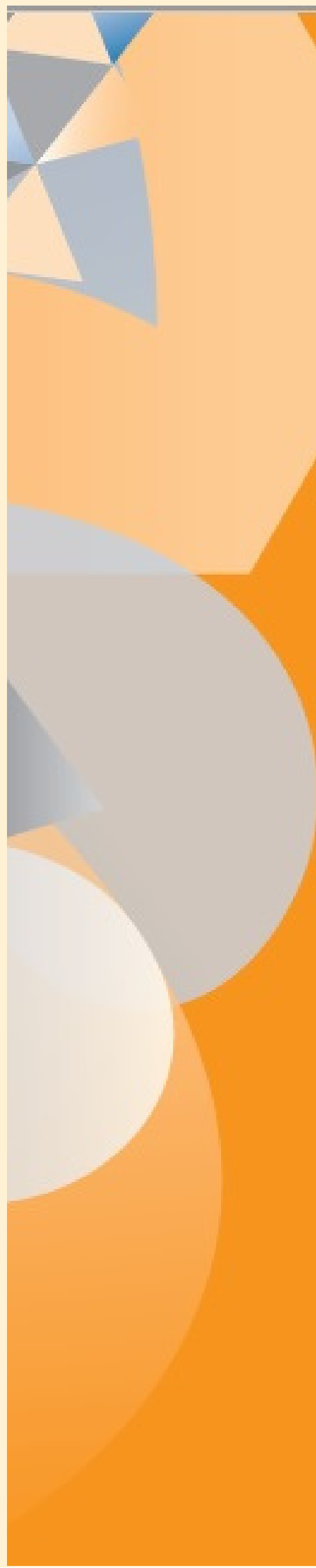
- Secondary school principals came from schools with different types of secondary schools (e.g. comprehensive, 4-year technical or vocational, 3-year vocational), which requires a more individual approach to the participants of the professional development program compared to the primary schools that are more unified.
- The focus group analysis showed that the secondary principals were more focused on the development of inclusive school policies (school development plans, annual plans, etc.), whereas primary school principals were more focused on how to transfer inclusive school policies into practice (e.g. formation of action teams).
- Several researchers have suggested that the inclusion and implementation of inclusive policies within the secondary school context have proven to be more challenging than in the primary school contexts (DEST, 2002; Shaddock et al., 2007; Vinson, 2002).



Recommendations

for effective implementation of the program of professional development of school leaders for inclusive school culture

- **Make the program school sensitive** - The program should be adapted and acknowledge the various school contexts. Meaning, that leaders should have a clear goal of what is the issue in their school and what they want to change regarding the school climate.
- **Leaders should transfer the newly gained knowledge into practice during the training** - It is recommended that the program includes action research and hands-on training. It is also recommended that the program includes the development of the action plan as well as the implementation of the plan in practice.
- **Enable the monitoring of the inclusive school culture** - The program should introduce strategies for the assessment and monitoring of the level of inclusive school culture (e.g. the use of the Index of Inclusion in practice) on the principal/leadership/ teacher/students/parents level.
- **Focus on changing the school policies should be combined with the implementation of these policies into practice.**
- **The program should be continuous** - In order for the program to have a long-term effect it should be ongoing and the basic program should be implemented in modules over at least one school year. For more advanced schools/principals it is recommended that advanced and more in-depth modules are developed.
- **Be aware of the policy context** – support of the topics included in the program on the policy level enhances the effects of the program.



REFERENCES

Billot, J., Goddard, J. T., & Cranston, N. (2007). How principals manage ethnocultural diversity: Learnings from three countries. *Journal of the Commonwealth Council for Educational Administration & Management*, 35(2), 3–20.

DEST. (2002). *Senate inquiry into the education of students with disabilities*. Australian Government Printing Service.

Dyson, A., Farrell, P., Polat, F., Hutcheson, G., & Gallannaugh, F. (2004). *Inclusion and pupil achievement*. Research Report No. 578. Department for Education and Skills.

Foster, M. (1995). African American teachers and culturally relevant pedagogy. In J. A. Banks & C. A. McGee (Eds.), *Handbook of Research on Multicultural Education* (pp. 570–581). Macmillan.

Gollnick, D. M., & Chinn, P. C. (2002). *Multicultural education in a pluralistic society* (6th ed.). Merrill.

Keung, E. K., & Rockinson-Szapkiw, A. J. (2013). The relationship between transformational leadership and cultural intelligence: A study of international school leaders. *Journal of Educational Administration*, 51(6), 836–854.

NEPC. (2020, March 3). Professional development on inclusion for school leaders: A pilot project in Croatia and North Macedonia. <https://www.edupolicy.net/2019/09/19/professional-development-on-inclusion-for-school-leaders-a-pilot-project-in-croatia-and-north-macedonia/>

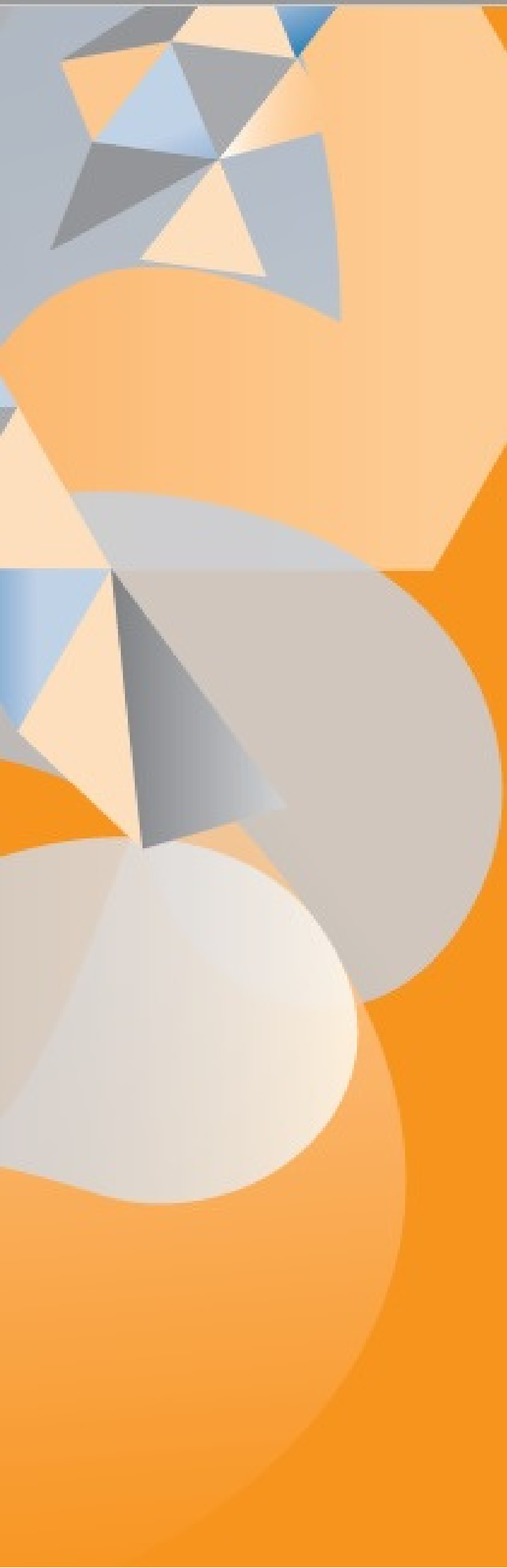
Roberson, L., Kulik, C. T., & Pepper, M. B. (2001). Designing effective diversity training: Influence of group composition and trainee experience. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 22(8), 871–885.

Shaddock, T., Smyth King, B., & Giorcelli, L. (2007). *Project to improve the learning outcomes of students with disabilities in the early, middle and post compulsory years of schooling: Research report and teacher resource*. University of Canberra-led Consortium – Project to Improve Learning Outcomes of Students with Disabilities in Mainstream Classes in the Early, Middle and Post Compulsory Years of Schooling.

https://webarchive.nla.gov.au/awa/20071019045532/http://pandora.nla.gov.au/pan/78123/20071019-322/www.dest.gov.au/sectors/school_education/publications_resources/profiles/report.pdf

Vinson, T. (2002). *Inquiry into the provision of public education in NSW*. NSW Teachers' Federation & Federation of P&C Associations of NSW.

http://www.nswtf.org.au/general/files/SECOND_REPORT.pdf



The overall aim of Empowering School Leaders for Developing Inclusive School Cultures – Curriculum Framework is to provide institutions and organisations that provide and are responsible for the continuous professional development (CPD) of school leadership with the tool that supports them in creating CPD programmes / modules / trainings for strengthening an inclusive school culture.

For more information and resources:
<https://head.edupolicy.net/>
