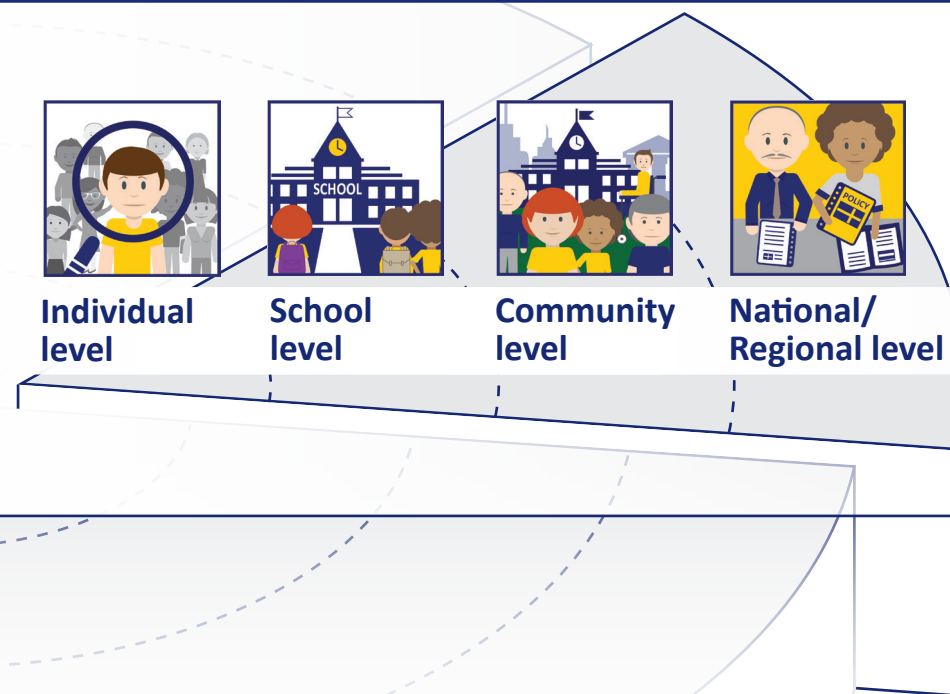# SUPPORTING INCLUSIVE SCHOOL LEADERSHIP

ROLES AND RESPONSIBILITIES OF INCLUSIVE SCHOOL LEADERS WITHIN THE ECOSYSTEM OF INCLUSIVE EDUCATION SYSTEMS

This infographic was developed as part of the **Supporting Inclusive School Leadership (SISL) project**. Adapted from the Agency's ecosystem model of inclusive education systems, it focuses on the four ecosystem levels and represents the elements of the model that are relevant for school leadership.

Within the SISL project, the model is used to consider the roles and responsibilities of school leaders that lie at the interface between education policies and their implementation in schools. It highlights the potential for school leaders to extend their sphere of influence well beyond their own school and to play a key role in supporting wider system transformation.

For more information, see the **SISL project synthesis report**.

Individual level

School level

Community level

National/ Regional level

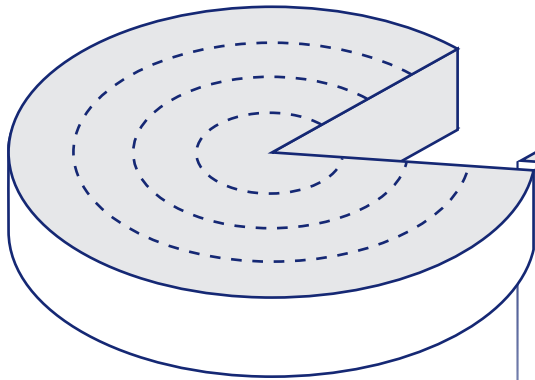EUROPEAN AGENCY
for Special Needs and Inclusive Education

Co-funded by the
Erasmus+ Programme
of the European Union

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Individual level

- Influence learner-centred practice/ listening to learners, personalisation (centre)

- Ensure that teachers take responsibility for all learners

- Support innovative and flexible evidence-based pedagogy/practice in classrooms

- Monitor classroom practice assuring high-quality education for all

- Develop a culture of collaboration – positive and trusting relationships

- Use data as a basis for teacher reflection and on-going improvement

School level

- Guide and influence school organisation and resources according to principles of equity

- Engage the learning community in self-review and reflect on data to inform on-going school improvement

- Provide professional development opportunities

- Ensure a continuum of support for all stakeholders

- Commit to the ethic of everybody

- Ensure curriculum and assessment are fit for purpose and meet the needs of all learners

- Actively engage all families

Community level

- Build partnerships with support agencies, other schools/institutions at other system levels, and businesses in the community

- Build school capacity for diversity through research engagement and collaborative professional development activities, e.g. with universities

- Manage human resources, securing commitment to the shared vision of inclusion

- Manage financial resources to meet the needs of the whole school community
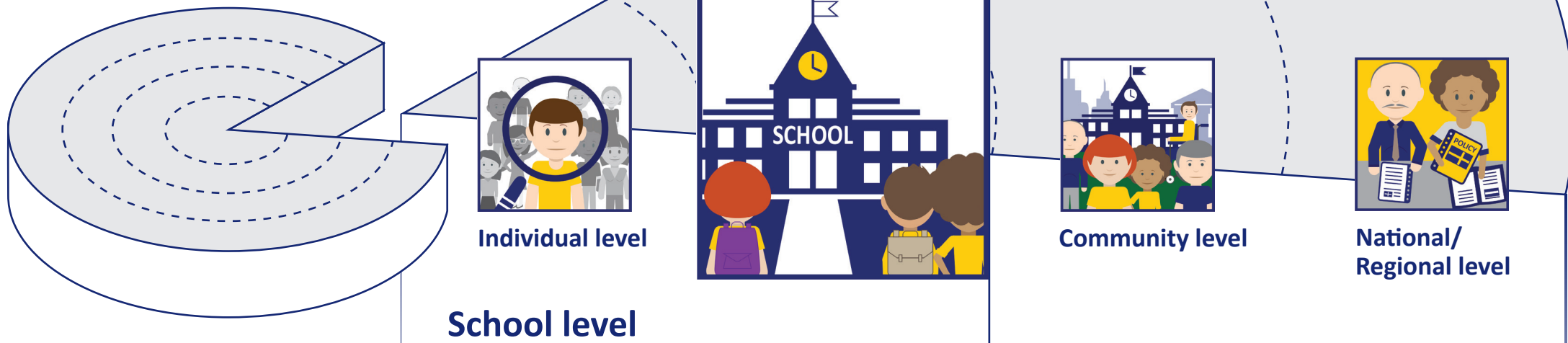
National/ Regional level

- Influence the development of national policy on equity and inclusive education through consultation and communication

- Translate and implement policies in ways appropriate to their school context and values and manage school-level change regarding curriculum and assessment frameworks, professional development, funding and resource allocation, and quality analysis and accountability

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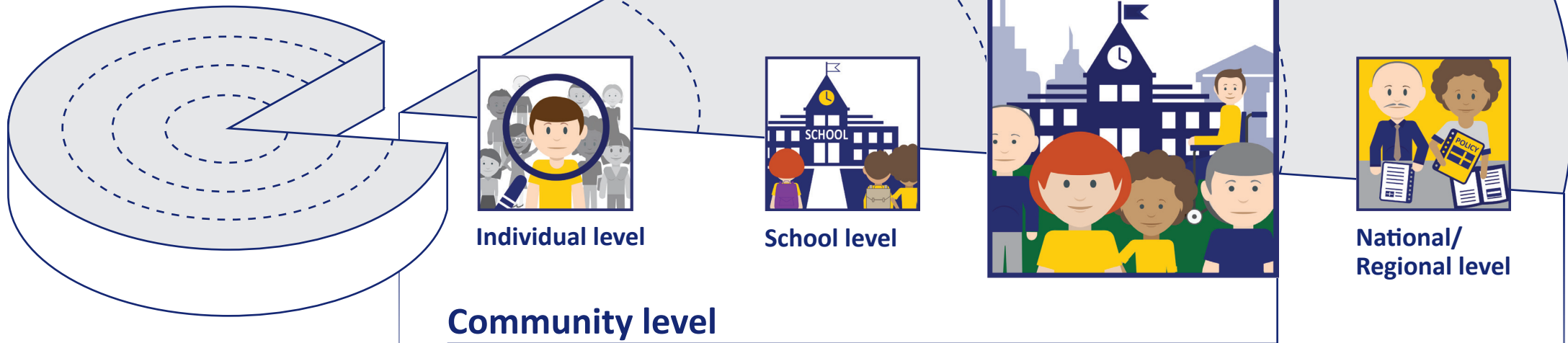- Use data as a basis for teacher reflection and on-going improvement

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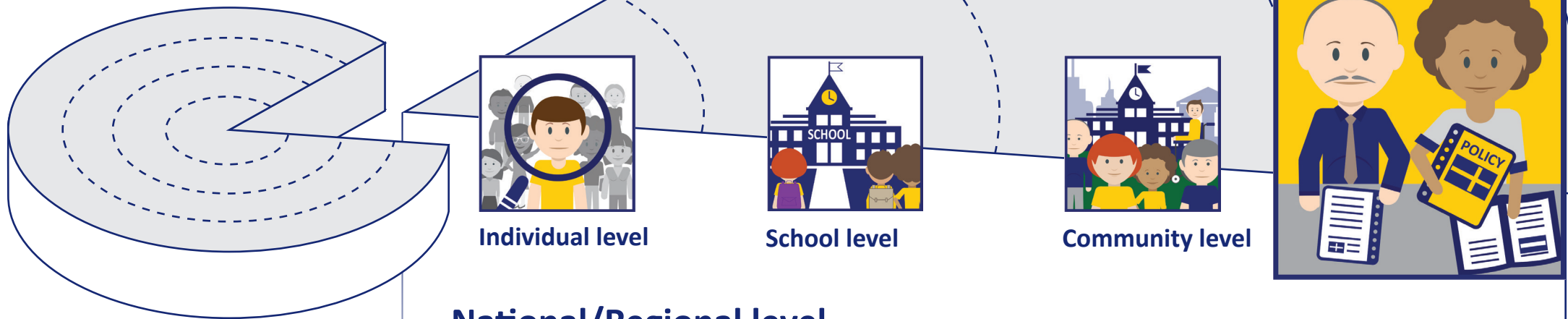
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