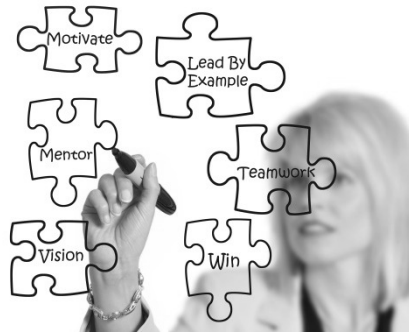


EDUCATIONAL LEADERSHIP ESSENTIAL TO CREATING AUTHENTIC INCLUSION



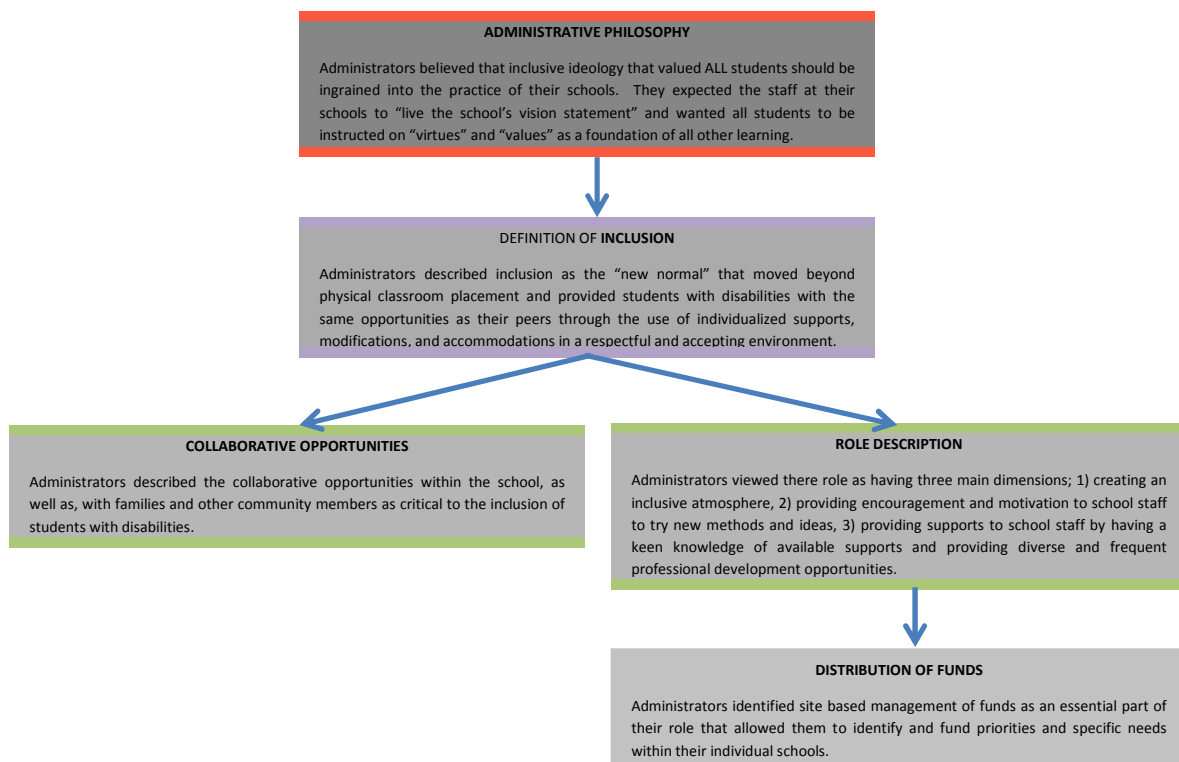
Pembina Hills Research Project



"I really believe that all kids can learn and can do well given supports and encouragement and knowing that they're valued individuals and a part of the bigger society which, in this case, would be the school or the classroom." (Pembina Hills School Principal)

Summary of Findings

Administrator survey results revealed that the administrators in the sample had more positive attitudes toward inclusion than any of the other stakeholder groups (i.e. teachers, program assistants, other school support staff, parents, peers, and the students themselves). Qualitative interviews demonstrated an overall administrative philosophy of meeting "all" students' needs regardless of ability or circumstances. In turn these philosophies underpinned the definitions of inclusion that embraced the concept of full acceptance and participation of all students in the regular classroom. This understanding of inclusion led to administrators defining their own roles in a way that was supportive of authentic inclusive education practices (including the concept of site based management of funds to meet students' needs) and embracing collaborative opportunities that were supportive of the idea of "full inclusion of ALL students".



Useful Resources

- Irvine A., Lupart, J.L., Loreman, T., & McGhie-Richmond, D. (2010). Educational leadership to create authentic inclusive schools: The experiences of principals in a Canadian rural school district, *Exceptionality Education International*, 20, 70-88.
- Crockett, J.B., Myers, S.T., Griffin, A., Hollandsworth, B. (2007). The unintended side effects of inclusion for students with learning disabilities: The perspectives of school administrators. *Learning Disabilities: A Multidisciplinary Journal*, 14, 155-166.
- Principals solve inclusion challenges - http://www.educationworld.com/a_admin/admin/admin340.shtml

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