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 lead to administratores 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


Special thanks to: