

LEARNING PROGRAMME

Inclusive School Leadership and Whole-School Approaches (Building Inclusive Cultures, Policies and Practices)

10-DAY COURSE

50 learning hours | Course programme

Inclusive School Leadership and Whole-School Approaches (Building Inclusive Cultures, Policies and Practices) – 10-Day Course

Introduction and Description

Inclusive education is increasingly recognised as a core quality dimension of effective and equitable schooling, requiring not only inclusive classroom practices but also coherent leadership, organisational structures, and shared institutional responsibility. This course addresses the pivotal role of school leaders, coordinators, and senior teachers in developing inclusive schools through strategic, systemic, and sustainable whole-school approaches. Rather than focusing solely on individual learners or isolated interventions, the programme emphasises inclusion as a collective, long-term process embedded in school culture, policies, leadership practices, and professional collaboration.

The course explores how inclusive values—such as equity, participation, belonging, and respect for diversity—can be translated into concrete leadership decisions and organisational practices. Participants examine how school vision, mission statements, and strategic priorities can be aligned with inclusive education goals, ensuring coherence across teaching and learning, wellbeing, assessment, and support systems. Particular attention is given to the role of leadership in shaping school culture, fostering trust, collaboration, and shared responsibility among staff, and addressing structural barriers that may marginalise learners with diverse educational, linguistic, cultural, or socio-economic backgrounds.

Grounded in European and international perspectives on inclusive education and school improvement, the course supports participants in critically reviewing existing school policies and practices through an inclusion lens. Topics include distributed leadership, teamwork, staff professional development, family and community engagement, and the coordination of internal and external support services. Participants also explore strategies for managing change, addressing resistance, and ensuring continuity and sustainability in inclusive school development.

Throughout the programme, participants engage in reflective and applied learning activities that connect theory, policy, and leadership practice. By the end of the course, participants are equipped to design and lead context-sensitive inclusive development strategies, contribute to whole-school planning processes, and support their school communities in building inclusive cultures that promote participation, wellbeing, and success for all learners.

Methodology and Assessment

The course adopts a learner-centred, participatory methodology that combines expert input, collaborative learning, reflective practice, and applied leadership tasks. Methods include interactive lectures, guided discussions, case study analysis, policy audits, teamwork simulations, and school-based reflection activities. Participants are encouraged to connect theoretical frameworks and European policy perspectives with their own professional contexts through structured reflection and peer exchange.

Assessment is formative and development-oriented, focusing on active participation, reflective contributions, and the production of a school-based inclusive action plan. Peer feedback, self-assessment tools, and facilitator guidance support participants in evaluating their learning progress and translating course outcomes into sustainable leadership practices within their schools.

Learning Objectives

1. Conceptual Understanding of Inclusive Leadership

Participants will:

- Develop a deep understanding of inclusive education as a whole-school and leadership responsibility.
- Analyse key concepts related to inclusive leadership, school culture, and organisational change.

2. Whole-School Approaches and Policy Alignment

Participants will:

- Examine how inclusive values can be embedded in school vision, policies, and strategic planning.
- Critically review school policies and procedures to identify strengths, gaps, and areas for improvement.

3. Leadership Practices and Teamwork

Participants will:

- Explore distributed leadership models and collaborative structures that support inclusion.
- Strengthen leadership skills for supporting teachers, facilitating teamwork, and fostering professional learning communities.

4. Stakeholder Engagement and Support Systems

Participants will:

- Develop strategies for engaging families, communities, and external stakeholders as partners in inclusion.
- Analyse the coordination of multidisciplinary support systems within inclusive schools.

5. Monitoring, Sustainability, and School Development

Participants will:

- Identify indicators and tools for monitoring inclusive school development.
- Design sustainable, context-sensitive action plans for long-term inclusive leadership and institutional growth.

Preparation

After registration participants will receive a pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record

of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6 months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Foundations of Inclusive School Leadership
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Introduction to inclusive leadership

11.15 - 11.30	Break
11.30 - 12.15	Inclusion as a whole-school responsibility
12.15 - 13.00	Leadership mindsets for inclusive change
Day 2	Building Inclusive School Cultures
09.00 - 09.45	Understanding school culture and climate
09.45 - 10.30	Creating a culture of belonging and respect
10.30 - 11.15	Leadership strategies for trust and collaboration
11.15 - 11.30	Break
11.30 - 12.15	Addressing bias, stereotypes, and exclusion
12.15 - 13.00	Case studies of inclusive school cultures
Day 3	Whole-School Approaches to Inclusion
09.00 - 09.45	What is a whole-school approach?
09.45 - 10.30	Aligning vision, mission, and inclusion goals
10.30 - 11.15	Coordinating inclusive practices across departments
11.15 - 11.30	Break
11.30 - 12.15	Inclusion across learning, wellbeing, and participation
12.15 - 13.00	Whole-school mapping activity
Day 4	Inclusive Policies and Strategic Planning
09.00 - 09.45	Reviewing school policies through an inclusion lens
09.45 - 10.30	Policy coherence and alignment
10.30 - 11.15	From policy to practice
11.15 - 11.30	Break
11.30 - 12.15	Strategic planning for inclusive development
12.15 - 13.00	Policy audit workshop
Day 5	Leading Teams for Inclusion
09.00 - 09.45	Distributed leadership and shared responsibility
09.45 - 10.30	Effective teamwork for inclusive education
10.30 - 11.15	Supporting teachers in inclusive practice

11.15 - 11.30	Break
11.30 - 12.15	Managing resistance and change fatigue
12.15 - 13.00	Team-based problem-solving scenarios
Day 6	Inclusive Learning Environments and Support Systems
09.00 - 09.45	Inclusive learning environments as leadership priority
09.45 - 10.30	Coordinating support systems
10.30 - 11.15	Multi-professional collaboration
11.15 - 11.30	Break
11.30 - 12.15	Leadership in crisis and complex cases
12.15 - 13.00	Reflection on support structures
Day 7	Family, Community, and Stakeholder Engagement
09.00 - 09.45	Families as partners in inclusion
09.45 - 10.30	Engaging diverse families
10.30 - 11.15	Community partnerships for inclusive education
11.15 - 11.30	Break
11.30 - 12.15	Leadership for participatory school communities
12.15 - 13.00	Stakeholder mapping activity
Day 8	Monitoring, Evaluation, and Inclusive Quality Assurance
09.00 - 09.45	Why monitor inclusion?
09.45 - 10.30	Indicators of inclusive school development
10.30 - 11.15	Using data responsibly and inclusively
11.15 - 11.30	Break
11.30 - 12.15	Reflective tools for leadership teams
12.15 - 13.00	Designing an inclusion monitoring framework
Day 9	Sustainable and Long-Term Inclusive Leadership
09.00 - 09.45	Sustainability in inclusive school development
09.45 - 10.30	Leadership transitions and continuity
10.30 - 11.15	Professional learning communities

11.15 - 11.30	Break
11.30 - 12.15	Leading innovation for inclusion
12.15 - 13.00	Drafting a long-term inclusion roadmap
Day 10	Individual support, presentations & Closing
09.00 - 09.45	Designing school-based inclusive action plans
09.45 - 10.30	Preparing the final presentations and individual support
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.