

LEARNING PROGRAMME

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

5-DAY COURSE

25 learning hours | Course programme

Inclusive School Leadership and Whole-School Approaches (Building Inclusive Cultures, Policies and Practices) – 5-Day Course

Introduction and Description

Inclusive education is increasingly understood as a systemic and leadership-driven process that extends beyond classroom-level practices to encompass school culture, organisational structures, policies, and long-term development strategies. This course is designed for school leaders, inclusion coordinators, and senior teachers who play a key role in shaping the conditions under which inclusive education can flourish. It focuses on inclusive school leadership as a strategic and ethical responsibility, highlighting the importance of whole-school approaches in promoting equity, participation, and wellbeing for all learners.

The programme examines how inclusive values can be embedded into the core dimensions of school life, including vision and mission statements, leadership practices, teamwork, policy frameworks, and professional collaboration. Participants explore the relationship between leadership, school culture, and inclusion, analysing how norms, expectations, and decision-making processes influence learners' experiences of belonging, engagement, and success. Particular emphasis is placed on distributed leadership models and collaborative structures that support shared responsibility for inclusion across teaching and support staff.

Drawing on European perspectives on inclusive education and school improvement, the course supports participants in critically reviewing existing school policies and organisational practices through an inclusion lens. Topics include strategic planning for inclusive development, coordination of internal and external support systems, engagement with families and communities, and leadership approaches to managing change and complexity. Participants are encouraged to reflect on how inclusion can be sustained over time, even in contexts characterised by limited resources, staff turnover, or competing institutional priorities.

Through reflective and applied learning activities, the course bridges theory, policy, and leadership practice. By the end of the programme, participants are equipped to contribute actively to inclusive school development processes, lead collaborative initiatives within their institutions, and design realistic, context-sensitive action plans that strengthen inclusive cultures, policies, and practices at whole-school level.

Methodology and Assessment

The course is based on a participatory, learner-centred methodology that integrates theoretical input, collaborative learning, and reflective leadership practice. Methods include interactive lectures, facilitated discussions, case study analysis, policy review workshops, teamwork simulations, and guided reflection activities. Participants are encouraged to relate course content to their own school contexts through structured reflection, peer exchange, and practical tasks.

Assessment is formative and developmental, focusing on active participation, reflective engagement, and the design of a school-based inclusive action plan. Self-assessment tools, peer feedback, and facilitator guidance support participants in evaluating their learning and transferring course outcomes into sustainable leadership practices within their institutions.

Learning Objectives

1. Inclusive Leadership and Whole-School Understanding

Participants will:

- Develop a comprehensive understanding of inclusive education as a leadership and organisational responsibility.
- Analyse the role of school leaders in shaping inclusive cultures, structures, and practices.

2. School Culture, Collaboration, and Distributed Leadership

Participants will:

- Examine how school culture, relationships, and communication influence inclusion.
- Strengthen leadership capacities for teamwork, shared responsibility, and professional collaboration.

3. Policy Alignment and Organisational Coherence

Participants will:

- Critically review school policies and procedures through an inclusion lens.
- Explore strategies for aligning vision, policy, and everyday practice to ensure coherence.

4. Strategic Planning, Monitoring, and Sustainability

Participants will:

- Identify tools and indicators for monitoring inclusive school development.
- Design sustainable strategies that support long-term inclusive change and leadership continuity.

5. Action Planning and Transfer to Practice

Participants will:

- Develop school-based inclusive action plans adapted to their institutional contexts.
- Reflect on personal leadership practice and professional growth in relation to inclusion.

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: 400 €

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	Inclusive School Culture and Collaboration
09.00 - 09.45	Understanding school culture and climate
09.45 - 10.30	Leading for belonging and wellbeing
10.30 - 11.15	Addressing bias and exclusion at school level
11.15 - 11.30	Break
11.30 - 12.15	Teamwork and distributed leadership
12.15 - 13.00	Case studies of inclusive school cultures
Day 3	Policies, Structures, and Support Systems
09.00 - 09.45	Reviewing school policies through an inclusion lens
09.45 - 10.30	Aligning vision, policy, and everyday practice
10.30 - 11.15	Coordinating inclusive support systems
11.15 - 11.30	Break
11.30 - 12.15	Leadership in complex and challenging situations
12.15 - 13.00	Policy audit workshop
Day 4	Strategic Planning, Monitoring, and Sustainability
09.00 - 09.45	Strategic planning for inclusive school development
09.45 - 10.30	Monitoring and evaluating inclusion
10.30 - 11.15	Quality assurance and reflective leadership tools
11.15 - 11.30	Break
11.30 - 12.15	Sustainability and continuity in inclusive leadership
12.15 - 13.00	Designing a school-based inclusion roadmap
Day 5	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.