Inclusive Leadership in Romanian Schools

Daniela Ionescu, Vrăsmaș Ecaterina

Inclusive Leadership in Romanian Schools

Daniela Ionescu [a*], Vrăsmaș Ecaterina [a]

[a] University of Bucharest, Faculty of Psychology and Education Sciences, Romania

Corresponding author: daniprofa@gmail.com

Abstract

Keywords:
inclusive education; qualitative education; management.

One of the 17 Sustainable Development Goals (SDGs), informally reunited under the name of Global Goals 2030, is Quality Education – Guaranteeing quality education and promoting lifelong learning opportunities for all. Our society has reached the stage where quality education is no longer a privilege of a few, but a fundamental right. Therefore, failure to achieve quality education is tantamount to not having had the opportunity to grow and develop as fully as in a free and just society, in an inclusive perspective. The objective of this study is to apply the tool "Inclusive leadership in schools" for the Romanian context. The methods used are the validity of the content by expert judgement; validity of construction through exploratory analysis and factorial confirmation; and reliability by Cronbach alpha coefficient and half-life method. The results show that both the school leadership and teacher version and the family version have optimal levels of validity and reliability for measuring inclusive leadership in Romanian schools. The results suggest that inclusive leadership is expected to work most closely through their influence on the development, improvement of the quality of teaching and learning, and on promoting an enabling school climate and culture with an emphasis on high opportunities and quality education.

Zusammenfasung

Schlüsselworte:
Integrationspädagogik;
qualitative Bildung;
Management.

Eines der 17 Ziele für nachhaltige Entwicklung (Sustainable Development Goals, SDGs), die informell unter dem Namen Global Goals 2030 zusammengefasst sind, lautet "Hochwertige Bildung – Gewährleistung hochwertiger Bildung und Förderung von Möglichkeiten des lebenslangen Lernens für alle". Unsere Gesellschaft ist an einem Punkt angelangt, an dem qualitativ hochwertige Bildung nicht mehr nur ein Privileg einiger weniger, sondern ein Grundrecht ist. Wenn es also nicht gelingt, eine qualitativ hochwertige Bildung zu erreichen, bedeutet das, dass man nicht die Möglichkeit hatte, so umfassend zu wachsen und sich zu entwickeln wie in einer freien und gerechten Gesellschaft, in einer integrativen Perspektive. Ziel dieser Studie ist es, das Instrument "Inklusive Führung in Schulen" auf den rumänischen Kontext anzuwenden. Die verwendeten Methoden sind die Gültigkeit des Inhalts durch Expertenurteil; Validität der Konstruktion durch explorative Analyse und faktorielle Bestätigung; und Zuverlässigkeit durch Cronbach-Alpha-Koeffizient und Halbwertszeit. Die Ergebnisse zeigen, dass sowohl die Schulleitungs- und Lehrerversion als auch die Familienversion ein optimales Maß an Validität und Reliabilität für die Messung inklusiver Führung in rumänischen Schulen aufweisen. Die Ergebnisse deuten darauf hin, dass von inklusiver Führung erwartet wird, dass sie durch ihren Einfluss am engsten auf die Entwicklung, die Verbesserung der Qualität des Lehrens und Lernens und auf die Förderung eines förderlichen Schulklimas und einer förderlichen Schulkultur mit Schwerpunkt auf hohen Chancen und hochwertiger Bildung wirkt.

1. Introduction

Inclusive management and leadership have and act a crucial action in developing a school that promotes diversity, equality, and equal opportunities for all students. In the specific community background of Romanian schools, inclusive leadership is becoming increasingly important, given the cultural, socio-economic, and skills diversity existing in the education system.

Inclusive management and leadership in schools refers to the ability of educational leaders to create an educational community where all students are accepted, valued, and supported in fulfilling their potential and perceive it. This approach encourages the acknowledgment of student diversity, the eradication of discrimination, and the guarantee of value education for every child, irrespective of their cultural background, learning capacity, social origin, or abilities.

In Romania, there is a growing emphasis on developing inclusive leadership in schools. Inclusive education has become a national priority, and authorities and education professionals recognize the importance of promoting a school culture in which all students feel welcome and involved.

There are numerous initiatives and projects carried out at national and local level that promote inclusive leadership in Romanian schools. These involve training teachers in inclusive education, implementing

policies and practices to guarantee entrée to and participation of all in education, and creating learning environments that meet students' diverse needs.

To bring about a substantial transformation in the Romanian education system, it is crucial for school leaders to embrace and advocate for an inclusive leadership and management approach. This involves developing communication and diversity management skills, cultivating a positive and equitable school climate, and involving the school community in the decision-making process.

In a postmodern society, school organizations must actively participate in shaping and attaining constructive educational objectives, with educational leadership being evident in adaptable, inclusive, and open environments, and more importantly, open to inclusion.

The school community that strives to provide optimal conditions so that every student can learn and progress to the best of their ability is – most likely – eager to become an inclusive school. In such a school, every student feels appreciated for who he is and for his potential; Such a school strives to provide the resources for all students, and each individual student, to achieve their maximum capabilities. The core purpose of an inclusive school is to promote inclusion and equality within the realm of education, addressing and combating exclusion and social disparities stemming from biases and responses to diversity in areas such as race, socioeconomic status, culture, religious conviction, gender, and learning capacity. An inclusive school is founded on the confidence that education is an essential right and the cornerstone of a just society. That is why inclusive schools must be truly for everyone: they are called to face all kinds of types of bias, disparities, inequalities, exclusion, and marginalization not just with regard to entry and involvement but also concerning educational achievements. In this sense, inclusive school is a permanent challenge, a process of continuous improvement in order to meet each student and support him more and more effectively in the learning process. There is no single model of inclusive schooling, but inclusive schools are characterized by being open and welcoming to all pupils – including those with diverse disabilities or difficulties – and adopting a range of strategies characteristic of the most effective schools to ensure their progress.

2. Theoretical foundation

According to UNESCO (2016) the essential defining characteristics of an inclusive school are the following:

a. Every person feels welcome.

b. Each student is considered to have equal value.

c. There are high expectations from every student.

d. School staff and students respect each other.

e. A functional partnership exists between the school management, teachers and students' families.

f. The school must be open to all students.

g. The school's leadership team supports teachers to ensure that every student participates and learns.

h. The school monitors the attendance, participation, and results of each student.

In Europe, we can cite some important studies of inclusion.

Inclusive education is defined as a process that seeks to ensure the right to education for everyone (Ainscow, 2020), irrespective of individual differences (Kecskemeti, 2020) arising from disability, psychophysical conditions, socio-economic status, or cultural disadvantages. At the center of this educational concept lies an inclusive approach that extends beyond the boundaries of the school and reaches into the broader social context, with the goal of fostering equal personal and societal development (Barton, 1997) considers inclusive education as:

A complex paradigm that encompasses human rights, social circumstances, and interactions. The intentions and values underlying this approach are essential components of a vision for the entire society, within which education plays a fundamental role. Consequently, the role of education in shaping an inclusive society is a matter of great significance (Crisol-Moya, Romero-López, Burgos García, & Sánchez-Hernández, 2022).

Hence the importance of developing interventions targeting both individuals and the collective group in which he develops in school and in parallel with the social context to which he belongs. Therefore, moreover, in alignment with the acknowledgment of each individual's right to access education to learn, the school must be able to provide functional training opportunities for the development of basic skills for all students (Boyle, Anderson, & Allen, 2020). Through that, the inclusion process facilitates making it

possible for them once they can become resources for the whole community.

Educational inclusion, as a prerequisite and tool for building social inclusion, is a fundamental right. As Avramidis and Norwich (2002) stated, inclusive education "it covers all children, who must be considered and included as members of a community, and specifically indicates the process of adaptation and assimilation to enable the participation of every child, regardless of ability" (2002, p. 131).

The idea of inclusion involves those processes that lead to increased student participation and reduced exclusion from the common curriculum, culture, and community. It is about students achieving social inclusion through their own personal and social well-being. In this sense, inclusion must be defined around three variables: "presence, learning, and participation" (Ainscow, 2020, p. 10). Although it should also be added to the community, because "Inclusive Education aims to increase the participation of all students in the school curriculum and reduce school and social exclusion" (2020, p. 9). It aims not only to generate access for students with special abilities to common schools but also to remove or reduce barriers that define the learning process and involvement of all students (Booth & Ainscow, 2002).

To understand inclusion, it is necessary to look at it as a "set of techniques designed to remove or reduce barriers that define the learning and collaboration of all students" (Booth & Ainscow, 2002, p. 9).

From the comparison between traditional school and inclusive school described by Carrington and Elkins (2002), it follows that inclusive school is the answer to traditional education that is limited to focusing its action on the curriculum.

In this sense, inclusion is a different way of understanding education that involves thinking of a new philosophy, with new ways of analyzing school life, working, and living together, that is, it requires a "set of school, social and community actions that remove barriers that prevent student participation in learning, to accept and value individual differences" (Vrăsmaş & Vrăsmaş, 2021, p. 397).

This implies that inclusive education needs the agreement and contribution of all community members: families, teachers, students, educational institutions, and society itself (Ainscow, Booth, & Dyson, 2006). In short, inclusive education envisages the development of an inclusive society (Slee & Allan, 2001).

Evaluation of Inclusive Education

Different studies have tried to evaluate inclusive education, being the evaluation of its effect is one of the ways that allow its measurement. Thus, one of the extensively studied outcomes in the literature pertains to the academic achievements and social interactions of students with disabilities (Garrote, 2020).

In a study, Professor Florian (2010, p. 70) concluded that "separating schoolchildren in certain classrooms is detrimental to their learning and social inclusion". Other studies comparing students with disabilities who attend certain classrooms with those who do so in regular ones confirm that peer interaction is more positive in an inclusive environment than when NEAE students are not included in Lipsky and Gartner (1998).

A study with primary school children enrolled in both regular and special classrooms showed that cognitive development in language and mathematics is greater when students with NEAE (National Assessment of Educational Progress) attend regular classrooms (Peetsma, Vergeer, & Karsten, 2001).

The National Longitudinal Transition Study-2 report (Wagner, Newman, Cameto, & Levine, 2006) examining the outcomes of more than 10,000 students with different NEAEs found that attending a regular class correlated with:

(a) reduced instances of school absenteeism;

(b) better post-secondary outcomes in employment and self-employment; and

(c) fewer references to negative behaviors, because the effect generated by promoting inclusive education in students who partner with an NEAE student is more open to diversity. To these benefits generated by inclusive education for students without NEAE, we must add improved school climate, greater sensitivity to help others, and increased sociability. In addition, there is evidence that inclusion influences student outcomes and that students without NEAE Gain advantages from engagement and interactions with students having additional educational needs (NEAE) in inclusive backgrounds. Ultimately, the participation of NEAE students in standard courses creates fresh learning prospects for non-NEAE students.

Moreover, these mutual benefits have been confirmed through studies on peer meditation. Thus, a study using 2 colleagues in a supportive role for students with severe NEAE shows an increase in social interaction during the time these students

participate in joint activities with general studies (Carter et al., 2005). Research on the use of peer-assisted learning plans as a process of improving academic results for students with disabilities has shown an improvement in reading outcomes, even in those with disabilities high incidence (Education, 2006).

But inclusive education not only has effects on students, but also on teachers, and clearly is the result of the correct application of inclusive practices on their part. In a complex study, Professor Fisher (2003) investigates the importance of competencies that teachers from special schools require in inclusive schools, as well as the knowledge and skills they need in the context of exclusion. These are collaborations, curricular accommodations, personal support, the use of technology, and positive behavioral support. In addition, teachers' positive attitude toward inclusive education is essential in the complex development of inclusive education (Nilholm, 2020).

Teachers have a more encouraging attitude on the way to inclusion than those with less experience. In particular, those who work with children of different ethnicities are more open to inclusion (Unianu, 2012).

An intervention program to expand the performance and social contribution of students with and without NEAE, developed by a collaborative team of regular schools and teachers from special education through the application of specific teaching methods and techniques, demonstrated growth in theoretical and practical competencies, participation in activities, inside the classroom or outside and connections with peers (Hunt, Doering, Maier, & Goetz, 2001; Hunt, Soto, & Doering, 2003).

And the third link in Inclusive Education is the family. More and more researchers (Boer, 2012) are focusing their attention on the attitude and perception of parents of children with and without difficulties regarding inclusive education and affirm that if parents have a good perception of inclusion, it will have a constructive outcome on their children and foster the achievement of an inclusive school.

In Romania, a situation of difficulty persists in achieving a truly inclusive school and social process. Various investigations have addressed this issue highlighting several motivations (Vrăşmaş & Vrăşmaş, 2021). In the article entitled "Inclusive Education in Romania (1995-2007)" the authors Ecaterina Vrăsmaş and Traian Vrăsmaş outline a brief overview of the steps of Inclusive Education in Romania during the mentioned period, a period that

was characterized by significant progress in the development of inclusive education in Romania, examining the policies, procedures, legislation, and practices adopted in this field and highlighting the transformations in the Romanian education system to guarantee active involvement and success of all students, including those with special educational needs.

More recent studies have highlighted how, although current Romanian regulations and national and international scientific research place joint programming as a key principle of the Romanian inclusion system, the lack of resources and training of school staff (Clipa, Mata, & Lazar, 2020), as well as the persistence of an individual approach to education alongside the social one, represent a limit in the effective practice of inclusion in Romania.

The role of the school board management in the development of inclusion of the Romanian school was also studied. The team conducted by Professor Vrăsmaş prepared the research in 2020 and was interested in the evolution of school leadership in Romania, stressing that it does not seem to focus only on the person of the principal. It also shows that contextual factors influence leadership and therefore there is a need to apply inclusive policies open to the environment.

Horga (2020) highlights how, in recent years, the transition from a self-referential system to the interinstitutional collaboration of the Romanian school system has allowed schools to dialogue with each other and with agents in the territory to provide an opportunity to improve the education system.

An important change of direction was made possible by Law 1/2011 (2011), which introduced the obligation for schools to implement self-assessment processes. The new management and leadership approach of school principals highlighted the central role of leadership sharing in school improvement, indicating a close relationship between leadership and changing practices and methods for teachers.

According to the study conducted by (Shatzer, Caldarella, Hallam, & Brown, 2014), certain principal behaviors have a significant impact on student results in learning. The study found that the next behaviors were connected with advanced stages of student success:

1. Monitor the progress: Principals who actively monitor and track student progress are more likely to identify areas where additional support or

interventions are needed, leading to improved student outcomes.

2. Protect instructional time: Principals play a crucial role in minimizing disruptions and ensuring that instructional time is maximized. By setting clear expectations and implementing strategies to limit interruptions, principals create an environment conducive to effective teaching and learning.

3. Provide incentives for learning: Principals who offer incentives for student engagement and achievement motivate students to strive for academic excellence. Recognizing and rewarding students' efforts can positively impact their motivation and overall performance.

4. Provide incentives for teachers: Principals who offer incentives and rewards for teachers foster a positive and supportive work environment. By recognizing and appreciating teachers' dedication and achievements, principals contribute to their professional growth and job satisfaction.

The research underscores the significance of principal behaviors such as observing and noting student advancement, safeguarding instructional time, offering motivators for learning, providing incentives for educators, and linking rewards to performance on student achievement.

3. Research methodology

In relation to the current situation of Romanian schools, this study has as its main objective to analyze the level of inclusion and inclusive leadership in educational centers of different contextualization of the Prahova County from the opinion of the members of the management and teaching team, as well as families. We adapt and translate into Romanian the LEI scale LEI-Q-IP created by the Team of Professor Maria Lopez (2022). This objective is specified in the following specific objectives:

▪ Regarding the current situation of Romanian schools, this study has as its main objective the analysis of the level of inclusion and inclusive leadership in schools of different contextualization of Prahova County (Romania) from the opinion of the members of the leadership and teaching team, as well as families. This objective is specified in the following specific objectives:

Analyzing inclusive indicators such as values, strategies, and practices developed in schools from the point of view of management team members, teachers, head teachers, and families.

▪ Identify barriers to learning and participation as perceived by management team members, school, and families.

▪ Verification of differences of opinions regarding the level of inclusion of the center according to the sociodemographic variables of the school professional: socio-educational area of the school, didactic stage in the work, socio-economic levels of the center, age group, initial training, type of teacher, years of practice as a member of school board, years of experience in teaching, educational center, and sex/gender.

▪ Comparison of differences of opinions regarding the level of inclusion of the center depending on the sociodemographic variables of families: socio-educational area, socio-educational level, educational stage achieved by the minor, age group, type of academic studies of the father, level of education of the mother, marital status of parents, educational institution and sex / sex.

▪ Determine the degree of implementation of actions that favor Inclusive Leadership from the opinion of management team members, teachers, and families.

▪ Recognize the deficits and strengths of inclusive manner of lead trained by administration teams from the perception of management team members, teachers, and families.

▪ Analyzing the performance of Inclusive Leadership according to the sociodemographic variables of the school professional: socio-educational area, educational stage in which he teaches, socio-economic level of centers, age group, training, years of experience as a member of the management team, type of teaching, years of teaching experience, educational center and gender / gender.

▪ Analyzing of the performance of Inclusive Leadership according to the sociodemographic variables of families: socio-educational area, socio-economic level, educational stage in which the minor participates, marital status of parents, training, age group, educational center, and sex/sex.

▪ The research was conducted in Prahova County (Romania), both rural and urban areas.

In order to know the population of the centers and teachers, we went to the data collected from the county school inspectorate. According to figures, there are 210 public schools with legal personality, with a total student body of 103,000 and a teaching team of 7200 professionals, 206 principals, and 107 deputy principals in Table 1.

Table 1. Teachers in Prahova County

Didactical personnel	number
teachers from Preprimary school	990
teachers from Primary school	1425
teachers from Secondary school	3251
Headteachers	309
Others	342

The questionnaire was conducted using Google Forms and was distributed to schools in Prahova County https://forms.gle/huYdM3Kq996xGYkU8.

4. Results

The results are organized as follows. Firstly, of all teachers are women, while 25.7% are men the number of female teachers is bigger than men (see Figure 1).

Figure 1. Sex of the participants
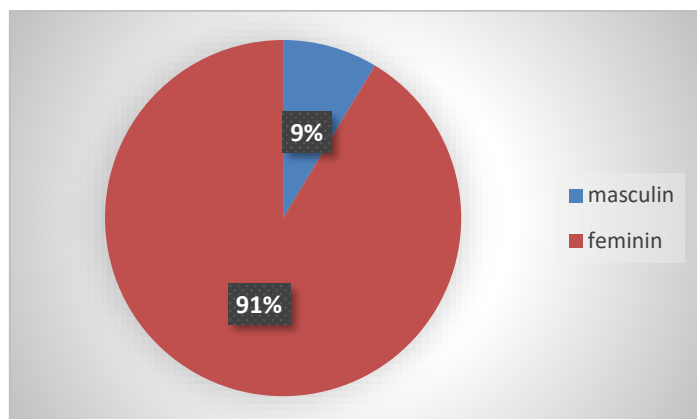
In Romania, the status of being a full-time employed teacher is crucial. However, for non-tenured teachers, there is typically a requirement to pass an exam each year to retain this status. The percentage of teachers is bigger for titular what is very important for an inclusive culture of the school community (see Figure 2).
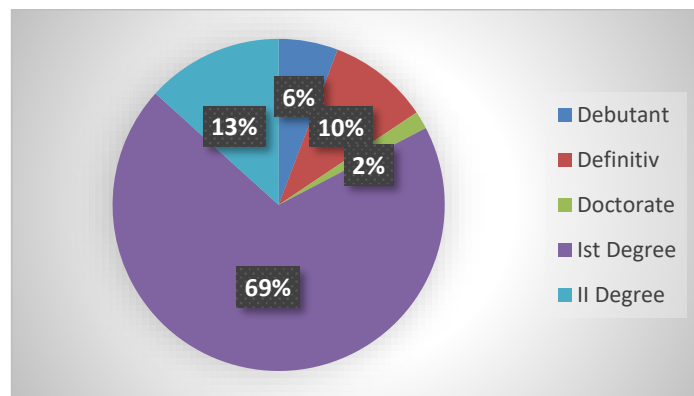
Figure 2. Status
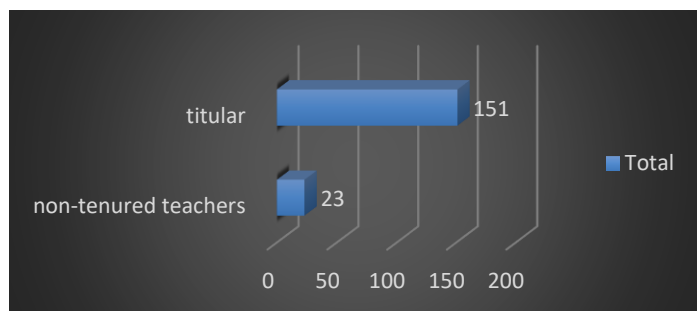
Romanian language teachers responded to this study, more than mathematics and humanities see Figure 3:
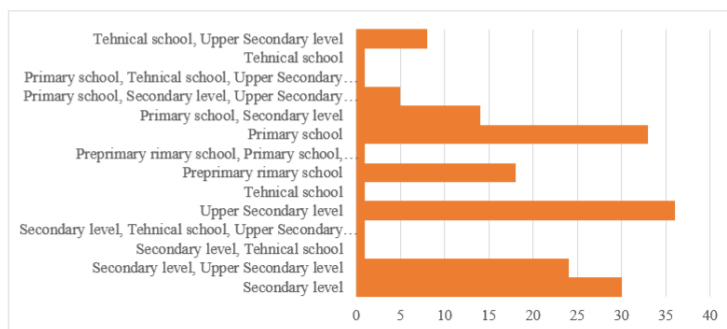
Figure 3. Discipline
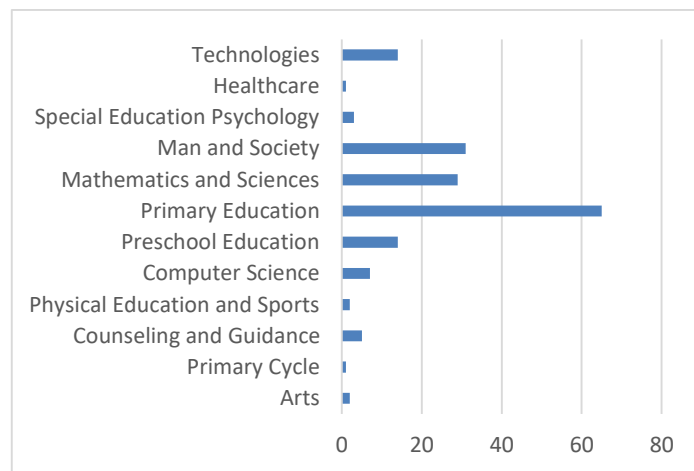
The predominant grade of teachers was first degree (Figure 4).
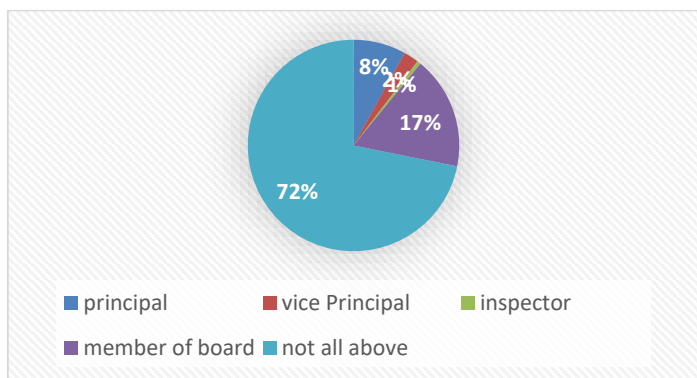
Figure 4. Teachers' degree

The teachers who responded are from the middle and high school levels (Figure 5).
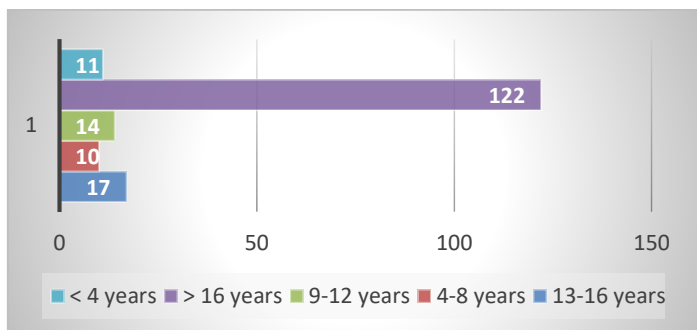
Figure 5. Teachers' degree

In the survey, only 71% are teachers (Figure 6); the rest hold a management position.
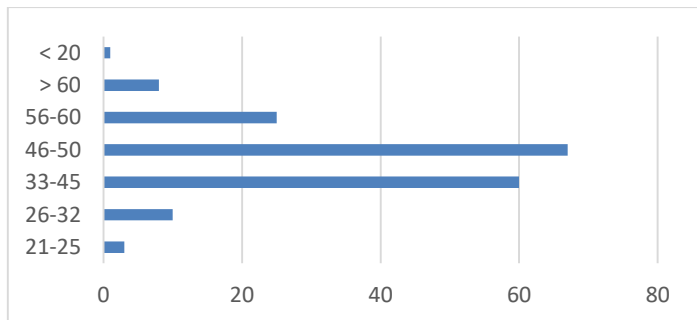
Figure 6. Teachers' degree

The participating teachers have more than 16 years of experience.
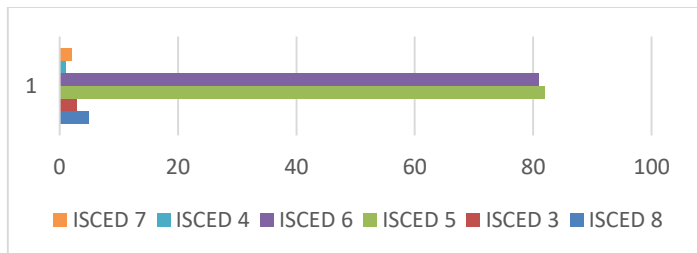
Figure 7. Teachers' degree

Teachers' participants age is between 45 and 60 years old (Figure 8).

Figure 8. Teachers' age

In this study, the vast majority of participating teachers have long-term university studies, while a smaller percentage have intermediate or postgraduate studies. (Figure 9.)

Figure 9. Teachers' studies

The results were analyzed, comparative by levels. According to the School as inclusive community dimension the *8. Proposes educational activities outside the school* (Moya, Molonia, & Cara, 2020) was 46% 3.

Table 2. Dimension I. School and inclusive community 4. Fully implemented. (1. Not yet implemented, 2. Partially implemented, 3. Substantially implemented, 4. Fully implemented (López-López, León-Guerrero, & Hinojosa-Pareja, 2022)

Dimension I. School and inclusive community	Scale				%
	1	2	3	4	
8. Extracurricular Initiatives				x	46,2
9. Diverse Family Representation			x		44,5
6. Community Engagement				x	42,8
7. Family Awareness			x		42,2
1. Community Engagement Initiatives			x		41,0
5. Inclusive Dialogues			x		41,0
2. Community Relations Plan			x		40,5
4. Inter-School Collaboration			x	x	39,9
10. Community Building Activities			x		38,7
11. Family Support Measures			x		36,4
12. Needs Assessment Procedure				x	33,5
3. Business Collaboration			x		32,4

Based on the provided data, the conclusions that can be drawn regarding the dimension "School and inclusive community" are as follows:

From these findings, it can be concluded that schools are actively engaging with the community to promote inclusion. They are organizing various activities, fostering collaboration, and sensitizing families and the wider community about the importance of inclusion (López-López, Romero-López, & Hinojosa-Pareja, 2022). However, there is still room for improvement in certain areas, such as establishing procedures to respond the undesirable influence of family situations on student success and strengthening collaboration with the occupational world (2020). These conclusions highlight the positive efforts made by schools but also indicate areas where further attention and development are needed.

Table 3. Dimension II. Teaching learning, development management process (López-López, León-Guerrero, & Hinojosa-Pareja, 2022)

Dimension II. Teaching learning, development management process Management staff …	1	2	3	4	%
27. Teacher Engagement with Student Diversity				x	51,4
36. Fosters Student Empathy and Solidarity				x	51,4
19. Facilitates Unified Teacher Vision				x	50,9
18. Promotes Community Engagement for Teachers				x	50,3
35. Advocates for Inclusive Content Representation				x	48,6
29. Raises Teacher Awareness of Discrimination Reporting				x	48,0
40. Boosts pupils' involvement in the assessment				x	48,0
15. Fosters Student Voice and Input				x	46,8
26. Facilitates Teacher Collaboration for Improvement				x	46,2
28. Encourages Staff Reflection on Equality Conditions				x	45,7
33. Advocates for Adaptable Curriculum for All Aspects				x	45,7
32. Promotes Coordinated Teaching Planning				x	45,1
37. Ensures Diverse Student Evaluation Methods				x	44,5
20. Conflict Resolution Protocols through Dialogue and Mediation				x	43,9
34. Evaluate Curricular Materials for Inclusion				x	43,4
38. Evaluate teaching Practices for Inclusivity				x	43,4
39. Coordinates Interdisciplinary Evaluation				x	42,8
23. Promotes Inclusive Decision-Making				x	42,2
24. Facilitates Welcoming Activities for Students and New Teachers				x	42,2
13. Involves Community in Management Task Evaluation			x		41,0
16. Fosters School Action-Research for Improvement			x		41,0
25. Cultivates Student Mutual Understanding Activities			x		41,0
14. Empowers Student Involvement in Conflict Resolution			x		40,5

Dimension II. Teaching learning, development management process Management staff …	1	2	3	4	%
22. Creates Anti-Discrimination Student Programs				x	39,9
30. Facilitates Staff Reflection on Teaching Impact			x		38,2
31. Promotes High Expectations for All Students			x		37,6
21. Imposes Sanctions for Exclusionary Symbols and Actions			x		37,0
17. Promotes Diversity Awareness Strategies for Teachers			x		32,9

5. Discussions

Constructed on the findings, it can be inferred that both teachers and school board, principals, and vice principals in the analyzed institutions are actively pursuing actions in support of inclusion in the educational process. These activities have been predominantly implemented in a substantial manner, indicating strong evidence of their practice within the school. However, there are still certain areas where improvements can be made. Notably, actions focused on managing didactical background and professional development have been realized to a superior extent compared to those aimed at fostering an inclusive school community, while the variance is not so significant compared with other studies (Fernández, León Guerrero, F. D., & Arrebola, 2022).

In terms of producing an inclusive school community of learning, some of the most frequently implemented actions revolve around encouraging the active involvement of the community of practice in educational processes and the overall school environment. Additionally, efforts have been made to foster collaboration and engagement with families, both within and outside the school, as part of educational initiatives.

6. Conclusions

The findings indicate that the management teams are actively working towards establishing a positive working environment by engaging in debates and reflective processes to address conflicts and discriminatory situations. In *Leadership for inclusive education*, Ruairc (2018) emphasizes the reputation of engaging educators and the academic community in thoughtful and introspective endeavors to confront individual prejudices nurture an all-encompassing educational environment, and foster an inclusive

system (Fernández, León Guerrero, F. D., & Arrebola, 2022). Similarly, Florian et al (2011) suggest providing training opportunities and promoting formal and informal communication to enhance efficient administration, equitable guidance, empathetic acumen, and fairness in society, and diversity management, thereby increasing the awareness and involvement of teachers and school leaders. Involving community members in revising institutional documents, programs, and development can also incentivize their participation.

However, our results indicate that the efforts made are a strong foundation in the schools. The school board actively encourages partnership in work and the involvement of relatives, parents, and tutors, in educational actions both inside and external the school environment. This aligns with the theoretical contributions emphasizing the significance of engaging with parents to foster inclusion (Osiname, 2018). The students' inclusion is also considered, with management teams facilitating actions that encourage each of them to voluntarily and willingly present their thoughts and needs concerning the didactic procedure, guidelines, and overall working of the whole school.

Despite the numerous actions taken by the managing members of the school to establish a diverse and welcoming communal environment, certain areas receive less attention. For example, encouraging ongoing collaboration with the professional sector to support the association between school and private sector, fostering collaboration with other institutes to inspire from and disseminate experiences, and organizing community-wide debates on exclusionary situations (such as racism, xenophobia, and sexism) are areas that require more focus. It is essential to foster joint ideas, tasks, celebrations, and training sessions involving various stakeholders to encourage a more comprehensive and inclusive.

Furthermore, there is still work to be done in promoting consciousness and contemplating instances of marginalization, racial bias, hostility towards foreigners, gender bias, and bias. Instituting guidelines and processes for resolving conflicts through constructive discussions and diplomatic mediation, as well as analyzing beliefs and attitudes that may hinder inclusive practices, are important steps (Osiname, 2018).

Another noteworthy conclusion from our study is the increasing importance of the pedagogical role of curricular coordination and school boards. This is evident in the highly implemented actions focused on

facilitating appropriate, harmonized strategizing, advancement, and evaluation of instructional and learning activities by educators within the educational institution. Precisely, initiatives that motivate educators to define standards and protocols. for student assessment, adopt flexible and revisable curricula, and address Student requirements encompassing academic, personal, and social aspects in a coordinated and interdisciplinary manner, have been substantially or fully implemented.

Lastly, we observed slight differences in the opinions regarding the execution of initiatives related to coordinating didactical flow and fostering the advancement of educators' professional growth. between teachers and the management teams themselves. Teachers tend to hold a more favorable opinion in this regard.

Authors note:

Daniela Ionescu Professor of Computer Science degree I at the National College "Queen Maria" Ploiești, with more than 10 years of experience in training, coordination, planning, and organization and over 20 years of experience at the department. PhD student at the University of Bucharest, Faculty of Psychology and Educational Sciences. The field of research is teacher training from an inclusive perspective.

Vrăsmaș Ecaterina, Ph.D., since 2005 has been a university professor at the University of Bucharest and, since 2009, he has been conducting doctorates. She specialized in early childhood education, parental education, and inclusive education. She has written several papers in reference fields and coordinated numerous projects in school integration and inclusion. In 2014, she received the Korczak Prize, awarded by civil society through FONPC for the best specialist in defending children's rights. Since 2017, he has been professor emeritus at the University of Bucharest.

References

Ainscow, M. (2020, January). Promoting inclusion and equity in education: lessons from international experiences. *Nordic Journal of Studies in Educational Policy, 6*, 7–16. doi:10.1080/20020317.2020.1729587

Ainscow, M., Booth, T., & Dyson, A. (2006, September). *Improving Schools, Developing Inclusion* (0 ed.). Routledge. doi:10.4324/9780203967157

Avramidis, E., & Norwich, B. (2002, June). Teachers' attitudes towards integration / inclusion: a review of the

literature. *European Journal of Special Needs Education, 17*, 129–147. doi:10.1080/08856250210129056

Barton, L. (1997, July). Inclusive education: romantic, subversive or realistic? *International Journal of Inclusive Education, 1*, 231–242. doi:10.1080/1360311970010301

Boer, A. A. (2012). *Inclusion: a question of attitudes?A study on those directly involved in the primary education of students with special educational needs and their social participation* . Groningen: Stichting Kinderstudies .

Booth, T., & Ainscow, M. (2002). *Index for inclusion: developing learning and participation in schools.* ERIC.

Boyle, C., Anderson, J., & Allen, K.-A. (2020). The Importance of Teacher Attitudes to Inclusive Education. În C. Boyle, J. Anderson, A. Page, & S. Mavropoulou, *Inclusive Education: Global Issues and Controversies* (pg. 127–146).

Carrington, S., & Elkins, J. (2002). Carrington, S., & Elkins, J. (2002). Comparison of a traditional and an inclusive secondary school culture. 6(1), 1-16. *The lnternational Journal of Inclusive Education, 6*(1), 1-16.

Clipa, O., Mata, L., & Lazar, I. (2020, March). Measuring In-Service Teachers' Attitudes Towards Inclusive Education. *International Journal of Disability, Development and Education, 67*, 135–150. doi:10.1080/1034912X.2019.1679723

Crisol-Moya, E., Romero-López, M., Burgos García, A., & Sánchez-Hernández, Y. (2022). Inclusive Leadership From the Family Perspective in Compulsory Education. *Journal of New Approaches in Educational Research, 11*(2), 226-245. doi:10.7821/naer.2022.7.937

Education, M. S. (2006). Indicators of Inclusive Schools. Retrieved from https://www.mcie.org/usermedia/application/8/quality_indicators_-_building-based_practices_2011.pdf

Fernández, B. B., León Guerrero, M. J.-M., F. D., A. T., & Arrebola, R. M. (2022). What do school management teams do to make their schools inclusive? *School Leadership & Management, 43*(1), 50–69. doi:10.1080/13632434.2022.2144201

Fisher, D., Frey, N., & Thousand, J. (2003). 8. Fisher, D., Frey, N., & Thousand, J. (2003). What do special educators need to know and be prepared to do for inclusive schooling to work? *Teacher Education and Special Education*, 42-50.

Florian, L. (2010). The concept of inclusive pedagogy. *Transforming the role of the SENCO, 5*, 61–72.

Florian, L., & Black-Hawkins, K. (2011, October). Exploring inclusive pedagogy. *British Educational Research Journal, 37*, 813–828. doi:10.1080/01411926.2010.501096

Garrote, A. (2020). Academic Achievement and Social Interactions: A Longitudinal Analysis of Peer Selection Processes in Inclusive Elementary Classrooms. *Special Educational Needs, 5*, 1-10. doi:10.3389/feduc.2020.00004

Horga, I. (2020). *Raport privind nevoile de formare ale cadrelor didactice din învăţământul primar şi gimnazial în domeniul abilitării curriculare.* Tech. rep. Retrieved from https://drive.google.com/file/d/1sPXb01XLe_kQDYhW 70pPa9j2uXl1Wcnz/view

Hunt, P., Doering, K. H.-h., Maier, J., & Goetz, L. (2001). Across-program collaboration to support students with and without disabilities in a general education classroom. *Journal of the Association for Persons with Severe Handicaps, 26*(4), 240- 256.

Hunt, P., Soto, G. M., & Doering, K. (2003). Collaborative teaming to support students at risk and students with severe disabilities in general education classrooms. Exceptional Children. *Exceptional Children, 69*(3), 315- 332.

Kecskemeti, M. (2020). Developing Inclusive Practices in the Classroom, Engaging All Students in Classroom Change. În L. Claiborne, & V. Balakrishnan, *Moving towards Inclusive Education: Diverse National Engagements with Paradoxes of Policy and Practice* (pg. 202–218).

Lipsky, D. K., & Gartner, A. (1998). Taking inclusion into the future . *Educational Leadership, 56*(2), 78-81.

López-López, M. C., León-Guerrero, M. J., & Hinojosa-Pareja, E. F. (2022, March). Construction and validation of Leading Inclusive Education in Compulsory Education Questionnaire (LIE-Q-Teaching Team). *International Journal of Inclusive Education*, 1–20. doi:10.1080/13603116.2022.2053215

López-López, M. C., Romero-López, M. A., & Hinojosa-Pareja, E. F. (2022). School Management Teams in the Face of Inclusion: Teachers' Perspectives. *Journal of Research on Leadership Education, 0*(0). doi:10.1177/19427751221138875

ME.(2011). https://edu.ro/sites/default/files/_fi%C8%99iere/Legislat ie/2021/LEN_2011_actualizata_2021.pdf. *National Education Law No. 1/2011, with subsequent amendments and additions*.

Moya, E. C., Molonia, T., & Cara, M. J. (2020). Inclusive Leadership and Education Quality: Adaptation and Validation of the Questionnaire "Inclusive Leadership in Schools" (LEI-Q) to the Italian Context. *Sustainable Development Goals (SDGs): The Challenges of the 2020-2030s for Quality Education, 12*(13), 5375. doi:10.3390/su12135375

Nilholm, C. (2020). Research about inclusive education in 2020 – How can we improve our theories in order to change practice? *European Journal of Special Needs Education, 36*(1), 1-13. doi:10.1080/08856257.2020.1754547

Osiname, A. T. (2018). Utilizing the Critical Inclusive Praxis: The voyage of five selected school principals in building inclusive school cultures. *Improving Schools, 21*(1), 63–83. doi:10.1177/1365480217717529

Peetsma, T., Vergeer, M. R., & Karsten, S. (2001). Inclusion in education: Comparing pupils' development in special and regular education. *Educational Review*, 126-135.

Ruairc, G. M. (2018). Leading Inclusive learning in Schools. În M. J. Sola, *Liderando investigacion y practicas inclusivas (pp. 33-42)* (pg. 33-42). Universidad de Granada.

Shatzer, R. H., Caldarella, P., Hallam, P. R., & Brown, B. L. (2014, July). Comparing the effects of instructional and transformational leadership on student achievement: Implications for practice. *Educational Management Administration & Leadership, 42*, 445–459. doi:10.1177/1741143213502192

Slee, R., & Allan, J. (2001). Excluding the included: A reconsideration of inclusive education. *International Studies in sociology of Education, 11*(2), 173-192.

UNESCO. (2016). *Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.* Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000245656.locale=en

Unianu, E. M. (2012). Teachers' attitudes towards inclusive education. . *Procedia-Social and Behavioral Sciences, 33*, 900-904.

Vrăşmaş, T., & Vrăşmaş, E. (2021). *Pe drumul spre educatia incluziva in Romania. Contributia Retelei RENINCO.* Editura Universitara. doi:10.5682/9786062813697

Wagner, M., Newman, L., Cameto, R., & Levine, P. (2006). *The Academic Achievement and Functional Performance of Youth with Disabilities. A Report from the National Longitudinal Transition Study-2 (NLTS2). NCSER 2006-3000.* New York: SRI International, Menlo Park, CA.; Institute of Education Sciences (ED), Washington, DC.