PEDAGOGICAL AND HISTORICAL APPROACH OF "DISABLED PEOPLE" DEFINITION

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Over the past century, societies have become more receptive to diversity and have begun to dispel their fears about people with disabilities [7, p. 70]. The changes that have taken place at the social and political levels have affected social perceptions of people with disabilities and their education. Until the 19th century, societal attitudes towards people with disabilities led to their marginalization and social exclusion. The view that people with disabilities must live in isolation, "out of sight", is stated in Plato's State [8, p. 21–24]. Such an attitude essentially questioned the social characteristics of people with disabilities and abolished their right to live as "political beings" [3, p. 79]. The attitude of oligarchic Sparta was even tougher as it led people with disabilities to the Ka'ida, and during the Middle Ages, thousands of people with physical or mental disabilities were even punished with death by fire [6, p. 21–24].

Until the mid-20th century, fear of the different, combined with the lack of care and education for people with disabilities, forced their incarceration and introduced a system of education for students with and without disabilities. Thus, by the middle of the 20th century, all students with disabilities were studying in special schools where they were trained separately from general education schools [2, p. 19]. In our time, although there is still a perception that people with disabilities are unable to educate and contribute to society, the opposite view, which supports the lifting of their social exclusion, tends to prevail. According to this, people with disabilities have the right but also the opportunity to live independently and equally productively with the 'healthy'. This view is based on respect for human rights and equal opportunities [8, p. 9].

Changing social perceptions and the development of a disability movement that claimed equal treatment also influenced the philosophy of educating people with disabilities. Thus, in the last decades of the 20th century, in many countries, the divisive system of education has begun to be challenged and the idea of integrating students with disabilities into mainstream schools has begun to be adopted. More recently, many countries have adopted the idea of inclusive education for 'one school for all' students. The creation of schools with inclusion programs implies changes in the structure, functioning of the school and educational policy in general. The success of inclusive education, however, depends to a large extent on teachers' own attitudes towards

inclusive education and people with disabilities [3, p. 13]. In addition, relevant research has shown that the success of inclusive education is also influenced by peers' attitudes towards both students with special educational needs and inclusive education itself [1, p. 56]. The positive attitude of students with disabilities towards students with disabilities creates in the latter a feeling of acceptance, which is a prerequisite for learning achievement [5, p. 299].

The purpose of this study is to investigate the attitudes of teachers and students of primary education towards people with disabilities and their co-education with students with disabilities in general education. This issue is especially important nowadays where all people with special educational needs are treated equally in all areas of society, let alone in education. At the same time, a comparison will be made between what happened in the past and what is happening today, highlighting the progress of society in the case of people with disabilities. Until the 1950s, both in Greece and worldwide, there was a perception of the static character of some children with disabilities or who were deemed to have special needs. Thus, many children went through the rejection and stigma phase while others were "trapped" in institutions or psychiatric hospitals. Developments in the field of special education have contributed to the inclusion of the majority of pupils in mainstream classrooms.

Meeting with what is considered to be "different" awakens our thinking or better forces us to think, offering us possibilities which in other circumstances we simply ignore. Children who are considered to belong to vulnerable groups cause a creative "diversion" from the traditional teaching "recipes", the common ways of thinking and the instructional guidelines that are just being prepared. Therefore, the inclusion of some children acts as a fuse to enrich students' social experiences and an ingenuity to learn; thus, the presence of children in school becomes essential, providing motivation and opportunities for all [4, p. 328].

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PEDAGOGICAL CHARACTERISTICS OF MODERN SCHOOL LEADERSHIP

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The concept of leadership is very difficult to be mentioned with a simple definition, because in modern literature there are too many definitions and not one generally accepted. According to G. A. Yukl any definition of leadership put forward by a writer is subjective because it represents that particular author. Leadership today is one of the key factors that make a decisive contribution to the success or failure of an organization [6, p. 12].

The term school leadership has recently become relevant because of the need for better-run schools and better performance of teachers and students with innovative achievements and ongoing reform initiatives. To date, management in every educational organization is achieved through design, management, organization, staff recruitment and performance testing with measurement standards and continuous corrective action [4, p. 33].

The leadership of a school unit is the core of the education system. Administrative training and guidance processes performed during leadership processes are not individual and independent actions of the teaching system, but are characterized by delegated actions and actions that obey the philosophy of everyone. So if the framework changes, leadership will also be different. According to B. Mulford school leaders are called upon daily to make and implement decisions, but also to exercise leadership trying to balance the strong and conflicting forces [5, p. 6]. Managerial decisions must be in line with both the legal and institutional framework of the school