

## **INCLUSION IN EDUCATION: HOW CAN A SCHOOL PRINCIPAL CREATE AN INCLUSIVE EDUCATIONAL ENVIRONMENT?**

**Iryna Shulha,**

Candidate of Pedagogical Sciences,  
Lecturer at the Department of Pedagogy and Education Management,  
Methodologist of the Inclusive Resource Centre,  
Ternopil Volodymyr Hnatiuk National Pedagogical University,  
[ira.shulha@tnpu.edu.ua](mailto:ira.shulha@tnpu.edu.ua)

**Wang Qiang,**

Master's Student of Department of Pedagogy and  
Management of Education,  
Ternopil Volodymyr Hnatiuk National Pedagogical University

Under the United Nations Convention on the Rights of Persons with Disabilities, Ukraine has international commitments to implement inclusive education. It is an important step for integration into the international community. Therefore, today, creating an inclusive environment in educational institutions is one of the key tasks in the context of ensuring the equal right of children with special educational needs to receive quality educational services. At the same time, it helps to overcome discrimination and social exclusion, promotes social justice and develops a tolerant society in general [3].

In Ukraine, inclusive education has been implemented since 2017 due to the Law of Ukraine "On Education". Therefore there are the following achievements which demonstrate the success of inclusive practice:

- a) changes in the legislative framework regulating the implementation of inclusive education;
- b) allocation of the state budget for the implementation of inclusive education (educational subvention);
- c) creation of Inclusive Resource Centres that provide assistance and support to children with special educational needs, their families and teachers;

d) implementation of educational programmes to prepare teachers for work in an inclusive environment, in particular, training of teacher assistants and child assistants.

At the same time, there are difficulties in implementing inclusion in educational institutions, which leads to the search for ways to solve them effectively. In our opinion, it is important to study and justify the role of the head of an educational institution (school principal) in this process. After all, the successful implementation of the idea of an inclusive school (where necessary conditions for the learning and development of all students, regardless of their characteristics, including children with special educational needs are provided) depends on his / her willingness to make the necessary management decisions.

Inclusive education is relevant to the content and requirements of the New Ukrainian School Concept, because “a modern school should work based on “partnership pedagogy”, the leading principles of which are respect for the individual, goodwill and positive attitude, trust in relationships, dialogue – co-operation – mutual respect, leadership, social partnership, communication, cooperation and collaboration between teacher, student and parents as equals” [1, p. 14].

Thus, a school principal has several responsibilities and tasks to implement an inclusive policy in an educational institution [2].

In particular, these are:

- sharing inclusive values, understanding the benefits of inclusive education;
- developing a strategic plan or roadmap for the inclusive development of an educational institution based on the results of the institutional audit;
- developing school documents that demonstrate a common partnership position of the administration, teaching staff, students and parents on identifying discrimination in school;

- holding events to ensure the safety and inclusiveness of the institutional building and outside area;
- encouragement the implementation of innovative inclusive **techniques** in school which are aimed to improve the quality of the educational process;
- adoption of regulatory documents, job descriptions, and rules of conduct for all participants in the educational process, taking into account the principles of inclusion;
- developing an algorithm for preventing, detecting and reacting to discrimination in school.

The role of the school principal in the formation of an inclusive environment is extremely important. Therefore, a more in-depth study of this issue is relevant.

**References:**

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