



Empowering School Principals
for Inclusive School Culture
HEAD

Principals' needs for professional development in the field of creating an inclusive school culture

REPORT FOR CROATIA AND THE
REPUBLIC OF NORTH MACEDONIA

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EDUCATIONAL RESEARCH INSTITUTE



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Report for Croatia and the Republic of North Macedonia

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Abstract

The principal's pedagogical vision, goals, and leadership practices influence the way that diversity and inclusive school culture are reflected on the school level (Hajisoteriou & Angelides, 2013; Keung & Rockinson-Szapkiw, 2013; McGlynn, 2008). Since achieving inclusive school culture is a complex process, principals must be suitably trained (Davila, 2009; Young, et al., 2010). In order to develop a professional development programme for principals in Croatia and the Republic of North Macedonia, where such professional development activities are scarce, the EU KA3 project HEAD: Empowering School Principals for Inclusive School Culture addresses these topics. The present report thus provides the basis for the development of the said professional development programme and outlines what is needed for the professional development of primary and secondary school principals in this respect.

The current needs study included 273 principals (187 from the Republic of North Macedonia and 86 from Croatia). A newly developed questionnaire was used to gather the data on four sets of topics: (1) demographics, (2) previous professional development activity of principals in the area of an inclusive school culture, (3) professional development characteristics with the greatest positive impact on principals' school leadership practices over the last 12 months, and (4) principals' professional development needs in the area of inclusive school culture (based on the Inclusion Index; Booth & Ainscow, 2002). Statistical analyses (reliability tests, descriptive statistics, t-tests) were performed with the IBM SPSS Statistics 26 program.

The results showed no statistically significant differences in the principals' overall needs for professional development in the area of creating an inclusive school culture between the two countries, nor by educational level, meaning that principals from each country can undergo the same professional development programme. More specifically, principals reported a strong need for professional development in the areas of supporting collaboration with other stakeholders connected to the school, preparing school staff to respond to the students' diversity, supporting parents' active participation of in school life and ensuring an inclusive student learning experience, namely, areas upon which the newly developed professional development programme should focus.

Keywords: inclusive school culture, principals, professional development needs, Croatia, Republic of North Macedonia

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Report for Croatia and the Republic of North Macedonia

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INTRODUCTION

Inclusion in educational contexts usually means the inclusion of students with disabilities into regular classrooms (van Kraayenoord, 2007), yet in practice most schools today confront broader aspects of inclusion. Schools nowadays experience growing diversity, not only with students with disabilities but also students from diverse cultural, linguistic, socio-economic and other different backgrounds (Gollnick & Chinn, 2002). Different students' disabilities, greater migration, diversity and a multicultural environment thus spell new challenges and opportunities for schools that strongly impact the work of teachers and, above all, of principals (Billot, Goddard, & Cranston, 2007).

Educational reform discourse over the last 20 years has argued that schools, teachers

and especially principals must be responsive to the diversity found in school and wider communities (Day et al., 2003). The principals' role is crucial since the principal's values and conceptualisation of multiculturalism have been shown to shape the school's philosophy, needs and priorities, and indirectly the school culture (Adalbjarnardottir & Runarsdottir, 2006; Angelides, 2012). Research also shows the principal's pedagogical vision, goals, and ways of leadership influence the way the awareness of diversity is reflected on the school level (Hajisoteriou & Angelides, 2013; Keung & Rockinson-Szapkiw, 2013; McGlynn, 2008). Further, a key school leadership task within diverse educational settings for achieving social justice within the school is to create an inclusive school culture (Delpit, 1995; Foster, 1989), which can be supported by better preparing principals to employ inclusive and anti-discriminatory practices and strategies, develop school values that promote inclusion and multiculturalism, promote collaboration among stakeholders and urge teachers to do the same (Davila, 2009; Young, et al., 2010).

We aim to address these topics in the EU KA3 project HEAD: Empowering School Principals for an Inclusive School Culture, whose main objective is to develop a programme for the professional development of primary and secondary school principals in Croatia and the Republic of North Macedonia with a view to developing their capacities in establishing an inclusive school culture by creating inclusive school policies and practices through participatory decision-making (NEPC, 2020). Even though the two countries have some sort of training programme[1] for their principals, the programmes focus more on the legal and administrative aspects of the principals' work and do not include topics like an inclusive school culture, diversity, or social justice (MZO, 2020; NEPC, 2020). Moreover, in both countries professional development activities for principals are lacking in the area of providing support for students from migrant backgrounds (European Commission/EACEA/Eurydice, 2019) or on topics like an inclusive education, diversity, or social justice. Especially in the Republic of North Macedonia, professional development for principals is rare or unavailable (NEPC, 2020).

[1] In Croatia, the Croatian Education and Teacher Training Agency implements a few one-day trainings for school principals, although no licensing procedure is in place. On the other hand, in Northern Macedonia candidates for school principal positions must complete a six-module training programme and pass a final examination. However, candidates do not need to possess a pedagogical background and the licensing is conducted by the national testing centre (NEPC, 2020).

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The first step in preparing as comprehensive and targeted a professional development programme as possible was to identify the principals' actual professional development needs in the field of an inclusive school culture in the two countries. To this end, a study to help identify principals' needs for professional development in the field of an inclusive school culture in the mentioned countries was implemented. The study's main objective was to explore what primary and secondary school principals need in this field and hence to provide a platform for the further development of professional development programmes that support these specific needs.

The report first provides the theoretical framework for the professional development needs study, namely, the definitions of inclusive education and an inclusive school culture relied on in the project, and how school leadership is connected to these concepts. The second part of the report describes the study design in detail – specifically, the objectives of the study, research questions and methods used (participants, instruments, procedure, data analysis). The results of the PD study are presented in the report's third part. At the end, conclusions and recommendations are set out with respect to further development of the programme based on the principals' identified needs and the annexes (questionnaires).



2. THEORETICAL FRAMEWORK

2.1 Inclusive education and an inclusive school culture

Booth (2005) claims that inclusion is a philosophy that stresses the value of maximising the participation of all in both society and education by minimising exclusion and discrimination in their practices. Yet, the word inclusion does not have a single, agreed definition nor practices addressing it because what it means can vary across cultures and education systems (Dyson, 1999). As noted in the introduction to this report, in its traditional meaning inclusion generally refers to the inclusion of students with disabilities in the mainstream educational process, but it can also hold a broader meaning that acknowledges the diversity of

students and their individual developmental, cultural and personal differences as well as schools' capacity to ensure that students' needs arising from such differences are met (van Kraayenoord, 2007).

Due to the inclusion of children with special needs (Eurydice, 2018a, 2018b), several minority students, students from various ethnic groups (Eurydice, 2020a, 2020b) and a moderate number of migrant children in educational settings in both Croatia and North Macedonia (UNHCR, 2019, 2020), the term inclusion used by the HEAD project is not limited simply to children with special needs but encompasses all students regardless of ethnicity, language, (dis)ability, socio-economic status, gender and/or any other student characteristics that could be perceived as different. The definition of inclusive education used for the purposes of the study is thus that promoted by UNESCO (2005, 13–15):

Inclusive education is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.

Three interconnected dimensions of school improvement must be considered to develop and promote inclusion in the school context: producing inclusive policies, developing inclusive practices, and creating inclusive cultures where the latter in fact gives the basis for the promotion of inclusion (Booth & Ainscow, 2002). In other words, the level of inclusion in the school culture, which is connected to shared values and collaborative culture, can support or undermine the development of two more dimensions: the development of inclusive teaching and learning practices, and inclusive policies (Macpherson 1999, as cited in Booth & Ainscow, 2002). Many researchers (Delpit, 1995; Dyson et al., 2002; Dyson et al., 2004; Foster, 1995) confirm this premise by arguing that the promotion of inclusion in schools is strongly supported by schools' inclusive school culture, characterised by several elements of shared values like a consensus on the school's respect of diversity, commitment to offer students equal opportunities, leaders who support inclusive values, and levels of collaborative culture, such as a high level of staff collaboration, cooperative problem-solving, and a leadership style that encourages participation.

Taking all of this into account while also bearing the projects' goals in mind, an inclusive school culture is defined as an environment in which (Booth & Ainscow, 2002):

1. all students and staff are valued equally;
2. students participate in and are not excluded from school cultures, communities, and the development of curricula;
3. the cultures, policies and practices in schools are restructured to ensure they respond to the diversity of the students in the local area;
4. the barriers to learning and participation for all students are reduced; the difference between students is seen as requiring resources to support learning rather than as problems to overcome;
5. the role of schools in building the local community and developing related values along with increasing a sense of achievement is emphasised;
6. learning arises from attempts to overcome barriers to student participation in efforts to change students' well-being at schools;
7. the school is improving by both staff and students;
8. the school and communities foster mutually sustainable relationships; and
9. inclusion in education is recognised as one aspect of inclusion in society.

2.2 School leadership for creating an inclusive school culture

For school leaders to be successful in diverse environments and promote inclusion, they must focus on the students' achievement overall alongside their needs as individuals (Leithwood & Riehl, 2003; Mulford, 2008). The principal's role holds second place among all school-related factors (classroom instruction in first place), which contribute to learning in school (Bartoletti & Connelly, 2013). In addition, the principal's pedagogical vision, goals, and leadership practices influence how interculturality is reflected on the school level (Keung & Rockinson-Szapkiw, 2013). Moreover, the role of school leadership is believed to be critical when the process of inclusion is being strengthened in the school culture, regardless of the level of inclusion already in place at the school (Kugelmass & Ainscow, 2003; Leo & Barton, 2006; Lipsky & Gartner, 1998). Riehl (2009) thus identifies three crucial aspects of successful leadership in a diverse environment:

1. the development of new understandings of diversity;
2. the promotion of inclusive pedagogical practices within the school by providing support for change, enabling and also initiating it by supporting inclusive learning and teaching and moulding an inclusive school culture; and
3. building good relations and connections between the school and the community.

School leaders can influence teacher engagement and commitment, the organisational culture and effectiveness

through their leadership practices (Geijsel et al., 2001; Leithwood & Jantzi, 2008; Thoonen et al., 2011). They can also directly affect teachers' professional learning, collaboration among teachers, and teacher participation in decision-making and can indirectly affect teachers' sense of well-being and the quality of their instructional practices (Thoonen et al., 2011). It is also believed that students will be more successful in environments in which their teachers feel supported and actively engaged in learning (Johnston & Hayes, 2007). To sum up, school leaders can influence teachers' beliefs, attitudes and practices, which are all important elements of an inclusive school culture (Ainscow, 2005) that supports the students' diversity.

Several researchers have described the practices, attitudes and beliefs of a school leader who is successful in creating an inclusive school culture. School leaders achieve an inclusive school culture when they:

- adopt a strategy of personalisation and treat each student as an individual and not as a representative of a certain social group (Katz, 1999; Winfield, Johnson, & Manning, 1993);
- respect the knowledge held by different students' cultures that they bring with them to school, are willing to learn about these cultures and, at the same time, encourage teachers to learn about them (Katz, 1999);
- accept interethnic conflicts if they occur and see them as an opportunity for a positive change (Miron, 1997);
- create a safe school environment that assures a high level of cooperation between students, teachers and parents (Katz, 1999);

- hold high expectations for all students (Baptiste, 1999);
- focus on the academic achievement of all students and provide them with appropriate support (Cuban, 1989; Katz, 1999);
- redesign school structures to ensure equal and effective access to learning and teaching for all (Blase et al., 1995);
- encourage teachers to question their own pedagogical practices, especially with respect to stereotypes (Parker & Shapiro, 1993; Reed, 1978);
- try to establish a relationship with parents (meet them at home or work, obtain an interpreter if necessary) and help parents develop competencies in areas where needed (Katz, 1999; Parker & Shapiro, 1993);
- play an active role in drawing attention to various forms of discrimination or inequality (Katz, 1999); and
- create an environment that encourages the critique and deconstruction of rules and relationships that place certain groups in an unequal position (Keyes, Hanley-Maxwell, & Capper, 1999).

In summary, while attempting to create an inclusive school culture school principals must concentrate on creating agreement over the inclusive values and practices on the school level and lead the way. As revealed, creating an inclusive school culture is a complex process, leading Dyson et al. (2002) to suggest that school leaders should be selected and suitably trained, especially in the areas of creating common inclusive values and participatory leadership, namely, that which is intended by the HEAD programme.

2.3 The current study

2.3.1 Objectives of the study

Several researchers (Cordingley et al., 2015; Knowles, 1973; Knowles et al., 1998;

NSDC, 1995) suggest that to ensure effective professional development tailored to adult learners their experiences and needs should be closely connected and related to the context in which the participants work. Even though Croatia and the Republic of North Macedonia are becoming ever more diverse societies, the professional development for principals does not include topics like creating an inclusive school culture, diversity or social justice, concerning which principals have a large impact on (MZO, 2020; Šola za ravnateljce, 2020), that are the key to creating an inclusive school environment. Accordingly, the objective of this study is to research Croatian and Macedonian principals' experiences and needs in the field of creating an inclusive school culture and to thereby provide a platform for the further development of professional development programmes that support principals in this respect.

2.3.2 Research questions

Our main research questions developed according to the objective of this study were:

- Have principals already been included in professional development activities for creating an inclusive school culture? If so, in which types of activities?
- Which professional development activities have had the greatest impact on principals' school leadership practices?
- What are the specific professional development needs of principals in terms of creating an inclusive school culture?
- Are there differences in principals' professional development needs in terms of creating an inclusive school culture between Croatia and the Republic of Macedonia?
- Are there differences between levels of education in principals' professional development needs in terms of creating an inclusive school culture?



3. METHODOLOGY

3.1 Participants

A convenience sample consisted of 273 principals, of whom 187 were from the Republic of North Macedonia (51% female) and 86 from Croatia (74% female). Among principals included in the study from North Macedonia, 14% answered the questionnaire in the Albanian language while 86% answered it in Macedonian.

3.2 The instrument

The newly developed questionnaire was divided into four different sections:

1) *Demographics:*

This part of the questionnaire included demographic questions on a principal's gender, educational background, and work

experience in years. This part of the questionnaire also included questions on the size of the school (numbers of teachers, students, support staff) and the type of school (primary or secondary).

2) *Previous professional development activity of the principals included in the study with respect to an inclusive school culture*

This part of the questionnaire contained two questions from the teacher and principal TALIS 2018 questionnaires on professional development activity (OECD, 2018a, 2018b), which were slightly adapted to cover the area of an inclusive school culture. Namely, the first question was a yes/no question concerning whether the principals had participated in professional development in terms of creating an inclusive school culture over the last 5 years. The second was a multiple-choice question focusing on which types of professional development they had taken part in.

3) *Professional development characteristics*

with the greatest positive impact on the principal's school leadership over the previous 12 months

The question was also taken from the TALIS 2018 questionnaires (OECD, 2018a, 2018b) and adapted to our current study. This question was composed of 9 items and was again a yes/no question enquiring into which characteristics of the professional development activity had exerted the biggest positive impact on their leadership during the previous 12 months. Cronbach's alpha for the question on professional development characteristics is 0.69 for the Croatian data set and 0.76 for the Macedonian one, which indicate acceptable levels of internal consistency.

4) Principals' professional development needs in the area of an inclusive school culture

This part of the questionnaire was content-wise based on the Index of Inclusion (Booth & Ainscow, 2002) and adapted to the project's specific needs (like adaptation to regional contexts, adaptation to screening the needs instead of screening the current state etc.).

Since the definition of an inclusive school culture used in our project builds on three interconnected dimensions of school improvement: producing inclusive policies, developing inclusive practices, and creating inclusive cultures (Macpherson in Booth & Ainscow, 2002), the newly developed questionnaire covered a respondent principal's needs for professional development in the following areas (1) creating an inclusive culture (building a community, establishing inclusive values); (2) producing inclusive policies (developing the school for all, organising the support for diversity); and (3) developing inclusive practices (orchestrating learning, mobilising resources) (Booth & Ainscow, 2002).

Alongside the above-mentioned areas, the questionnaire on principal's needs covered more general personal needs of principals in terms of general knowledge and understanding of an inclusive school culture and raising awareness of beliefs and practices that promote or hinder inclusion.

The participants were asked to assess the extent to which they currently need professional development by answering 18 items concerning the above-mentioned areas on a four-point Likert scale (1 = no need at all; 2 = low level of need; 3 = moderate level of need; 4 = high level of need). Cronbach's alpha for this scale is 0.92 for the Croatian data set and 0.95 for the Macedonian one, which indicates a high level of internal consistency.

3.3 Procedure

The study forms part of the HEAD: Empowering School Principals for Inclusive School Culture project. After the questionnaire was developed in English, partners from Croatia and the Republic of Macedonia made translations of it into their respective languages. Since Albanian is also an official language in North Macedonia (Law on the Use of Languages, 2018), the instrument was also translated into Albanian. An email invitation containing a link to the questionnaire on principals' needs was sent to principals whose contact emails were found in the implementing partners' databases. The online questionnaire was available from the start of March 2020 to the start of April 2020.

3.4 Data analysis

Reliability tests, descriptive statistics, and t-tests were calculated with IBM SPSS Statistics 26.

4. RESULTS

In this chapter, we first present additional sample characteristics (principals' professional and school background and schools' characteristics), followed by the previous professional development activity of the principals included in the study in relation to an inclusive school culture and the recognised characteristics of their previous professional development activities recognised as having had a positive impact on their leadership practices. We conclude the chapter by presenting the principals' professional development needs in the area of an inclusive school culture.

The primary purpose of this study is to determine what is needed for professional development in the area of an inclusive school culture in different (primary and secondary) school settings in both countries with a view to creating a needs-based programme to address them.

We therefore looked for statistically significant differences between the needs reported in each country and between their different school settings.

The results of the analysis show there are no statistically significant differences ($t(206) = -1.42, p = .158, g = .02$) between the principals' reported need for professional development in this respect in Croatia ($M = 3.04, SD = 0.47$) and the Republic of North Macedonia ($M = 3.14, SD = 0.60$). Nevertheless, to meet project requirements, we report the results separately for Croatia and the Republic of Macedonia. The results also reveal there are no statistically significant differences in the principals' reported need for professional development between primary school and secondary school principals in both Croatia ($t(84) = 0.67, p = .502, g = .02; M = 3.06, SD = 0.48$ and $M = 2.96, SD = 0.38$, for primary and secondary schools, respectively) and in the Republic of North Macedonia ($t(184) = 0.10, p = .918, g < .001; M = 3.14, SD = 0.60$ and $M = 3.13, SD = 0.61$, for primary and secondary schools, respectively). We present the results for the principals from the primary and secondary schools together for each country.

4.1 Additional study sample characteristics: principals' professional and school background

We asked the principals about their professional background and certain characteristics of their school (educational level of their school, school size based on numbers of students, teachers, and support staff). The questions aimed to gain an insight into what kind of environment the principals work in and their pre-service education background.

The majority of the principals from Croatia hold a degree in the social sciences (Figure 1) as opposed to the sample from the Republic of Macedonia (Figure 2) where over half the sample has another educational background.

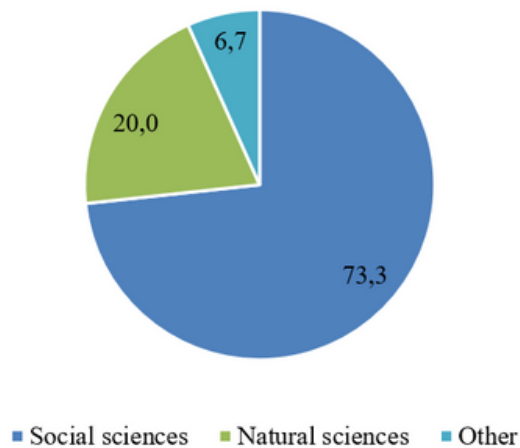


Figure 1: Educational background of the principals from Croatia (%)

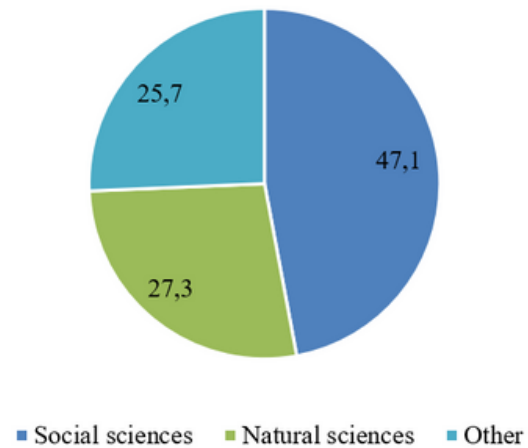


Figure 2: Educational background of the principals from North Macedonia (%)

In Croatia, the majority of principals (4/5) answering the questionnaire (Figure 3) were from primary schools, while the share of principals coming from secondary schools was considerably smaller (1/5). Likewise, Figure 4 shows the majority (3/5) of Macedonian principals included in the survey work at a primary school, whereas 2 out of 5 of them work at a secondary school.

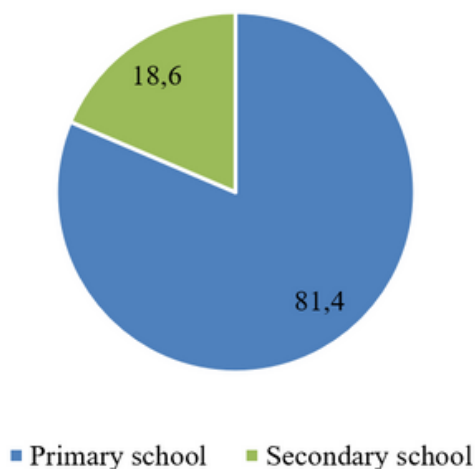


Figure 3: Share of principals from Croatia included in the study by school type

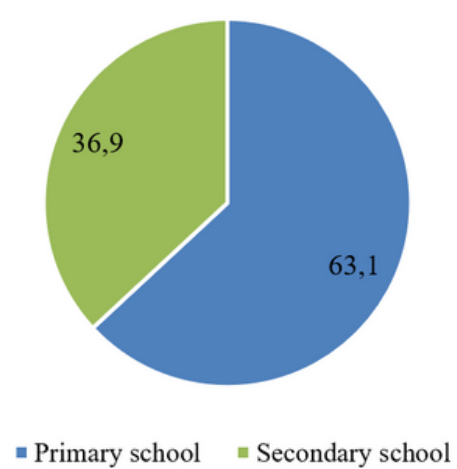


Figure 4: Share of principals from the Republic of North Macedonia included in the study by school type

Figure 5 shows that the sample of principals from Croatia possess greater education-based work experience, in both total years of working at the school and in the specific role of principal, compared to the principals from North Macedonia.

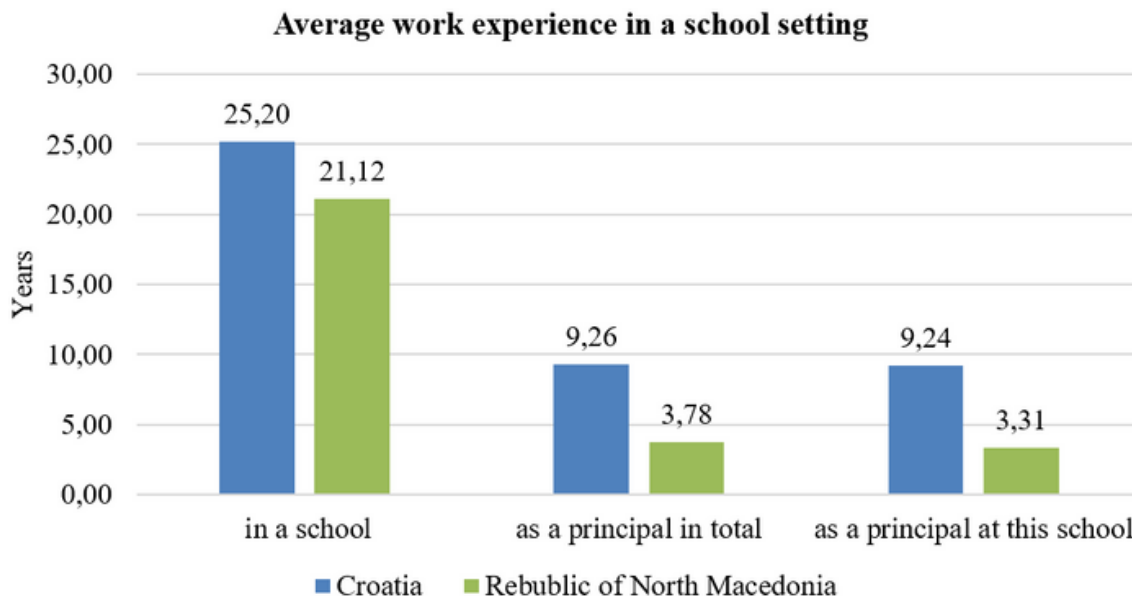


Figure 5: Average work experience of the principals from Croatia and the Republic of North Macedonia in different roles connected to an educational setting

Table 1 shows the characteristics of the Croatian and North Macedonian schools at which the principals included in the survey work.

As may be seen, the principals are employed at very different schools. In Croatia, the majority of schools in the sample has between 101 and 500 students (72%). Moreover, the majority of schools has up to 60 teachers (79%), up to 10 members of support staff (73%) and 1 or 2 assistants (50%), while 1 out of 5 them do not have any. In the Republic of North Macedonia, most schools in the sample have between 101 and 1,000 students (75%). Further, the majority of schools has up to 75 teachers (78%), up to 5 members of support staff (81%), but no other assistants.

We were also interested in the principals' previous professional development activities, specifically in terms of creating an inclusive school culture and, with a view to facilitating the further development of the programme, asked them which characteristics of their professional development activities had exerted the biggest impact on their school leadership practices. Most (91%) of the principals included in the survey in Croatia had taken part in several professional development activities ($M = 2.16$, $SD = 1.0$) connected to an inclusive school culture in the preceding 5 years. In contrast, a little over two-thirds (68%) of the principals in Macedonia had taken part in more than one type of professional development activity ($M = 1.59$, $SD = 0.86$) associated with an inclusive school culture over the previous 5 years.

Table 1: Characteristics of the schools in each sample

	Croatian schools	Schools in North Macedonia'
Number of students		%
100 students or less	5	9
101–300 students	42	19
301–500 students	30	18
501–1,000 students	21	38
more than 1,000 students	2	16
Number of teachers		%
25 teachers or less	19	10
26–50 teachers	60	37
51–75 teachers	15	31
76–100 teachers	5	9
more than 100 teachers	1	13
Number of support staff		%
5 members of support staff or less	21	81
6–10 members of support staff	52	10
11–20 members of support staff	19	3
more than 20 members of support staff	8	6
Number of assistants		%
no assistants	22	n.a.
1 or 2 assistants	28	n.a.
3 or 4 assistants	22	n.a.
5 or 6 assistants	12	n.a.
more than 6 assistants	16	n.a.

Note: n.a. = not applicable

4.2 Previous professional development activity of the principals included in the study in terms of an inclusive school culture

In this part, we present the principals' previous experiences with professional development activities focused on an inclusive school culture.

Figure 6 shows the majority of principals from Croatia reported they had taken part in two types of professional development activities addressing an inclusive school culture topic: in-house training and external training, as organised by the state agency. Further, only one-sixth of the principals had participated in external training within a project on inclusive education and even fewer had participated in an academic course or other professional development activity.

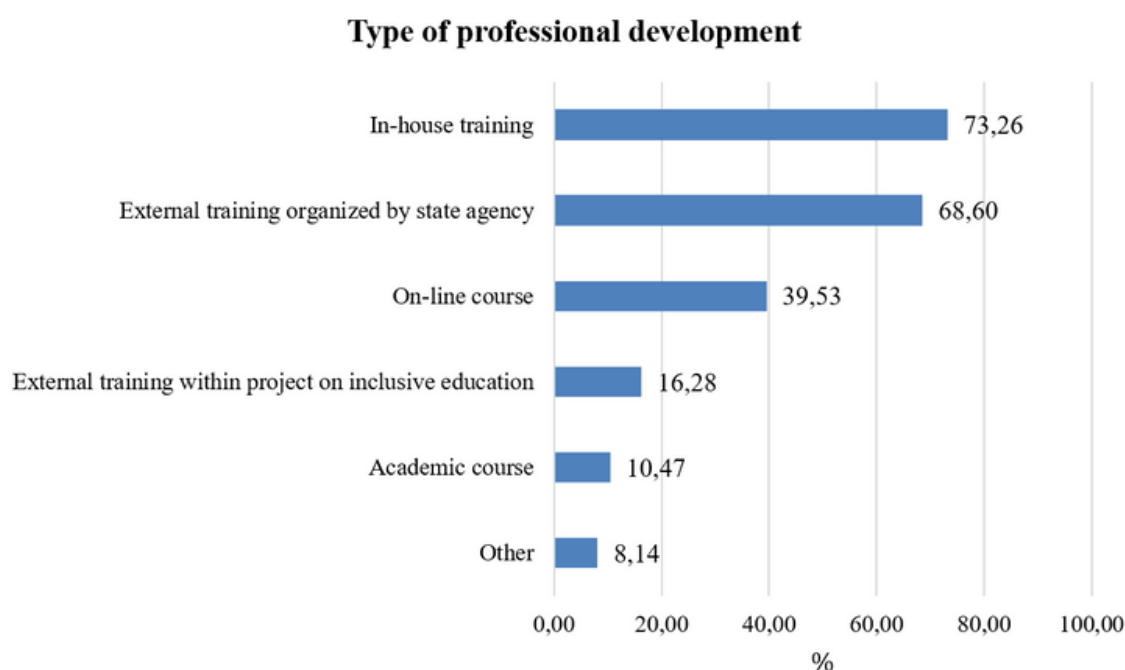


Figure 6: Type of professional development connected to an inclusive school culture the principals from Croatia had taken part in over the previous 5 years

Similarly, Figure 7 shows in-house training was also the most attended type of professional development activity the principals from North Macedonia had participated in. Moreover, the share of principals participating in this activity is shown to be smaller than in Croatia, and higher participation in other types of activities is visible. For example, over one-third reported they had taken part in external training within a project (including those organised by a state agency), whereas this type was not so common among the principals from Croatia. While on-line courses were quite a well-represented activity in Croatia, only one-fifth had participated in one in this sample. An academic course on this topic was the least attended type of professional development in the last 5 years in the sample of principals from the Republic of North Macedonia.

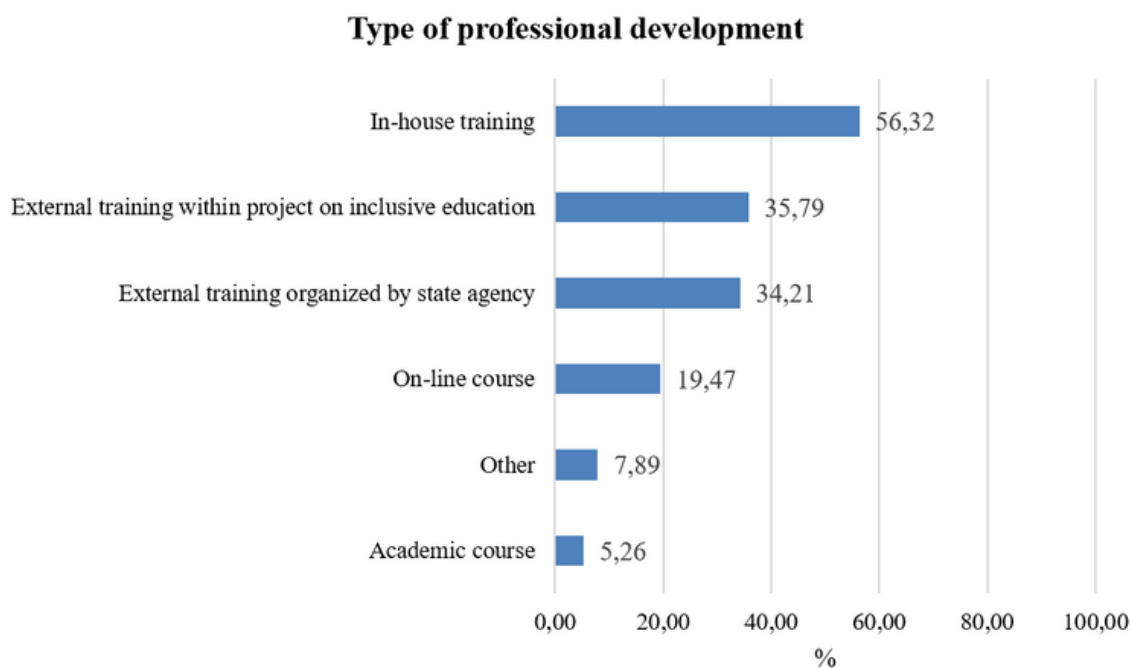
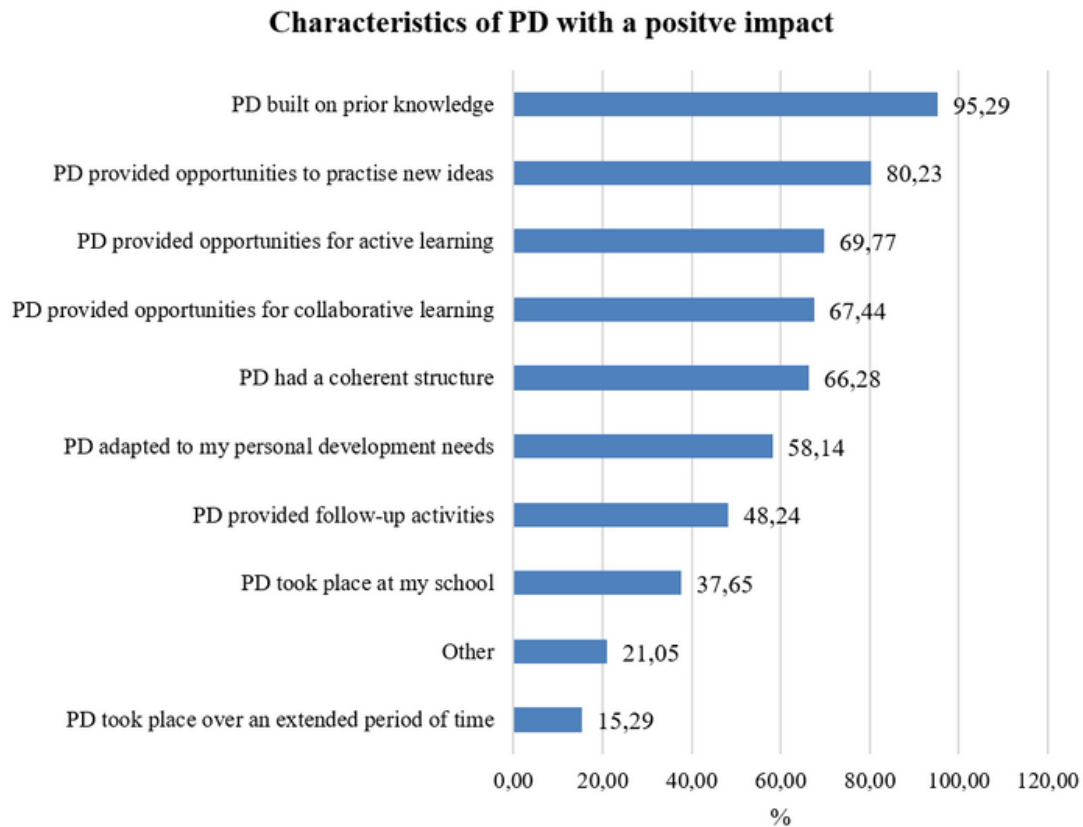


Figure 7: Type of professional development connected to an inclusive school culture the principals from the Republic of North Macedonia had taken part in over the previous 5 years

4.3 Professional development characteristics with the greatest positive impact on the principals' school leadership over the last 12 months

Figure 8 shows that almost all of the principals from Croatia reported that the professional development activity with the biggest positive impact on their school leadership was building on their prior knowledge. The majority of principals reported that professional development activity which gave them opportunities to practise new ideas also had a significant positive impact on their school leadership.

In addition, it was important that activities were based on active and collaborative learning, and that the professional development had a coherent structure. On the other hand, only one-sixth of the principals reported that professional development activities that had taken place over an extended period had a significant positive impact on their school leadership.



***Figure 8:** Characteristics of the professional development activity with the greatest positive impact on the principals' school leadership over the previous 12 months (Croatia)*

Figure 9 shows the majority of principals from North Macedonia reported that the professional development activities with the biggest positive impact on their school leadership provided them with opportunities to practise new ideas and build on their prior knowledge. It was also important that activities were adapted to their personal development needs and allowed opportunities for active learning. On the other hand, the least reported characteristic was an extended timeframe of professional development.

As may be seen, participants in both samples believed a prolonged timeframe and being located at the workplace do not contribute to their better leadership skills; namely, they were not seen as important compared to the other characteristics.

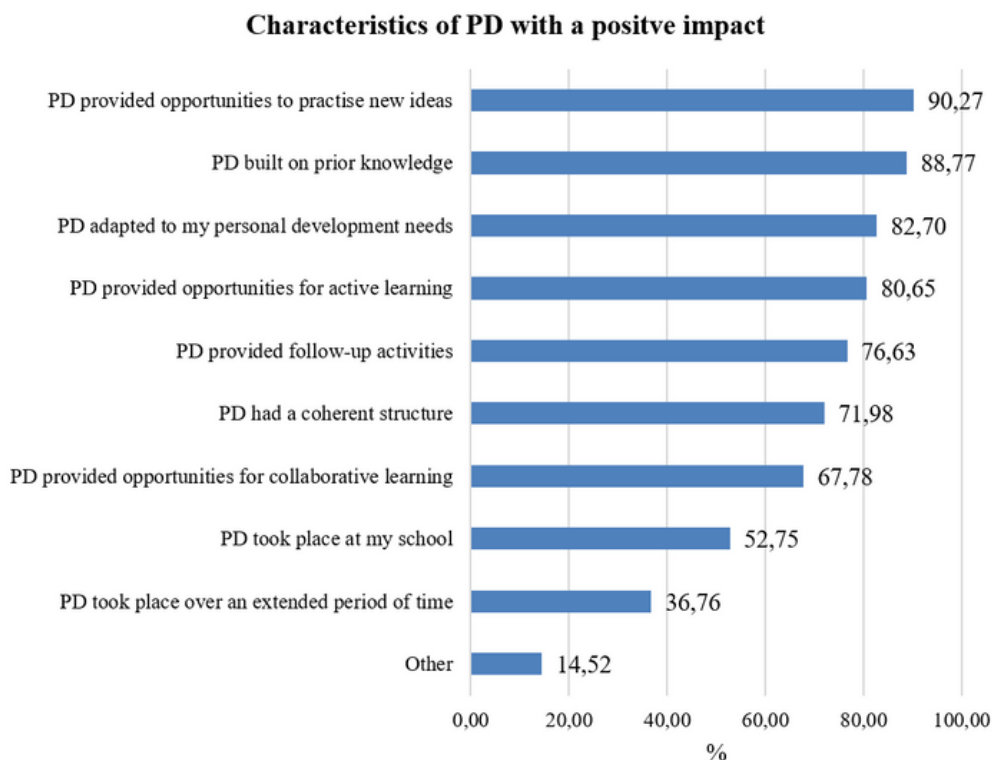


Figure 9: Characteristics of the professional development activity with the greatest positive impact on the principals' school leadership over the previous 12 months (North Macedonia)

4.4 Principals' professional development needs in terms of an inclusive school culture

We asked the principals in the survey to estimate their professional development needs in different areas of creating an inclusive school culture in order to facilitate the programme's further development.

Table 2 shows the share of principals from Croatia choosing different answers on a 4-point Likert scale for each item (from 1 – “No need at the present” to 4 – “A high level of need”), followed by the combined share of principals answering 3 and 4, thus representing the share of principals reporting needs that seem to be more urgent. The entire table is rearranged in a way to permit the reader to see (top-down) which are the most pressing needs the principals wish to address, according to the sum (Moderate + High level of need). The table includes average responses to each item and the associated standard deviations. Table 3 is arranged in the same way, covering the sample of principals from the Republic of North Macedonia.

Table 2 soon reveals that answer 1, meaning there is no need for professional development concerning the specific topic in the item, is rarely chosen (0–15.3%; $M=3.2\%$). With the exception of raising their own awareness and knowledge and understanding of an inclusive school culture, below 7% chose this answer in all other items in the sample from Croatia, while six items even had no such answers (i.e. using data with a view to making the school culture more inclusive). This is not the case in the sample of the principals from North Macedonia (Table 3) where each item attracted that response (1.6%–14.5%; $M=4.7\%$). The biggest share of principals answering that there was no need for further development was held by raising their awareness, the same as in the Croatian sample, and on becoming aware of their beliefs about diversity and inclusion in North Macedonia, and knowledge and understanding of an inclusive school culture in Croatia.

A high level of need was on average reported by 27% of principals from Croatia and 36% of the principals from North Macedonia. The biggest share of principals reporting a high level of need in Croatia is seen in supporting collaboration with stakeholders connected to the school (41%), whereas preparing school staff for responding to the students' diversity is the most needed in North Macedonia (50%). In Croatia, over one-quarter of the principals reported a high development need with respect to 72% of the items, while in North Macedonia 67% of the items are chosen by at least one-third of the principals.

According to the most urgent needs (sum), the most-reported needs for the further professional development of principals from Croatia (Table 2) concern themes such as supporting collaboration with stakeholders connected to the school, supporting parents' active participation in school life, supporting inclusive student learning experiences, managing financial and human resources to support inclusion, and using data to make the school culture more inclusive. This is in contrast with the principals from North Macedonia (Table 3) who reported the biggest development needs in supporting inclusive student learning experiences (also in the top five 'urgent needs' in Croatia), organising and coordinating support for diversity, preparing the school staff to respond to the students' diversity, supporting collaboration among the teachers, students and other school staff, and implementing an inclusive school development plan. Still, they are very aligned with the least urgent professional development needs (Tables 2 and 3), namely, creating an inclusive physical environment, becoming aware of their own beliefs about diversity and inclusion, and raising their own awareness of non-inclusive and discriminatory practices. Overall, on average 80% of the principals from Croatia reported a moderate or high need across the whole questionnaire and 82% of the principals from North Macedonia.

On average, the need for professional development in the field of an inclusive school culture is expressed a little above answer 3, so over a moderate level of need for professional development. The expressed need for such professional development does not vary significantly between the two countries, as already noted at the start of this chapter (Croatia: $M = 3.04$, $SD = 0.47$; North Macedonia: $M = 3.14$, $SD = 0.60$). If we look at the averagely expressed need per item (column M), we see them ranging from 2.55 to 3.27 for Croatia, and from 2.72 to 3.34 for North Macedonia.

According to the averagely expressed need for professional development, thus including answers of all principals, and not only those ones needing “urgent” professional development, although some themes also reported above lose their ranking in the most expressed needs for professional development, namely, supporting inclusive student learning experiences (from 3rd to 7th place) and using data to improving the school’s inclusive culture (from 5th to 13th place) in Croatia, and organising and coordinating support for diversity (from 2nd to 6th place) and implementing an inclusive school development plan (from 5th to 8th place) in North Macedonia. Further, other themes appear on the list of the most needed professional development needs, namely preparing school staff to respond to the students’ diversity (from 8th to 3rd place) and implementing clear school rules that foster inclusion (from 9th place to 5th place) in Croatia, and supporting collaboration with other stakeholders connected to the school (from 9th to 2nd place) and supporting parents’ active participation in school life (from 10th to 4th place) in North Macedonia.

When connecting both measures (sum, M), four common themes emerge for professional development with respect to an inclusive school culture in the two countries: supporting collaboration with other stakeholders connected to the school; preparing school staff to respond to the students’ diversity; supporting the active participation of parents in school life; and supporting an inclusive student learning experience.

Table 2: Croatian principals' needs for professional development in different areas of an inclusive school culture

Professional development needs areas	No need at present	Low level of need	Moderate level of need	High level of need	Moderate + High level of need	<i>M</i>	<i>SD</i>
Supporting collaboration with other stakeholders connected to the school	1.2	11.6	46.5	40.7	87.2	3.27	0.71
Supporting parents' active participation in school life	4.7	8.1	53.5	33.7	87.2	3.16	0.76
Supporting inclusive student learning experiences	1.2	12.8	59.3	26.7	86	3.12	0.66
Managing financial and human resources to support inclusion	0	14	52.3	33.7	86	3.2	0.67
Using data to make the school culture more inclusive	0	14	65.1	20.9	86	3.07	0.59
Development of inclusive school policies	4.7	9.3	55.8	30.2	86	3.12	0.76
Organising and coordinating support for diversity	1.2	14	59.3	25.6	84.9	3.09	0.66
Preparing school staff to respond to the students' diversity	0	16.3	48.8	34.9	83.7	3.19	0.69
Implementing clear school rules that foster inclusion	0	16.3	54.7	29.1	83.7	3.13	0.67
Implementing an inclusive school curriculum	0	17.4	53.5	29.1	82.6	3.12	0.68
Supporting collaboration among teachers, students, and school staff	3.5	14	48.8	33.7	82.6	3.13	0.78
Implementing an inclusive school development plan	0	17.9	54.8	27.4	82.1	3.1	0.67
Implementing successful strategies against bullying	1.2	17.6	50.6	30.6	81.2	3.11	0.72
Promoting inclusive school values	2.3	22.1	48.8	26.7	75.6	3	0.77
Knowledge and understanding of an inclusive school culture	10.5	19.8	54.7	15.1	69.8	2.74	0.84
Creating an inclusive physical environment	4.7	25.9	44.7	24.7	69.4	2.89	0.83
Becoming aware of own beliefs about diversity and inclusion	7	27.9	48.8	16.3	65.1	2.74	0.81
Raising (my) awareness of non-inclusive and discriminatory practices	15.3	24.7	49.4	10.6	60	2.55	0.88

Note: *M* = Mean, *SD* = Standard deviation, Moderate + High level of need = sum of the share of responses (combining answers 3 and 4)

Table 3: Macedonian principals' needs for professional development in different areas of an inclusive school culture

Professional development needs areas	No need at present	Low level of need	Moderate level of need	High level of need	Moderate + High level of need	<i>M</i>	<i>SD</i>
Supporting inclusive student learning experiences	2.1	10.3	49.5	38.1	87.6	3.24	0.72
Organising and coordinating support for diversity	2.6	10.4	47.2	39.9	87	3.24	0.74
Preparing school staff to respond to the students' diversity	2.6	10.9	36.8	49.7	86.5	3.34	0.77
Supporting collaboration among teachers, students, and school staff	3.6	10.3	43.8	42.3	86.1	3.25	0.78
Implementing an inclusive school development plan	1.6	13	47.2	38.3	85.5	3.22	0.73
Implementing an inclusive school curriculum	3.1	11.8	44.1	41	85.1	3.23	0.78
Implementing clear school rules that foster inclusion	3.7	11.6	49.5	35.3	84.7	3.16	0.77
Using data to make the school culture more inclusive	2.1	13.8	51.8	32.3	84.1	3.14	0.73
Supporting collaboration with other stakeholders connected to the school	2.6	13.5	38.9	45.1	83.9	3.26	0.79
Supporting parents' active participation in school life	2.1	14.4	40	43.6	83.6	3.25	0.78
Development of inclusive school policies	4.1	13	52.3	30.6	82.9	3.09	0.77
Managing financial and human resources to support inclusion	3.1	14.4	44.6	37.9	82.6	3.17	0.79
Implementing successful strategies against bullying	3.6	13.9	41.8	40.7	82.5	3.2	0.81
Knowledge and understanding of an inclusive school culture	4.7	13.5	53.9	28	81.9	3.05	0.78
Promoting inclusive school values	6.2	14.5	39.9	39.4	79.3	3.12	0.88
Creating an inclusive physical environment	7.9	16.2	48.2	27.7	75.9	2.96	0.87
Becoming aware of own beliefs ABOUT diversity and inclusion	14	19.2	44	22.8	66.8	2.76	0.96
Raising (my) awareness of non-inclusive and discriminatory practices	14.5	22.8	39.4	23.3	62.7	2.72	0.98

Note: *M* = Mean, *SD* = Standard deviation, Moderate + High level of need = sum of shares of responses (combining answers 3 and 4)



5. CONCLUSION AND RECOMMENDATIONS

Throughout the report, it has been shown that school leadership plays an important role in establishing inclusive environments. More specifically, the development of inclusive school culture can be supported by training principals with regard to inclusive and non-discriminatory practices and strategies for fostering common school values that promote inclusion, multiculturalism, cooperation among all etc. It is clear that creating an inclusive school culture entails a complex process and that principals should thus be suitably trained in order to ensure it (Dyson et al., 2002). Even though the Croatian and Macedonian educational settings face increasing diversity, professional development for school staff on the topic of inclusion is scarce, especially for principals (MZO, 2020; NEPC, 2020).

Therefore, the HEAD: Empowering School Principals for Inclusive School Culture project will develop and test a professional development programme for Croatian and Macedonian primary and secondary school principals with respect to creating an inclusive school culture. For any professional development programme to be effective, it should be closely connected to principals' experiences and needs and be related to the context in which participants work (Cordingley et al., 2015; Knowles, 1973; Knowles et al., 1998; NSDC, 1995). Accordingly, the current study has explored the Croatian and Macedonian principals' previous professional development and their needs in this regard. These results will provide the basis for the further development of the professional development programme.

The results show the vast majority of the Croatian, and a little over two-thirds of the Macedonian, principals had been included in professional development activities concerned with an inclusive school culture over the previous 5 years.

While this might allow the conclusion that they are well equipped with the competencies they need to establish an inclusive school culture, our results in fact paint a different picture (see Tables 2 and 3), as does the research work of other authors (Bustamante et al., 2009).

The most common type of professional activity the principals from the two countries had participated in was in-house training. Moreover, the majority of principals from each country reported that the professional development activities with the greatest positive impact on their school leadership had provided opportunities to practise new ideas and built on their prior knowledge. These findings are in harmony with the TALIS 2018 results (OECD, 2019a) and other research studies on professional development activities (Cordingley et al., 2015; NSDC, 1995).

Principals reported a considerable need for professional development in the areas of supporting collaboration with other stakeholders connected to the school, preparing school staff to respond to the students' diversity, supporting parents' active participation in school life and supporting inclusive student learning experiences. Similarly, the TALIS 2018 results show that the collaboration of principals with other stakeholders, especially parents, is low. Moreover, the teachers included in TALIS 2018 survey reported a high level of need for support in the areas of teaching in multicultural/multilingual settings and for teaching students with special needs (OECD, 2019a, 2019b). In comparison, principals in this study report the lowest need for professional development in the areas of raising awareness concerning non-inclusive and discriminatory practices and becoming aware of their own beliefs about diversity and inclusion.

The results also revealed no statistically significant differences between the Croatian and Macedonian principals' overall need for professional development in the area of creating an inclusive school culture. Further, there were also no statistically significant differences in the principals' need for professional development in this respect by educational level.

The results of the current study show that the newly developed professional development programme in terms of creating an inclusive school culture does not need to differ hugely between the two countries. Principals from both (primary and secondary) educational levels can participate in the same training also because they express a similar need for development. The programme should build on the prior knowledge held by participants and provide opportunities to use the newly gained knowledge in practice. It is also important that the programme includes activities based on collaborative learning practices that actively engage participants in the learning process.

Content-wise, the programme should emphasise different strategies of supporting collaboration with other stakeholders connected to the school, preparing school staff to respond to the students' diversity, supporting parents' active participation in school life and supporting inclusive student learning experiences. The programme should also include other topics linked to creating inclusive policies and practices (e.g. implementing clear school rules, inclusive policies, developing an inclusive school development plan, promoting inclusive school values etc.).

In addition, despite the principals reporting a low level of need in the area of awareness of their beliefs and practices, this should not be a reason for not excluding these topics from the programme, especially because research generally reveals a positive relationship between self-awareness and overall leadership success (Ashley & Reiter-Palmon, 2012; Goleman, 2004). Moreover, different surveys have shown that principals' values and beliefs are an important factor in creating an inclusive school culture (Adalbjarnardottir & Runarsdottir, 2006; Angelides, 2012).

The present study was intended as to be a preliminary one and was thus limited by the use of a convenience sample of principals in both countries. The questionnaire was also mainly based on self-assessed needs, which covered set areas of an inclusive school culture. Further research into this topic might demonstrate that there are also other areas of professional development within this topic. Self-assessment can be a subjective measure given that principals can over- or under-estimate their abilities in certain areas. To gain more objective data and more in-depth information on principals'

needs, principals' practices could be observed and an abilities test implemented, besides the self-assessment measure. An interesting aspect of greater insight into the topic would entail analysing differences in principals' professional development needs between principals from more diverse schools and those from less diverse schools.

Moreover, future research could also include a larger number of principals from different European countries, allowing an overview of the professional development needs in this field on the European level, and thereby providing groundwork knowledge for outlining future projects and studies, professional development programmes and their implementation. Since several researchers (Cordingley et al., 2015; Knowles, 1973; Knowles et al., 1998; NSDC, 1995) claim the most effective professional development activities are those based on principals' experiences and needs and that they should be related to the context in which participants work, the analysis of professional development needs prior to designing the professional development activities should become the norm.

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Annex 1a: Questionnaire on principals’ needs for professional development in the field of creating an inclusive school culture (English language version)

Identification of principals’ needs for the development of an inclusive school culture

The inclusive education definition relied on in this questionnaire is that promoted by UNESCO:

According to UNESCO, inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education”.

1. In the last 5 years have any of your professional development¹ activities been connected to the development of an inclusive school culture?

- a) Yes
- b) No

1a. Which type of professional development have you attended (please choose more than one if relevant)

- a) in-house training
- b) external training organised by a state agency
- c) external training within a project on inclusive education
- d) an academic course
- e) an on-line course
- f) other, please specify...

1b. Thinking of the professional development activity that had the greatest positive impact on your school leadership over the last 12 months, did it have any of the following characteristics?

<i>Please mark one choice in each row.</i>			
		Yes	No
a)	It built on my prior knowledge.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	It adapted to my personal development needs.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	It had a coherent structure.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

¹ Professional development (PD) includes all types of learning opportunities provided (trainings, learning communities, academic courses etc.) and may be used with reference to a wide variety of specialised training, formal education, or advanced professional learning intended to help educators improve their professional knowledge, competence, skill and effectiveness.

d)	It provided opportunities for active learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	It provided opportunities for collaborative learning.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	It provided opportunities to practise/apply new ideas and knowledge in my own school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	It provided follow-up activities.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	It took place at my school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	It took place over an extended period of time (e.g. several weeks or longer).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l)	Other (please specify)...		

2. For each area connected to creating an inclusive school culture listed below, please indicate the extent to which you currently need professional development.

Please mark one choice in each row.

	No need at present	Low level of need	Moderate level of need	High level of need
a) Knowledge and understanding of an inclusive school culture.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Development of school policies in line with the principle of inclusiveness.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Promoting school values that support inclusion, equality, non-discrimination, and respect for all.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Developing and supporting collaboration among teachers, students, and school staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Developing and supporting collaboration with other stakeholders connected to the school (local community, parents etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Supporting active participation of parents in school life.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Becoming aware of my own beliefs about diversity and inclusion (which might affect my school leadership, e.g. in the field of teacher employment, leadership practices etc.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Raising (my) awareness concerning non-inclusive and discriminatory practices and promoting inclusive and non-discriminative practices.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

i)	Creating a physical environment which is inclusive and non-discriminatory.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	Developing, creating and implementing successful strategies against bullying and for respecting diversity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k)	Preparing school staff to respond to student diversity appropriately.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l)	Supporting inclusive student learning experiences (i.e. high expectations for all students, lessons that encourage the participation of all students, lessons that develop the understanding of diversity, teachers are concerned with supporting the learning and participation of all students etc.).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m)	Designing and successfully implementing clear school rules for staff and teachers that foster and support appropriate, inclusive behaviour.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n)	Designing and successfully implementing the school curriculum and/or learning methods and lessons plans in order to support an inclusive school culture.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o)	Designing and successfully implementing a school development plan in order to support an inclusive school culture	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p)	Organising and coordinating support for diversity (e.g. support in language learning, support for special education needs, support for teachers etc.).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q)	Mobilising and managing financial and human resources in order to support an inclusive school culture.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
r)	Assessing and using data for making the school culture of my school more inclusive (e.g. evaluation of an inclusive school culture)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

BACKGROUND INFORMATION

1. Gender:

- a) Female
- b) Male

2. Education background

I graduated in the field of the: a) social sciences, b) natural sciences, c) other

5. Please state your work experience in years:

- a) Total year(s) of work experience at a school
- b) Year(s) working as a principal at this school
- c) Year(s) working as a principal in total

6. Please state the number of students enrolled at your school; teachers and support staff employees

Number of students	Number of teachers	Number of support staff

7. I am a principal at a:

- a) Primary school
- b) Secondary school at the level of:
 - 1) <gymnasium>
 - 2) <vocational>
 - 3) <mixed (both gymnasium and vocational)>

Annex 1b: Questionnaire on principals' needs for professional development in the field of creating inclusive school culture (Croatian language version)

Identifikacija potreba ravnatelja za razvoj inkluzivne školske kulture

Definicija inkluzivnog obrazovanja na koju se pozivamo u ovom upitniku je ona koju podržava UNESCO:

Prema UNESCO-u, inkluzivno obrazovanje je „proces prepoznavanja i odgovaranja na različite potrebe svih učenika kroz povećanje sudjelovanja u učenju, kulturama i zajednicama, kao i smanjenje isključivanja unutar i iz obrazovanja.

1. Jesu li aktivnosti vašeg profesionalnog razvoja² unazad posljednjih 5 godina bile povezane s razvojem inkluzivne školske kulture?

a) Da

b) Ne

1a. U kojim vrstama aktivnosti profesionalnog razvoja vezanim za razvoj inkluzivne školske kulture ste sudjelovali (odaberite više ako je važno)

a) edukacije organizirane u školi

b) edukacije izvan škole koje je organizirala Agencija za odgoj i obrazovanje ili Agencija za strukovno obrazovanje i obrazovanje odraslih

c) edukacije u sklopu projekta o inkluzivnom obrazovanju

d) edukacije u sklopu akademskog programa

d) online edukacije

e) ostalo, molimo naznačite koje _____

1b. Imajući na umu aktivnost profesionalnog razvoja koja je imala najveći pozitivni utjecaj na Vaše vođenje škole u proteklih 12 mjeseci, navedite koje od sljedećih karakteristika je imala ta aktivnost:

<i>Označite jedan odgovor u svakom redu.</i>			
		Da	Ne
a)	Bila je nadogradnja na moje postojeće znanje.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Bila je prilagođena mojim osobnim razvojnim potrebama.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Imala je dosljednu strukturu.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

² Profesionalni razvoj (PR) uključuje sve vrste mogućnosti učenja (edukacije, zajednice učenja, kolegiji itd..) koje se pružaju i mogu se koristiti u odnosu na široku paletu specijaliziranih treninga, formalnog obrazovanja ili naprednog profesionalnog učenja s ciljem da pomognu odgojno-obrazovnim djelatnicima da poboljšaju svoje profesionalno znanje, kompetencije, vještine i učinkovitost.

d)	Pružila mi je prilike za aktivno učenje.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
e)	Pružila mi je prilike za suradničko učenje.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	Pružila mi je prilike za uvježbavanje/primjenu novih ideja i znanja u vlastitoj školi.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	Pružila mi je popratne aktivnosti.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	Održala se u mojoj školi.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	Trajala je dulji vremenski period (npr. nekoliko tjedana ili duže).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l)	Ostalo (navedite koje).....		

2. Za svako od navedenih područja koja su povezana sa stvaranjem inkluzivne školske kulture, molimo da navedete u kojoj Vam je mjeri trenutno potreban profesionalni razvoj.

Označite jedan odgovor u svakom redu.

		Trenutno nije potrebno	Malo potrebno	Umjereno potrebno	Jako potrebno
a)	Znanje i razumijevanje inkluzivne školske kulture.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Razvoj školskih politika koje su u skladu s principima inkluzije.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Promicanje školskih vrijednosti koje podržavaju inkluziju, jednakost, nediskriminaciju i uvažavanje svih.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Razvoj i poticanje suradnje između učitelja, učenika i školskog osoblja.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Razvoj i poticanje suradnje s ostalim dionicima koji su povezani sa školom (lokalna zajednica, roditelji, itd.).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Poticanje aktivnog sudjelovanja roditelja u životu škole.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Podizanje svjesnosti o vlastitim uvjerenjima o različitosti i inkluziji (koji bi mogli utjecati na moje upravljanje školom, npr. u području zapošljavanja učitelja, praksama upravljanja, itd.).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

h)	Podizanje (vlastite) svjesnosti o neinkluzivnim i diskriminatornim praksama i poticanju inkluzivnih i nediskriminativnih praksi.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i)	Stvaranje inkluzivnog i nediskriminativnog fizičkog okruženja.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j)	Razvijanje, stvaranje i provođenje uspješnih strategija protiv nasilja u školi i za poštivanje različitosti.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
k)	Priprema školskog osoblja da prikladno odgovori na različitosti učenika.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
l)	Podržavanje inkluzivnog iskustva učenja učenika (poput visokih očekivanja za sve učenike, nastave koja potiče sudjelovanje svih učenika, nastava koja razvija uvažavanje različitosti, učitelji su usmjereni na podršku u učenju i sudjelovanje svih učenika, itd.).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
m)	Uspostavljanje i uspješno provođenje jasnih školskih pravila za osoblje i učenike koja potiču i njeguju inkluzivno ponašanje.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
n)	Razvijanje i uspješno provođenje Školskog kurikuluma koji podržava inkluzivnu školsku kulturu.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
o)	Razvijanje i uspješno provođenje Školskog razvojnog plana koji podržava inkluzivnu školsku kulturu.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
p)	Organizacija i koordinacija podrške i osiguranja jednakih šansi na razini škole (npr. podrška u učenju jezika, podrška za posebne obrazovne potrebe, podrška za učitelje, itd.).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
q)	Mobilizacija i upravljanje financijskim i ljudskim resursima koji podržavaju inkluzivnu školsku kulturu.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
u)	Procjenjivanje i korištenje podataka za poboljšanje inkluzivne školske kulture u mojoj školi (npr. evaluacija inkluzivne školske kulture).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

OSNOVNE INFORMACIJE

3. Spol:

- a) Ženski
- b) Muški

4. Obrazovanje

Diplomirao/la sam u području a) društvenih znanosti b) prirodnih znanosti c) drugo

5. Molimo navedite godine radnog iskustva:

- a) Ukupan broj godina radnog iskustva u školi
- b) Godina radnog iskustva kao ravnatelj/ica u ovoj školi
- c) Ukupan broj godina radnog iskustva kao ravnatelj/ica

6. Molimo navedite broj učenika koji su upisani u Vaše škole, broj učitelja, asistenata i pomoćnog osoblja

Broj učenika	Broj učitelja	Broj asistenata	Broj pomoćnog osoblja

7. Ravnatelj/ica sam u:

- c) osnovnoj školi
- d) srednjoj školi
 - aa) u gimnaziji
 - bb) u strukovnoj školi
 - cc) ostalo

Annexe 1c: Questionnaire on principals' needs for professional development in the field of creating inclusive school culture (Macedonian language version)

Одредување на потребите на директорите за развој на инклузивна училишна култура

Овој прашалник ја зема предвид дефиницијата за инклузивно образование промовирана од страна на УНЕСКО:

Според УНЕСКО, инклузивното образование претставува „процес во кој се одредуваат и се излегува во пресрет на различните потреби на сите ученици преку зајакнување на нивното учество во процесот на учење, во културата и во самата заедница, а се намалува ексклузијата од образованието и внатре во самото образование“.

1. Во последниве 5 години, дали некоја од активностите за Вашиот професионален развој³ била поврзана со темата за развој на инклузивна училишна култура? а) Да б) Не

1а. Каков тип на професионален развој сте посетувале (може да одберете повеќе од еден одговор, ако сметате дека тоа е важно)

- а) обука на работното место
- б) екстерна обука организирана од државна агенција
- в) екстерна обука во рамките на проект за инклузивно образование
- г) академски курс
- д) онлајн курс
- ѓ) друго, ве молиме дефинирајте...

1а. Сетете се на некоја активност за професионален развој која имала најголемо влијание на вашето лидерство во училиштето во последниве 12 месеци. Дали активноста се одликувала со некоја од следниве карактеристики?

<i>Ве молиме да означите по еден одговор во секој ред.</i>			
		Да	Не
а)	Се надоврза на моето претходно знаење.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
б)	Се прилагоди на моите лични потреби за развој.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
в)	Активноста беше кохерентно структурирана.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
г)	Даде можности за активно учење.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

³ Професионален развој (ПР) вклучува секаков тип на можност за учење (обуки, заедници за учење, академски курсеви итн.), а може да подразбере и широк спектар на специјализирани обуки, формално образование или напредни професионални курсеви кои имаат за цел да им помогнат на едукаторите да го подобрат своето професионално знаење, компетенции, вештини и ефективност.

д)	Даде можности за колаборативно учење.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ѓ)	Даде можности за користење/примена на нови идеи и знаења во моето училиште.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
е)	Обезбеди последователни активности.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
ж)	Активноста се одвиваше во моето училиште.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
з)	Се одвиваше во подолг временски период (на пр. неколку недели или подолго).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
с)	Друго (ве молиме прецизирајте).....		

2. За секоја од долу наведените области, кои се во поврзани со создавање на инклузивна училишна култура, Ве молиме да наведете до која мерка во моментот Ви е потребен професионален развој.

Ве молиме да означите по еден одговор во секој ред.

	Во моментов нема потреба	Ниско ниво на потреба	Умерено ниво на потреба	Високо ниво на потреба
а)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
б)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
в)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
г)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
д)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
е)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ѓ)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

е)	Подигање на (мојата) свест за неинклузивните и дискриминаторски практики и промовирање на инклузивни и недискриминаторски практики.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ж)	Креирање на инклузивно и недискриминаторско физичко опкружување.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
з)	Развивање, креирање и имплементација на успешни стратегии за справување со врсничко насилство и за почитување на различностите.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
с)	Подготовка на училишниот кадар соодветно да одговори на различностите кај учениците.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
и)	Поддржување на искуства со инклузивно учење кај учениците (на пр. високи очекувања за сите ученици, часови на кои се охрабрува учество на сите ученици, часови кои им помагаат на децата да ја разберат различноста, наставници кои се трудат да им помогнат на сите ученици да научат и да учествуваат итн.).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
ј)	Дизајнирање и успешна имплементација на јасно дефинирани училишни правила за вработените и наставниците за да се зајакне и соодветно да се поддржи инклузивното однесување.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
к)	Креирање и успешна имплементација на курикулумот и/или методи за учење и планирање со цел да се поддржи инклузивната училишна култура.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
л)	Дизајнирање и успешна имплементација на училишен развоен план со цел да се поддржи инклузивната училишна култура	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
м)	Организирање и координирање на поддршка за различноста (на пр. поддршка за учење на јазик, поддршка за посебни образовни потреби, поддршка за наставниците итн.).....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

н)	Мобилизирање и менаџирање на финансиските и човечките ресурси со цел да се поддржи инклузивната училишна култура.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
њ)	Проценка и користење на податоци за подобрување на инклузивната училишна култура во моето училиште (на пр. евалуација на инклузивната училишна култура).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

ДОПОЛНИТЕЛНИ ИНФОРМАЦИИ

3. Пол:

- а) Женски
- б) Машки

4. Образование:

Имам диплома од областа на а) општествени науки, б) природни науки, в) друго

5. Ве молиме наведете ги годините на работно искуство:

- а) Вкупно години работно искуство во училиште
- б) Години работно искуство како директор/ка во ова училиште
- в) Вкупно години работно искуство како директор/ка

6. Ве молиме наведете го бројот на запишани ученици во Вашето училиште; наставници и кадар за поддршка на вработените

Ученици	Наставници	Стручна служба

7. Јас сум директор/ка на:

- а) Основно училиште
- б) Средно училиште:
 - аа) гимназија
 - бб) стручно
 - вв) комбинирано (гимназија и стручно)

Annexe 1d: Questionnaire on principals' needs for professional development in the field of creating inclusive school culture (Albanian language version)

Identifikimi i nevojave të drejtorëve për zhvillimin e kulturës shkollore inkluzive

Përkufizimi për arsim inkluziv të cilit i referohemi në këtë pyetësor, është ai i promovuar nga UNESCO:

Sipas UNESCO, arsimi inkluziv konsiderohet si "proces i adresimit dhe i përgjigjes së larmisë së nevojave të të gjithë nxënësve përmes zmadhimit të pjesëmarrjes në mësim, kulturave dhe komuniteteve, dhe uljen e përjashtimit nga arsimi dhe nga brenda arsimit."

1. Në 5 vitet e fundit, vallë ka qenë i lidhur ndonjë nga aktivitetet tuaja të zhvillimit profesional⁴, me zhvillimin e kulturës shkollore inkluzive?

- a) Po
- b) Jo

1a. Në cilin lloj të zhvillimit profesional keni marrë pjesë (ju lutemi zgjidhni më shumë se një nëse është e nevojshme)

- g) Trajnim i brendshëm
- h) Trajnim i jashtëm i organizuar nga agjenci shtetërore
- i) Trajnim i jashtëm në kuadër të projektit për arsim inkluziv
- j) Kurs akademik
- k) Kurs on - line
- l) tjetër, ju lutemi specifikoni.....

1a. Duke menduar në lidhje me zhvillimin profesional, çfarë kishte ndikim më të madh profesional mbi stafin udhëheqës të shkollës suaj gjatë 12 muajve të fundit, nëse kishte ndonjë nga këto karakteristika?

<i>Ju lutemi shënoni një, për secilin rresht.</i>			
		Po	Jo
a)	Ndërtohej mbi njohurinë time paraprake.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
b)	Ju përshtat kërkesave të mija personale për zhvillim.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
c)	Kishte strukturë koherente.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
d)	Ofron mundësi për mësim aktiv.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

⁴ Zhvillim profesional (ZhP) i përfshin të gjitha llojet e mundshme të mësimit (trajnim, komunitete për mësim, kurse akademike etj.) dhe mund të përdoret për game të gjerë të trajnimeve të specializuara, për arsim formal ose mësim profesional të avancuar, I dedikuar tju ndihmojë mësimdhënësve në mënyrë që ti përmirësojnë njohuritë e tyre profesionale, kompetencat, shkathtësitë dhe efektivitetin

e)	Siguron mundësi për mësim të përbashkët.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
f)	Ofroi mundësi për ushtrim / zbatim të ideve dhe dijeve të reja në shkollën time.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
g)	Siguroi aktivitete vijuese.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
h)	Ndodhi në shkollën time.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
i)	U zhvillua periudhë më të gjatë kohore (për shembull disa javë ose më gjatë).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
l)	Tjetër (ju lutemi specifikoni).....		

2. Për secilën nga fushat në lidhje me krijimin e kulturës shkollore inkluzive, më poshtë shënoni shkallën deri në të cilën ju nevojitet zhvillim profesional.

Ju lutemi shënoni një, për secilin rresht.

	Për moment in nuk ka nevojë	Nivel i ulët	Nivel i moderuar	Nivel i lartë	
a)	Njohuri dhe kuptimi i kulturës shkollore inkluzive.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b)	Zhvillimi i politikave shkollore në pajtim me parimin e inkluzivitetit.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c)	Promovimi i vlerave shkollore të cilat mbështesin, barazi, jo diskriminim dhe respektimin e të gjithëve.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d)	Zhvillim dhe mbështetje e bashkëpunimit ndërmjet mësimdhënësve, nxënësve dhe të punësuarve në shkollat.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e)	Zhvillimi dhe mbështetja me pale të tjera të interesuara në lidhje me shkollat (komuniteti lokal, prindërit etj.)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f)	Mbështetja e pjesëmarrjes aktive të prindërve në jetën shkollore.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g)	Të jesh i vetëdijshëm për bindjet tënde në lidhje me diversitetet dhe inkluzionin (që mund të ndikojë mbi udhëheqjen e shkollës, për shembull në fushën e punësimit të mësimdhënësve, praktika për leadership etj)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h)	Ngritja e vetëdijes (sime) në lidhje me praktikat jo inkluzive dhe diskriminuese dhe promovimi i praktikave jo diskriminuese	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

i)	Krijimi i rrethinës fizike e cila është jo diskriminuese dhe inkluzive.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j)	Zhvillim, krijim dhe zbatim të strategjive të suksesshme kundër maltretimit dhe respektimit të diversiteteve	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k)	Përgatitja e stafit të shkollës që në mënyrë përkatëse tu përgjigjen nxënësve të ndryshëm.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l)	Mbështetje e përvojave inkluzive për mësimin e nxënësve (pritshmëri të larta për të gjithë nxënësit, mësimet që inkurajojnë pjesëmarrjen e të gjithë nxënësve, mësimet që zhvillojnë kuptimin e diversiteteve, mësimdhënësit kujdesen të mbështesin mësimin dhe pjesëmarrjen e të gjithë nxënësve etj.).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m)	Dizajnimi dhe zbatimi me sukses i rregullave të qarta në shkollë për të punësuarit dhe mësimdhënësit të cilët inkurajojnë sjelljen përkatëse, inkluzive.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
n)	Dizajnim dhe zbatim me sukses të programit shkollor në shkollat dhe / ose metodat e mësimin dhe planet e mësimëve me qëllim të mbështetjes kulturore shkollore inkluzive.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
o)	Dizajnim dhe zbatim me sukses të planit për zhvillimin e shkollave me qëllim mbështetjen e kulturës shkollore inkluzive	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
p)	Organizim dhe koordinim i mbështetjes për diversitetet (për shembull mbështetje për nevoja të veçanta arsimore, mbështetje për mësimdhënësit etj.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
q)	Mobilizim dhe menaxhim me burimet financiare dhe njerëzore me qëllim mbështetjen e kulturës shkollore inkluzive.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
u)	Vlerësim dhe shfrytëzim të të dhënave për përmirësimin e kulturës shkollore inkluzive në shkollën time (për shembull, Evaluim i kulturës shkollore inkluzive)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

INFORMACIONE TË PËRGJITHSHME

3. Gjinia:

- c) Femër
- d) Mashkull

4. Arsimimi

I/ e diplomuar në fushën e a) Shkencat shoqërore b) Shkencat natyrore c) Tjetër

5. Ju lutemi shënoni sa vjet keni përvojë pune:

- a) Vjet totali i përvojës së punës në shkollë
- b) Vjet si drejtor në këtë shkollë
- c) Vjet totali përvojë pune si drejtor

6. Ju lutemi shënoni numrin e nxënësve të regjistruar në shkollën tuaj, mësimdhënës dhe personel ndihmës i punësuar

Numri i nxënësve	Numri i mësimdhënësve	Numri i personelit ndihmës

7. Unë jam drejtor në:

- e) Shkollë fillore
- f) Shkollë të mesme:
 - aa) gjimnaz
 - bb) profesionale
 - cc) e përzier (të dyja gjimnaz dhe profesionale)