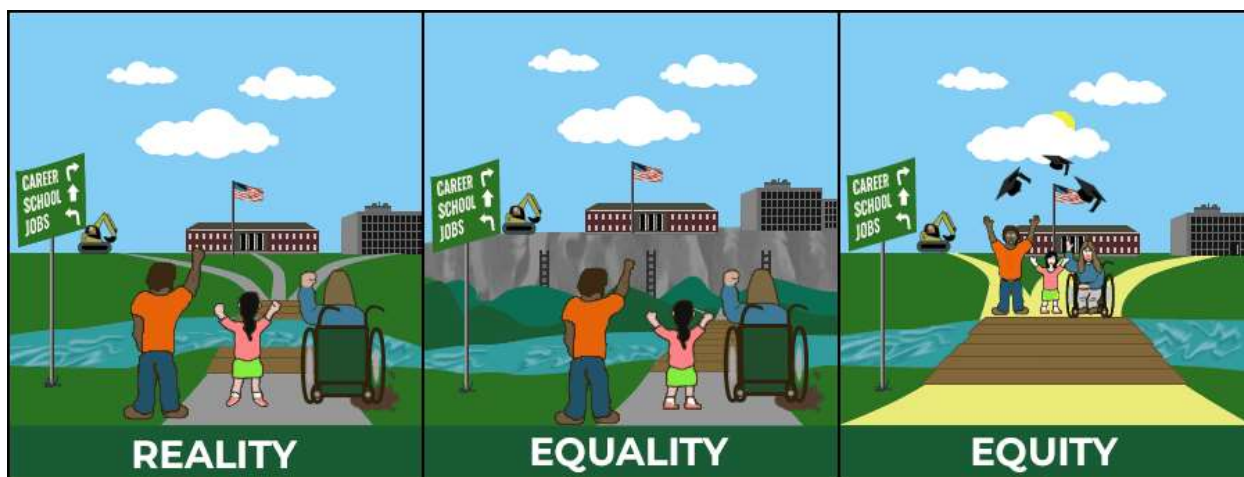




Why Inclusive Leadership Matters?

Equity is imperative to keeping Georgia’s students first! Inclusive principals create strong school cultures and distribute leadership across staff to serve all learners well and ensure all students feel safe, supported, and valued in school.

In promoting equity for “all,” inclusive principals must respond effectively to the potential and needs of **each** student. Inclusive principals ensure high expectations and appropriate supports so that each student—across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income—can excel in school.



What is Inclusive Leadership?



Inclusive education is a schoolwide culture and practice of valuing **each** student as a learner across general education classrooms, rather than a particular program or place. Inclusion provides students with disabilities equitable access and opportunity in the general education curriculum and ensures that each student receives the educational resources and rigor they need at the right moment in their education. In inclusive schools, educators’ roles are restructured for shared accountability and responsibility. Learners who need differentiated support and additional intervention receive it. School leaders use schedules, teacher teams, and data to ensure the academic progress and success of each student.



Mission:

Create an inclusive learning environment for each student through advancing inclusive principal leadership.

Ensure each student excels and feels safe, supported, and valued in school. High expectations have been established and provide appropriate supports for all students. These expectations play an essential role in improving instruction, promoting collaboration between general and special education teachers and retaining effective teachers.

Goals:

- Improve equitable access and opportunity for students to increase graduation rates and post-secondary outcomes.
- Ensure all students have access to high quality instruction, effective teachers, and rigorous coursework.
- Retain and recruit new teachers and encourage education as a career of first choice.
- Raise expectations and strengthen supports for students with disabilities
- Create welcoming and culturally and linguistically environments for all students

Where to Start? [Changing policy and practice](#) that result in stronger inclusive principal leadership takes intentional coordination across departments within state education agencies, as well as collaboration with educator preparation programs and districts. Everyone has a stake in this important work, and it requires working in partnership.

The Georgia Department of Education will develop professional learning opportunities—both face-to-face and virtual—to address the behaviors and practices critical to meeting the needs of ALL learners including students with disabilities, English Learners, and students of poverty.

- Expand the Professional Learning team at the Georgia Department of Education to assist with the development of virtual professional learning modules to support the Inclusive principal leadership.



Resources – *There is support for states in integrating effective inclusive principal leadership into policy across a principal’s career continuum—from initial preparation to ongoing practice and continuous school improvement. CCSSO and the NCIPL selected these resources for their alignment to the foundational [PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities](#).*

- [Strategy 1: Set a Vision and Plan for Inclusive Principal Leadership](#)
- [Strategy 2: Cultivate Coherence and Collaboration](#)
- [Strategy 3: Transform Principal Preparation and Licensure](#)
- [Strategy 4: Promote Principal Development on Inclusive Practices](#)
- [Strategy 5: Provide Targeted Supports to Districts and Schools](#)
- [Strategy 6: Connect School Improvement and Principal Development Initiatives](#)
- [Strategy 7: Meaningfully Engage Stakeholders as Partners in the Work](#)
- [Strategy 8: Adopt Processes and Supports for Continuous Improvement](#)