

Inclusive Educational Leadership: Integrating Social, Cultural, and Human-Centered Approaches for Learners with Diverse Needs

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ABSTRACT:

Inclusive educational leadership has played an ever more prominent role in schools' responses to the increasing diversity of their learners by ability, cultural heritage, language, identity, socioeconomic status, and support needs. This review focused on the social, cultural and human-centered approaches that have been associated with more inclusive forms of educational leadership and how the social, cultural and human-centered approaches might be incorporated into a coherent educational leadership framework. A narrative review design was used, which included recent peer-reviewed literature, policy documents and international reports, with the majority of literature focused on 1714-1727 and a selection of earlier foundational literature. The review identified three key areas of inclusive leadership. Social methods focused on equality, social justice, involvement, feeling a sense of belonging and family involvement. Cultural approaches emphasized culturally responsive leadership, linguistic diversity, cultural competence and inclusive school climate. Human-centred, learning-focused approaches that prioritise the voice and agency of the learner, learner well-being, learner dignity, personalisation and responsive learning support. In these dimensions, good leadership was linked to collaboration in decision making, professional development, supportive institutional cultures, and better policy-practice alignment. There were limitations in terms of resources, lack of leadership development, structural inequities, uneven policy implementations, and lack of attention to diverse learners as well. There was a call for an integrated perspective where social responsiveness, cultural responsiveness and human-centered leadership all contribute to an inclusive institutional environment, in the review. This can help to build participation, belonging, equity and meaningful learning experiences for all

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learners with diverse needs.

Keywords: inclusive educational leadership; social justice leadership; culturally responsive leadership; human-centered education; learner diversity; equity and inclusion; student voice; school belonging

Introduction

Inclusive education has become a cornerstone in the development of education systems that work with differences among learners and work for equity and participation and meaningful access to learning. Today's classrooms are diverse and have students with varying abilities, cultural identities, language backgrounds, socioeconomic status, learning preferences and supports. This diversity has increased the role of educational institutions from providing access to schooling to ensuring that all learners enjoy a sense of belonging, develop and participate in schools and classrooms. Global policy discussions have therefore moved toward viewing inclusion as a system-wide responsibility rather than a separate provision for selected groups of learners (UNESCO, 2020).

Increasing complexity of learner diversity has also focused on the role of educational leadership. School leaders shape school priorities, professional practice, the allocation of resources, the culture of the school, teacher interactions with each other, and relations with families and communities. Leadership then is a key factor in influencing whether inclusive policies are implemented in daily education. International evidence in recent years has highlighted the strong relationship between good leadership and better learning environments, better professional development, and more equitable learning conditions in which learning targets can be achieved more equitably (UNESCO, 2024). This is because leadership is a vital part of the process of bridging the gap between the needs of the learners in different educational contexts.

Equity and inclusion cannot be achieved through equal education, since learners are provided with education that is shaped by various advantages, exclusions, and structural constraints. Educational systems, then, need to make a response to differences, such as those of disability, migration, language, gender,

socioeconomic status, and others, which influence access and participation (OECD, 2023). Children with disabilities are especially at risk of exclusion and unequal access to

education, and more attention needs to be paid to the need to support participation and well-being through institutional practices that cater to their needs (UNICEF, 2021). Inclusive leadership then needs to go beyond managing for inclusion to practices that actively seek to identify and eliminate barriers to learners' inclusion.

There is also an international consensus that inclusion is a wider process of transforming education cultures, policies and practices to ensure that all learners are valued and supported (UNESCO, 2017). In terms of rights, inclusive education must be based on the principle of non-discrimination, accessibility, reasonable accommodation, participation and equal opportunity in mainstream education (Committee on the Rights of Persons with Disabilities, 2016). Historically these principles have been embedded in the Salamanca Statement which advocated for schools that can cater for children to learn together, irrespective of their ability, background and learning needs (UNESCO & Ministry of Education and Science, Spain, 1994).

While there has been extensive research on inclusive education, social justice leadership, culturally responsive leadership, learner-centred practice and participation, the field has sometimes failed to see these areas as fully-integrated lines of scholarship. Inclusive educational leadership is then in need of greater synthesis to get a clearer picture of how social and cultural perspectives, and human-centered approaches, can complement each other to reinforce this leadership. The purpose of the present review was to explore these three dimensions, the points at which they overlap and how they might benefit learners with varying needs. In particular, the review focused

on leadership's work around equity and participation, cultural and linguistic diversity, learner voice and well-being, and the institutional conditions for inclusion. It also reviewed the key barriers, gaps and future research directions to create a more integrated vision of inclusive educational leadership.

2. Conceptual Foundations of Inclusive Educational Leadership

2.1 Inclusive Educational Leadership

Inclusive educational leadership was used to describe leadership practices that sought to make sure that all learners could participate meaningfully, that they had access to equitable learning opportunities and that they received appropriate support. In inclusive leadership, the focus was not just on the school administrator or on school performance, but on eliminating obstacles to participation and achievement, a different approach from the typical school leadership focus. It needed leaders who would transform the ethos, policy and professional practice of their schools in the context of diversity, not as a programme of its own or a specialist responsibility for inclusion. International evidence suggests that progress towards inclusion relies on working together across schools and education systems, rather than individual interventions (Ainscow, 2020b). Inclusive leaders thus strived to synchronize values, pedagogy, organisations and resources regarding the needs of different groups of learners. They were expected to enhance learning conditions, foster the learning success of all students, including those who need extra educational support (Óskarsdóttir et al., 2020). Shared responsibility, cooperation and a clear institutional commitment to inclusive development were also important aspects of this leadership to be able to carry out (European Agency for Special Needs and Inclusive Education, 2018a).

2.2 Diversity, Equity, Inclusion, and Belonging in Education

Learner diversity included disability, language, culture, socioeconomic status, learning needs, migration status, identity and other factors which affect participation in education. Inclusion was thus not just about being

mainstreamed, but about enabling learners to be able to participate, learn and feel valued in the school community. Equity also supported inclusion by recognizing that different learners may need different types of support to enable them to access learning opportunities that make a difference to them (Ainscow, 2020a). A critical intersectional approach also pointed out that learners might face multiple disadvantages at the same time, and single disadvantage based approaches are inadequate to explain the phenomenon of exclusion in general (Bešić, 2020). A further finding of the policy reform work was that inclusive education would not be achieved through minor adjustments to the curriculum, professional practice, resource allocation, or expectations of individual institutions but would instead necessitate more fundamental shifts in these areas. (Whitley & Hollweck, 2020)

2.3 Theoretical Perspectives Supporting Inclusive Leadership

Inclusive educational leadership was informed by and built on some complementary leadership perspectives. Social justice leadership focused on equity, advocacy and eliminating structure inequalities, and culturally responsive leadership acknowledged the significance of learners' cultural and linguistic contexts. Distributed leadership was linked to shared decision making between leaders, teachers, families, and other stakeholders, while ethical leadership was linked to the values of dignity, responsibility and fairness. The learner-centred views also focused the discussion on student voice, choice, wellbeing and personal care. Research on inclusive school leadership has highlighted the importance of it being embedded in clear policies and conducive school organizational contexts (European Agency for Special Needs and Inclusive Education, 2018b). This was also reflected in the more recent policy guidance which highlighted the need for a clear role, capacity, collaboration and accountability of all levels of the education system in inclusive leadership (European Agency for Special Needs and Inclusive Education, 2021). Table 1 outlines the key theoretical frameworks that inform inclusive educational leadership and demonstrates how they each support for

inclusive education practices.

Table 1. Theoretical Perspectives Supporting Inclusive Educational Leadership

Leadership perspective	Primary focus	Key leadership practices	Contribution to inclusive education
Social justice leadership	Equity and structural inequality	Identifying barriers, equitable resource allocation, advocacy, challenging exclusion	Promotes fair opportunities and participation for marginalized learners
Culturally responsive leadership	Culture, identity, language, and context	Recognizing cultural differences, responsive decision-making, community engagement	Strengthens cultural recognition, representation, and responsiveness
Distributed leadership	Shared responsibility and collaboration	Shared decision-making, teacher leadership, stakeholder participation	Extends responsibility for inclusion across the school community
Ethical leadership	Dignity, fairness, and responsibility	Rights-based decisions, respectful relationships, transparent practices	Supports equitable and respectful treatment of diverse learners
Learner-centered leadership	Voice, agency, well-being, and individual needs	Student participation, responsive support, personalization	Places learners' experiences and needs at the center of leadership decisions

3. Review Methodology

3.1 Review Design

The study adopted a narrative review design to examine how inclusive educational leadership incorporated social, cultural, and human-centered approaches for learners with diverse needs. This design was chosen because the findings from various educational contexts, leadership perspectives and learner groups could

be compared and contrasted. The review was aimed at uncovering key ideas, leadership behaviours, commonalities and themes in the literature. Focusing also on contexts, implementation and needs of the learners that influenced inclusive leadership practices.

3.2 Literature Search Strategy

Relevant literature was searched in open access academic sources like Scopus, Web of Science, ERIC, Google Scholar, ScienceDirect, SpringerLink. Inclusive educational leadership, social justice leadership, culturally responsive leadership, human centered leadership, learner diversity, student voice, school belonging and inclusive education were some of the key terms used in the search. The searches were narrowed by the use of boolean operators AND and OR. Priority was given to studies published from 2020 to 2025, while selected earlier studies were retained for theoretical and conceptual foundations.

3.3 Eligibility Criteria

Studies were included if they related to the issue of educational leadership, as it relates to issues of inclusion, equity, cultural responsiveness, learner participation, well-being, diversity, disability, and social justice. Articles, reviews, policy documents and reports from reputable international institutions were taken into account. The publications were chosen because they were in English and because they were clearly relevant to school or educational leadership. Studies that failed to include leadership elements, or that addressed other administrative matters, were not considered for inclusion because they lacked the school leadership aspect; studies that did not have a sufficient number of items to be meaningfully synthesized were also not included; studies that had no or few items relevant to diverse learners were also not included; and studies that had only classroom teaching without a leadership component were not included.

3.4 Study Selection and Literature Synthesis

The identified records were reviewed for relevance to the aims of the article and the major themes defined in the review framework.

Titles and abstracts have been checked first and then the full text reading of the sources have been conducted which fulfilled the criteria. The literature that was selected was then grouped into themes of social, cultural, and human-centered leadership. Results were analysed at a comparative level to determine any common leadership practices, variations between studies in educational settings, and recurring issues and

priorities. The final synthesis was developed around areas of convergence among the three leadership approaches.

4. Social Approaches to Inclusive Educational Leadership

4.1 Equity and Social Justice in Leadership

Social views on inclusive educational leadership focused on equality, inclusion and the elimination of factors that prevent the less able from accessing education. Equitable leadership needed school leaders to be aware of access, support and achievement disparities and not to believe that provision if identical will create outcomes that are identical. Leaders therefore needed to review school policies, allocation of resources, disciplinary practices, and professional expectations through an equity-oriented lens (Leithwood, 2021). Changing practices that produced exclusion, as well as providing institutional opportunities to engage in decision-making from a marginalised perspective, were also part of social justice leadership (Skousen, 2022). It became especially vital in areas where racial, cultural, or socioeconomic disparities were a part of broader educational frameworks (Shah et al., 2023).

4.2 Participation, Belonging, and School Community

The development of an inclusive school environment that allowed learners to participate in meaningful ways and feel at home was also important to inclusive leadership. Resilience and belonging to the school have been related to social justice oriented leadership practices, which have shown that leadership practices can shape students' sense of belonging within the school (Koçak, 2021). Interpersonal relationships between students and teachers were also crucial, as positive connections fostered feelings of belonging and helped to create positive learning experiences (Allen et al., 2021). Leaders therefore had a responsibility to encourage respectful relationships, collaborative practices, and school cultures in which learners felt recognized, supported, and able to participate without fear of exclusion.

4.3 Family, Community, and Stakeholder Engagement

Engaging the family and community was another key social aspect of inclusive leadership. Communication, trust, shared expectations and opportunities for parents and community members to engage in educational processes were essential to effective engagement (Kelty & Wakabayashi, 2020). In terms of the family, inclusive leadership was enhanced by leaders who ensured that schools and families were accessible, responsive and cooperative (Crisol-Moya et al., 2022). But engagement may have different definitions for parents and school staff, and it is important for them to communicate and to have agreed-upon definitions for the purposes of sustained collaboration (Jones & Palikara, 2023). Inclusive leaders therefore required to bring teachers, families, communities and support people together around shared aims for participation and well being of learners.

5. Cultural Approaches to Inclusive Educational Leadership

5.1 Culturally Responsive Leadership

Culturally responsive leadership demanded that educational leaders be aware of cultural influences of learners' identity, experience, participation, and access to opportunity. Leaders were expected to be culturally diverse in policies, priorities for curriculum, teaching expectations and decision making within the school. Across diverse contexts in Europe, evidence revealed that culturally responsive leadership was contingent on the ability of leaders to understand and respond to the diversity in the local context, and tailor school practice accordingly (Brown et al., 2022). Strategic planning also became more inclusive when equity, cultural responsiveness, and community perspectives were embedded within institutional priorities (Mansfield & Lambrinou, 2024). These practices were developed by the leaders understanding culturally responsive principles first before applying them at school-level (Uddin & Bridges, 2024).

5.2 Linguistic and Cultural Diversity

Multilingual learners, migrant students, Indigenous communities and culturally diverse populations were particularly impacted by the actions of leaders in responding to linguistic and

cultural diversity. Multilingual education fostered inclusion by making learners' home languages the resources they needed to learn; rather than being obstacles to participation (UNESCO, 2025). Leadership thus required to promote language sensitive policies, culturally responsive teaching and access to learning for all linguistic groups. There has also been more general guidance that acknowledging the linguistic diversity can enhance the participation and social inclusion of learners in educational systems (Van Avermaet, 2024). Schools that safeguarded cultural identity and facilitated integration and educational continuity were further highlighted by migrant and displaced learners' experiences (UNESCO, 2018).

5.3 Cultural Competence and Inclusive School Climate

Cultural competence was demonstrated by the leaders' capacity to appreciate diverse cultural points of view, acknowledge bias, and establish spaces where learners and communities felt valued and included. Culturally responsive leadership in disadvantaged settings demonstrated that positive relationships, community understanding and responsiveness to context could enhance school cohesion when things are challenging (Highfield et al., 2023). The leadership practices that were important to inclusive school climates included the importance of Indigenous knowledge, identity, and culturally-based expectations. Research with Māori students showed that culturally responsive middle leadership could impact the effectiveness of schools' recognition of and responsiveness to culturally distinct groups of learners (Highfield et al. 2024). Respect, representation, intercultural understanding, and more inclusive institutional relationships thus were promoted by cultural competence.

6. Human-Centered Approaches for Learners with Diverse Needs

6.1 Learner Voice, Agency, and Participation

Human-centered approach put learners in the driver's seat, making them active players in any decisions that impact their learning rather than receiving institutional support. Student voice has led to opportunities for students to voice concerns and shape school practices and

decisions relating to learning and support. But there may be some mismatches between what senior leaders expect and what is actually occurring at the classroom level, which may reduce meaningful participation (Skerritt et al., 2022). Opportunities for student voice also provided evidence that increased learners' sense of agency and influence in educational contexts (Moore, 2022). Participative practices also further stimulated dialogue, shared responsibility, and appreciation of the various perspectives of learners in culturally diverse contexts (Caetano et al., 2020).

6.2 Empathy, Dignity, and Learner Well-Being

Leadership for the human, aimed to develop the understanding of respectful relationships, emotional responsiveness, dignity and paying attention to broader learners' experiences in school. Learning in and belonging became more meaningful when students felt a sense of belonging, rather than only being physically present in learning spaces (Long & Guo, 2023). Leaders therefore had to develop school environments where they supported, cared for, recognised, and fostered positive interpersonal relationships. Learner well-being was also intricately linked with learning experiences and outcomes, and this was likewise seen as a significant factor when decisions were made

regarding the leadership of school climate and supports (Obermeier et al., 2021). This kind of leadership made well-being an intrinsic part of the inclusive quality in education as a service.

6.3 Personalized and Responsive Educational Support

Recognising learners as individuals, their abilities, experiences, learning processes and the level of support they require. The concept of personalized education, in turn, was related to adapting the conditions and support of learning and not providing it in the same way, as the individual characteristics change (Tetzlaff et al., 2021). Support for this could come from inclusive leaders who foster flexibility, accessibility, differentiated provision and collaboration amongst teachers and support staff. Learner-centered decision-making also involved students having meaningful opportunities to have an impact on aspects of their school experience. Student voice and participation in decision making were identified by school leaders as key components to building more inclusive school communities (Egan et al., 2025). These practices connected individualized support with participation, agency, and institutional responsiveness. This figure shows how the social, cultural and human aspects are intertwined and form a holistic framework of inclusive educational leadership.

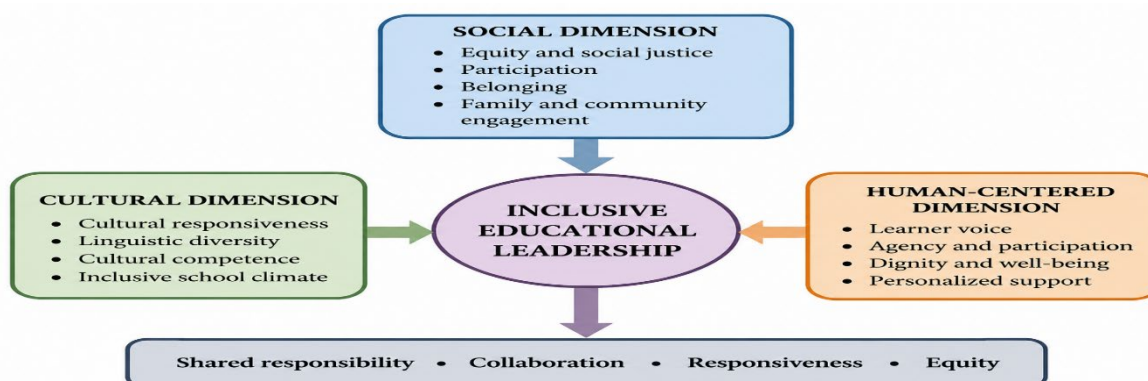


Figure 1. Convergence of social, cultural, and human-centered dimensions within inclusive educational leadership.

7.1 Areas of Convergence

7. Integrating Social, Cultural, and Human-Centered Leadership

Social, cultural, and human-centered leadership approaches were found to share the following

principles, which facilitate inclusive education: Equity, Participation, Respect, Responsiveness, and Shared responsibility. They shared a vision of creating learning spaces in which a variety of learners could be served and have access to meaningful support and could be full participants in school life. Inclusive school leadership needed leaders to develop relationships, coordinate support and be responsive to the different needs of learners instead of following a one-size-fits-all approach (Sider et al., 2021). Distributed leadership also contributed to the enhancement of inclusion by expanding the area of responsibility to teachers, leaders, families, and others, and decisions were made in which the views and needs of a broader audience were heard (Tejeiro, 2024).

7.2 Leadership Practices and Institutional Mechanisms

The meaning of integration lay in the process of adapting, developing or establishing

institutional mechanisms that drove and influenced how things were done on a day-to-day basis. Leaders shaped school culture, professional cooperation, the use of resources, inclusive policy implementation, accessibility and support provided for learners. Professional development was a key theme because teachers needed the right knowledge and skills to be able to put inclusive practices into practice (Donath et al., 2023). Teacher leadership and professional competence were also impacted by leadership, and may be further enhanced to support differentiated instruction for diverse learners (Wang & Tian, 2023). This research revealed that inclusive leadership was not a one-person phenomenon, rather it was the coordinated organizational conditions that created it. Table 2 presents the key leadership mechanisms that affect institutional practices and outcomes at the learner level according to the integrated inclusive approaches.

Table 2. Leadership Mechanisms Linking Integrated Approaches with Inclusive Outcomes

Leadership mechanism	Leadership action	Institutional effect	Expected learner-level contribution
Policy alignment	Embedding equity, cultural responsiveness, and learner needs in school policies	Greater consistency between inclusive values and practice	Fairer access and participation
Professional capacity	Providing professional development and collaborative learning	Stronger teacher competence for inclusive practice	More responsive teaching and support
Shared decision-making	Involving leaders, teachers, learners, families, and support professionals	Greater collective responsibility	Stronger participation and representation
Culturally responsive practice	Incorporating language, culture, identity, and community context into decisions	More responsive and representative school environment	Cultural recognition and belonging
Learner voice and personalization	Including students in decisions and adapting support to individual needs	Greater institutional responsiveness	Agency, dignity, well-being, and engagement
Family and community	Strengthening communication, trust,	Wider support network around	Continuity of support and

engagement	and partnership	learners	stronger participation
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7.3 Integrated Framework for Inclusive Educational Leadership

An integrated framework positioned social responsiveness, cultural responsiveness, and human-centered leadership as complementary dimensions of inclusive educational leadership. Social responsiveness focused on inequity and participation, cultural responsiveness on identity and contextual diversity, and human centered leadership on dignity, agency and individual support. It is thus essential to have school leaders who could ensure that the policy, practices and institutional arrangements are aligned to ensure inclusive action is implemented (Ghamrawi, 2023). Multidimensional practices could be considered as an alternative way to measure inclusive leadership that would be linked to different organizational and cultural contexts (Adams et al., 2025).

The combination of these dimensions indicated that inclusive leadership was most robust when learning, addressing inequity, and recognizing and responding to the learners' culture were dealt with simultaneously. Social

responsiveness assisted in identifying structural and relational barriers, and cultural responsiveness ensured decisions were based on learner identity, language, and experiences. Human-centered leadership connected these institutional priorities with learner voice, dignity, well-being, and individual support. Their interaction thus connected the leadership decisions at the collective level to the daily experiences of a variety of learners. Rather than operating as separate leadership models, the three dimensions formed complementary elements of an inclusive leadership approach capable of connecting institutional policy, professional practice, and learner participation.

The integrated framework then proceeded on a trajectory of social responsiveness, cultural responsiveness and human-centered leadership which led to inclusive leadership practices, inclusive institutional environments and participation, belonging, equity and improved learner outcomes. Figure 2 provides an integrated pathway between social, cultural and human centred leadership and inclusive practice, institutional environment, and learner outcomes.

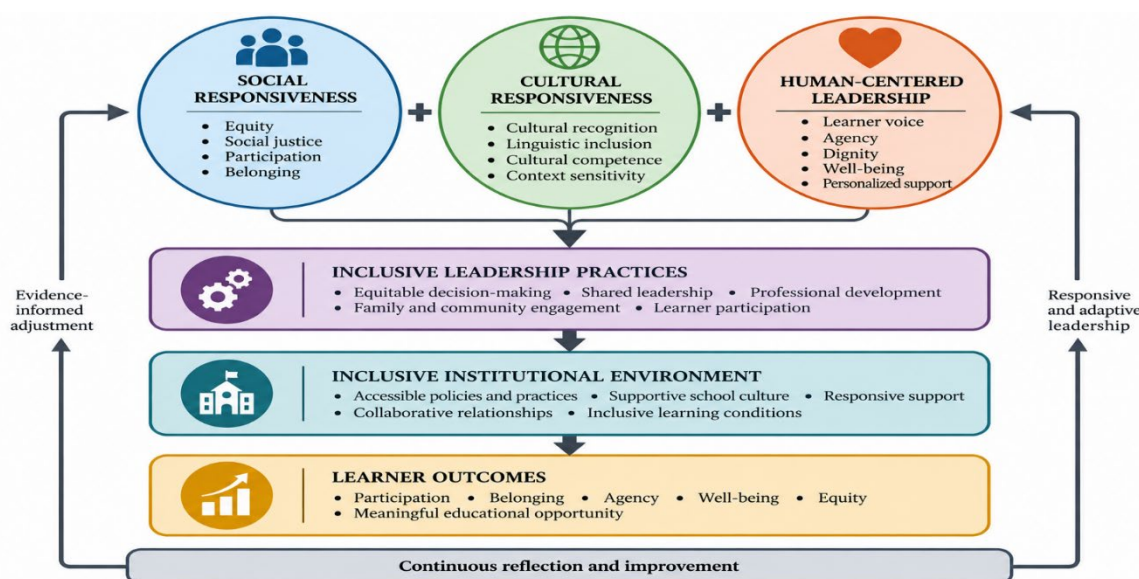


Figure 2. Integrated framework linking social, cultural, and human-centered leadership with inclusive educational environments and learner outcomes.

8. Challenges, Research Gaps, and Future Directions

8.1 Challenges to Inclusive Educational Leadership

Inclusive leadership in education remained challenged by institutional, structural and professional obstacles to the effective implementation. Leaders often worked within systems shaped by restricted resources, competing policy demands, uneven staff capacity, and persistent social or cultural biases. Reviews of social justice leadership have shown that leaders frequently encountered tensions between equity-oriented goals and established institutional expectations (Chaaban et al., 2025). The inclusive setting principals also needed increased preparation and professional knowledge to effectively address the needs of the diverse learners (Lunde, 2020). Leadership commitment was less evident in mainstream schools that run classes for disabled pupils, for whom practical challenges were particularly evident, and were not always reflected in a consistent and sustained inclusive practice (Tsirantonaki & Vlachou, 2024).

8.2 Gaps in Existing Research

The existing literature was still disjointed between the dimensions of social justice leadership, inclusive leadership, culturally responsive leadership, and disability-focused school leadership. This disintegration limited the ability to see how these views played out in one educational context. A synthesis of 20 years of principal social justice leadership studies was conducted recently, which also revealed

inconsistencies in conceptual development, methodological focus, and contextual boundaries in the study of principal social justice leadership (Rong & Chen, 2025). Research with students with autism also revealed that experiences of leading were greatly influenced by the local organizational context, underscoring the importance of exploring experiences of leadership in more context-sensitive ways within different learner groups and school systems (Lüddeckens et al., 2022).

8.3 Future Research and Practice Priorities

Future studies could explore inclusive educational leadership in more integrated, learner oriented, culturally responsive, and context specific ways. Longitudinal evidence of how leadership practices over time relate to school culture, participation, belonging, and learner outcomes is a key focus that is lacking. Comparative study of regions and educational systems also might be able to delineate leadership practices that are effective in various cultural and institutional contexts. The value of considering policy, communication, staffing, education practice, and resource capacity together as organizational preparedness has been demonstrated through research (Vlachou et al., 2023). Future leadership models should therefore connect system readiness with learner voice, professional development, cultural responsiveness, and sustained institutional support. Table 3 collates the main challenges, research gaps and future priorities for inclusive educational leadership in different contexts.

Table 3. Challenges, Research Gaps, and Future Priorities in Inclusive Educational Leadership

Area	Current challenge	Research/practice gap	Future priority
Leadership preparation	Uneven knowledge and preparation for inclusion	Limited integration of equity, culture, and learner-centered leadership in preparation programmes	Develop integrated inclusive leadership training
Resources and	Restricted staffing, time,	Unequal institutional capacity to implement	Strengthen resource planning

capacity	expertise, and support	inclusive practices	and professional support
Policy implementation	Differences between inclusive policy and everyday practice	Limited understanding of how policies are translated across contexts	Examine policy implementation at school and system levels
Cultural responsiveness	Cultural and linguistic diversity may receive uneven attention	Limited evidence across different cultural and national settings	Expand culturally and contextually grounded leadership research
Learner participation	Student voice may remain consultative rather than influential	Limited involvement of diverse learners in leadership research	Strengthen learner-informed and participatory approaches
Evidence on outcomes	Leadership studies often emphasize practices rather than long-term learner outcomes	Limited longitudinal evidence connecting leadership with participation, belonging, and achievement	Conduct longitudinal and comparative studies
Organizational readiness	Inclusive practices depend on wider institutional conditions	Insufficient integration of policy, staffing, communication, and support systems	Study inclusive leadership together with organizational preparedness

9. Conclusion

Social, cultural and human-centered thinking is most effective when combined in an integrated school improvement strategy in inclusive educational leadership. Socially responsive leadership increases equity, participation, belonging and collaboration; culturally responsive leadership supports the awareness

and understanding of language, culture and context differences of learners. Human-centred leadership brings in a greater emphasis on dignity, agency, well-being, voice and individual support. Leadership is no longer just about coordinating the administration of the school; it is about developing positive school cultures, professional practices and practices of

managing resources, and building and maintaining relationships with families and communities. The review also revealed that inclusive leadership requires shared responsibility, professional capacity, policy support and conditions within the organization that can help bring inclusive values to life in day-to-day practice. Meanwhile, however, a number of ongoing challenges limit progress, including inadequate resources, weak leadership, weak policy implementation, and inequitable service delivery to marginalized

groups of learners. Practice of future leadership should therefore be informed by collaboration, cultural awareness, responsiveness to the learner need and continuous professional learning. An integrated inclusive leadership model can assist educational institutions to establish inclusive school cultures that involve diverse learners in school settings not only in terms of admission and support, but also in terms of respect, representation, voice, and opportunities for participation and success.

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