The role of the School Leadership in promoting Inclusion and Social Justice in Mainstream Primary Schools through Collaborative Professionalism: A Comparative Study in England and Greece.

by

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A Thesis submitted to Dublin City University for the award of the Degree of Doctor of Philosophy in the School of Inclusive and Special Education

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Declaration

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctor of Philosophy, is entirely my own work and that I have exercised reasonable care to ensure that the work is original and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

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Acronyms and Abbreviations

BERA British Educational Research Association

CP Collaborative Professionalism

DfE Department for Education

EDEAY Interdisciplinary Educational, Evaluation and Support Committees

EU European Union

IC Inclusive Classroom

IEP Individualised Educational Plan

KDAY Diagnostic Assessment and Support Centre

KEDDY Differential Diagnosis, Diagnosis and Support of Special Educational Needs

KESY Centres for Educational Support and Counselling

LA/LEA Local Authorities/ Local Educational Authorities (The terms are used interchangeably depending on the source being cited)

MERRA Ministry of Education, Research and Religious Affairs

OFSTED Office for Standards in Education

PANDA Participatory Appraisal Of Needs And Development Of Action

PI Pedagogical Institute

PD Professional Development

PLS Plain Language Statement

SEN Special Educational Needs

SENCo Special Educational Needs Coordinator

SLT Senior Leadership Team

UNESCO United Nations Educational, Scientific and Cultural Organisation

WHO World Health Organization

PPA Preparation, Planning, Assessment

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Abstract

Lito Vera Fouki

The role of the School Leadership in promoting Inclusion and Social Justice in Mainstream Primary Schools through Collaborative Professionalism: A Comparative Study in England and Greece.

Literature advocates that at the heart of inclusive education is collaboration and leadership. Despite Greece and England´s theoretical agreement on inclusion, what is less clear is how this is enacted in practice. This qualitative comparative multi case study investigated the role of school leadership in promoting inclusive education and social justice through the lens of Collaborative Professionalism (CP). The goal of the comparison was to share information about both countries and to positively influence one another.

An interpretivist ontological stance was adopted and 47 participants took part in this study. Data collection methods included semi-structured interviews, observations, visual methods and sociograms. NVivo R and thematic analysis were employed for this study.

Findings suggested that rejecting authoritarian approaches that leave little or no space for teacher initiative play a crucial role in promoting an inclusive ethos. The Greek centralised system appeared to allow very little space for teacher collaboration in contrast to the English where collaborative practices were encouraged by the school leaders. Including community members and students while building collaboration across schools and systems seemed to lead to more inclusive practices. The decentralised system, contrary to a centralised one, along with a more organic style of leadership offered more opportunities for the creation of inclusive cultures.

Future research should focus on decentralised educational systems and how school leaders can empower teachers to develop collaborative practices. Governments and higher education policymakers could explore developing national educational policies that would give priority to collaborative teamwork, PD, establishing common ethos and vision for all staff in both countries.

Chapter One: Introduction

1.1 Context of the Study

This study investigated the role of school leadership in promoting inclusive education and social justice in Greece and England. It adopted the lens of collaborative professionalism (Hargreaves & O`Connor, 2017) to explore the topic at hand. This introductory chapter sets out the context of inclusion in Greece and England, the research problem, along with the empirical aims, the fundamental research questions and the approach adopted for this study. Then, the significance, personal rationale and the parameters of the study are explored followed by the outline of the whole thesis.

Inclusion could be defined as 'the careful and thoughtful marriage of educational excellence, equity and social justice' (Pelletier, Powell, Bartlett, & Kusama-Powell, 2010, p. 6). Inclusion demands asking what kind of world we want to create, what kind of skills and commitment do people need to thrive in diverse society and how we can create a world fit for all (Sapon-Shevin, 2003). Accepting and appreciating all individual differences, including culture, race, gender, socioeconomic status and disability is at the centre of its philosophy (Carrington, 1999). Inclusion is closely intertwined with a socially just society that addresses and eliminates marginalisation, poverty and racism. MacArthur (2009, p.33) agrees with this by stating that:

> A social justice position gives recognition to the fact that children enter school with unequal situations and inequality of opportunity, and that schools need to compensate for this.

Although social justice can be difficult to define in different contexts, a general concept identifies it as the effort to tackle issues of power and inequalities in school and society while challenging systemic and personal abuses of power (Shields & Mohan, 2008; MacArthur,

2009). The principle of inclusion in education is widely accepted across the world, reflected in over 92 member countries having signed the United Nations Salamanca Statement (1994). Inclusive education is also the main objective of the UN Convention on the Rights of Persons with Disabilities (CRPD), Sustainable Development Goals (United Nations Educational, Scientific and Cultural Organization, 2017b) and other UN and UNESCO initiatives and a crucial point of reference for the World Health Organisation policies (WHO, 2011). Both Greece (in 2012) and England (in 2009) have signed and ratified the UNCRPD (Genova, 2015, Conner, 2016) and SDG4 (Hellenic Republic, 2018, HM Government, 2019). Even though both countries theoretically have agreed to the vision of inclusion and social justice, what is less clear is how this is enacted in practice. There are many ways to approach inclusion but this study adopts a specific lens to it and that is Collaborative Professionalism (CP).

1.2 The Research Problem

One approach to inclusive practices is collaborative professionalism, which is about collaborative inquiry, action and collaborative responsibility (Hargreaves, 2019). Acknowledging MacArthur's point about schools needing to compensate for unequal situations and inequality of opportunity, this approach focuses on the way teachers, other staff members and members of the community transform teaching and learning together to develop meaningful fulfilling lives, purposes and success for all students. Central to inclusion and social justice is leadership which also plays a vital role in school improvement, the quality of students' experience inside and outside school (Angelides, Antoniou & Charalambous, 2010; Chapman, Ainscow, Miles, & West, 2011; Spillane & Diamond, 2007) and in developing and sustaining teachers' professional development for inclusive practice (King, 2011). Social justice is at the heart of leadership which requires a values-based approach to practice (Chunoo, Beatty & Gruver, 2019) such as that advocated by Forde &

Torrance (2017) in the Scottish context, where social justice underpins the professional standards and leadership development. The term leadership is a highly contested one; it is not only about one leader giving instructions to members of staff (Palaiologou & Male, 2012), it is about values, guiding and advising people to make the right decision, creating collaborative cultures which are central to promoting inclusive and social justice practice (Ainscow & Sandill, 2010; MacRuairc, 2016, Sarid, 2021). In essence, leadership is a collaborative endeavour centred around collaborative interactions (MacBeath et al., 2018). Despite the knowledge around the importance of leadership and collaborative practice for inclusion there remains a gap between theory and practice which this study aimed to address (Messiou, 2016).

It is important to define from the beginning of this study the four basic terms and my position on those for greater clarity. As this study has been developed around education, it primarily focuses on inclusion in education, without intending to imply that inclusion does not apply to other parts of society or life. There are many definitions of inclusion that are based on specific models and their practical guidelines, but this study adopts the understanding that inclusion is about participation, belonging and rights respecting (UNESCO, 2016). Similarly, this study adopts the understanding of social justice as the overarching concept for the term inclusion, that deals with phenomena of marginalisation, poverty and exclusion (Berkovich, 2013; Brown, 2006, Miller & Martin, 2015; Shields, 2010). The other terms that will be clarified more thoroughly are leadership and collaboration. This study explores four main models of leadership (Transformative, Transformational, Instructional and Distributed), but adopts a transformative/distributed style for the purposes of the research and data collection. The same happened for collaboration; several definitions were considered, but this study adopted Hargreave´s definition that explains collaboration through the ten tenets as exercising good judgement, being committed to improvement, sharing and deepening expertise and getting neither too close to nor too distant from the people the profession

serves (2017). The full definitions will be explained more in detail later in the literature review and conceptual framework chapters.

Also, another term that will be discussed in detail later in the literature review chapter is the term SEN. Despite the plethora of definitions in different contexts, this study adopts the term of SEN that includes children with special educational needs (SEN), including learning difficulties etc. (as ειδικές εκπαιδευτικές ανάγκες in Greek context) and disabilities (as `αναπηρίες` in Greek context). To reflect an internationally respected understanding of the definition of disability, this study adopts the characterization of disability as outlined in the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). According to this, disability is defined as, "*those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others*" (United Nations General Assembly, 2007, Article 1). It was selected not only because it reflects the international understanding, but also because of its inclusive character, meaning that it does not limit the definition to any particular type of disability, physical, mental or cognitive. This stance also reflects the biopsychosocial/interactive model of disability, which highlights the fact that a disability does not exist in isolation but rather interacts with other barriers. For the above reason, this study refers to both special educational needs and disabilities as SEN. However, as the definition of the term may vary in each country and educational provision might be different in terms of policies for SEN and different for disabilities (e.g., in class support or referral to special schools), whenever there is a need to distinguish the provision of each, the terms will be clarified.

Recent policies in Greece (Law 4547 Eurydice, 2019) and England (GOV.UK, Children and Families Act, special educational needs and Disability Code of Practice, 2014) regarding special educational needs (SEN) provision theoretically have set the framework for a more

inclusive school based on the educational needs and school reality of each country. According to the latest Greek educational policy (4547/2018), support for students with SEN is either provided by the parallel support teacher in the mainstream classroom or by attending the inclusive classroom for specific hours per week, thus highlighting the importance of collaboration between staff members. In England, on the other hand, policies focus on the involvement of local authorities, of parents and students in the school community (e.g., “Children and Families Act” (2014. The goal of these policies in both countries is to strengthen the bonds of all the stakeholders for a better and more effective collaboration in order to support the students. However, policies alone, without the guidance of effective leaders do not help create and sustain effective inclusive and socially just cultures (Robinson, 2010). Evidence from literature demonstrates that the success of inclusion is directly linked to the style of leadership (Leithwood, Harris, & Hopkins, 2008). Supporting staff members in all sectors requires school leaders who understand, value and promote an inclusive ethos. The style of leadership and the professional characteristics of the school leader play a major role in promoting inclusive cultures (Sciullo, 2016). School leaders are in a unique position to influence collaboration among teachers and other stakeholders. However, they may not be equipped to perform this role adequately (Balyer, Karatas & Alci, 2015). That calls for a better, more organic leadership model that allows teachers to become leaders themselves, that promotes collaborative cultures, inclusive ethos, social justice and is in constant and direct interaction with the needs of a wider community that answers the needs of its society (King & Stevenson, 2017). It requires a fundamental change towards inclusive cultures, which presupposes that all teachers will engage in leadership activities in order to transform education. A more distributed/transformative leadership model that leads to transformation of education and society (Preedy, 2016) could possibly be the answer to the needs of both countries.

1.3 Empirical Aims of the Study

This study aimed to explore and compare the understanding, commitment and enactment towards inclusive education in two countries, England and Greece. Adopting a comparative approach could arguably support the international call for collaborative approaches to inclusive practice (Ainscow & Sandill, 2010), by indicating good practices and gaps. More specifically, it aims at exploring deeper the role that the school leaders play in promoting inclusion. In other words, this research seeks to analyse how inclusion and social justice is encouraged by leadership and how inspiring leadership and collaborative professionalism among the staff members can lead to promoting equity and success for all (Hargreaves & O'Connor, 2018; Walsh, 2020) in the two mainstream schools in Greece and England, thus mitigating student exclusion and changing attitudes towards inclusion and social justice (Webb, 2007).

During the last two decades, the concept of inclusion and social justice in relation to students with SEN is gaining more attention and becoming a goal of many educational policies in many countries. Implementing practices that give equal opportunities to all students regardless of their needs has been the focus of several studies (Nind, 2014) for many years and seems to be a difficult task to realise for many school leaders. Understanding the impact of collaborative professionalism and scheduling time for meetings and professional development opportunities for better staff collaboration is still under research. In the Greek and English context, while searching for relevant literature, it was found that there are no studies regarding the role of the school leadership in promoting inclusion and social justice through collaborative professionalism that explore the contexts of these two countries in a comparative form.

Therefore, this study was designed to explore:

- The school leaders' understanding and enactment of inclusion, social justice and collaborative professionalism in Greece and England.
- The extent to which inclusive practices are promoted by the school leaders in the two mainstream schools in Greece and England.
- The extent to which collaborative practices are evident in supporting inclusion and social justice in Greece and England.

1.4 Fundamental Research Questions:

Consistent with the aims of the study, the following research questions were posed for investigation:

- How do school leaders in mainstream primary schools in Greece and England understand and enact inclusion and social justice?
- To what extent do school leaders promote and enact inclusive practice and social justice in two mainstream schools in Greece and England?
- To what extent are collaborative practices evident in supporting inclusion and social justice in Greece and England?

1.5 Methodology at a Glance/ Use of Contextual Factors

The study employed a qualitative approach using semi structured interviews, observation notes, sociograms and visual methods to extend and deepen the researcher's understanding around the topic. The comparative multi case study allowed for a detailed description of the participants` experiences in the natural setting. This study specifically sought information not only from members with official leadership roles (head teachers or principals, deputy head teachers, assistant head teachers, Special Educational Needs Coordinator (SENCO), Pastoral care lead[1]), but also from teachers, teaching assistants

[1] **Pastoral (care) Lead**

(TAs), parents and students. An approach to leadership that recognises that apart from formal leadership positions, all teachers can assume leadership roles (either formally or informally, to a greater or smaller degree) to enact inclusion in the school community has been adopted in this study. Also, the terms leadership and school leaders are used interchangeably. The term “leaders” has to do with a person or a role, and “leadership” can be a broader term and meaning in terms of teachers working together, so leadership as practice (MacBeath et al., 2018). However, when there is a reference about the official school leadership team/administrators/school leaders in both countries, only formal school leader roles in the Senior Leadership Team (SLT) are considered (head teacher or principal, deputy head, assistant head teacher, SENCO, Pastoral lead). Based on how the current authority system works in education and without intending to predispose the readers that this reality is the most effective or desired, people in these roles are at the centre of the decision making or/and finance managing or closer to influencing policy changing towards more inclusive practices in a school community (Bush & Glover, 2014).

1.6 Significance of the study

Taking into consideration Bronfenbrenner’s (1979) ecological concept of the school as a microsystem embedded within a macro-regional or national education system, at a micro and meso level this study gives the opportunity to school leaders and other staff members to reflect as individuals and as teams, to discuss their understanding and values related to inclusive education. At a macro/exo level (national and international), this study explores the

According to Department for Education and Science (DES), Pastoral care “is concerned with promoting students’ personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst students, teachers and adults other than teachers; through arrangements for monitoring students’ overall progress, academic, personal and social; through specific pastoral and support systems; and through extra-curricular activities and the school ethos. In such a context it offers support for the learning, behaviour and welfare of all students, and addresses the particular difficulties some individual students may be experiencing” (1989, p. 3).

dialogue between the two countries. With the word dialogue the research relationship between Greece and England is described. The findings and recommendations of this study could contribute to creating an international database which, based on the conclusions about leadership for inclusion and social justice through collaborative professionalism, could provide a strong basis for future reference and improvement on the topic. One of the most important purposes of this study is also to cover any gap in terms of collaborative professionalism and inclusion for Greece and England, resulting possibly in policy changing. In the future someone could add more data about other countries and finally draw more attention in creating collaborative and inclusive cultures in schools. Comparative studies tend to create more debate between countries and therefore enhance the dialogue for improving policies (Booth and Ainscow, 1998), while at the same time this may lead to a better understanding of one's own system (Crossley & Broadfoot, 1992). According to Messiou (2016) there should be a greater wave of studies that just do not describe problems with inclusion without changing them. There is an important need for more critical and collaborative research for all local contexts that respect the diverse political, economic, cultural, social and value systems. Inclusive schools need more than just integrating students with SEN. Countries should work together and learn from each other and collaboratively (King et al, 2018) improve their educational systems and this is what I aim to do with my research.

1.7 Personal Rationale of the Study

In my experience of teaching in mainstream public primary settings, I have taught students with various SEN, with my most recent teaching post being a Learning Support Teacher[2]. While getting experience and working in this role I completed a Master degree in

[2] **Learning Support Teacher**
In the English educational system, a Learning Support Teacher has been identified as the teacher who focuses on empowering students' thinking skills and their ability to complete tasks collaboratively based on their needs (Ding

Inclusion and Special Educational Needs, which heightened my interest in inclusive education. I was given the opportunity through my studies in the UK, working experience and every day contact with fellow university students and colleagues from all over the world to explore deeper and more meaningfully the barriers and challenges in developing inclusion, while at the same time becoming acutely aware and curious of the differences between Greece and England and other countries in terms of inclusion and social justice. Taking into consideration two almost completely different educational systems, and specifically the authority structures, my interest about the role of leadership and its connection with the collaborative practices among staff and school community developed significantly. While truly believing that inclusion predominantly happens in the classroom where teachers become the leaders themselves, the decision making or influencing policy changing is most likely to happen from a member with a formal leadership role (Orphanos & Orr, 2014). This stance could possibly lead to mind changing regarding whether this authority structure is something that fulfils the purpose and brings education closer to inclusion and social justice or could arguably lead the readers to further exploring terms like leadership, authority, their purpose, not just related to education but to society structures and politics. My doctoral journey afforded me the opportunity to explore the literature in this area and to subsequently undertake research in this topic.

1.8 Parameters of the study

The study confined itself within the following parameters:

Given the qualitative nature of this study and its conduct in specific time and place, the findings cannot be generalised to include other populations and educational systems. The limitation of the sample is explained in the methodology chapter more thoroughly.

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et al., 2007, Dawson, 2010). Different intervention strategies are used for different students, tasks and learning needs.

However, generalisation was not the aim in this study. The aim was to get a clearer view of the role of the school leadership in promoting inclusion and social justice through collaborative professionalism in the two countries. The number of the sample of the interviewees, along with the methodological triangulation raised the degree of trustworthiness of the findings (Cohen et al, 2007). While interviews, observation notes and their interpretations, their analysis and discussion might be influenced by the researcher`s personal stance, the researcher took steps to minimise this bias (See Chapter Four Methodology).

1.9 Outline of Remaining Chapters

This thesis is presented in 7 chapters. The key terms that have informed the research questions of this study, such as definition of inclusion, leadership, social justice and more are addressed thoroughly in the second chapter, the literature review. Chapter three explains the conceptual framework, how and why collaborative professionalism is used as the lens of conducting the research on inclusion. Chapter four discusses the methodology, the epistemological and ontological paradigms which underpin the methodological design and outlines the data collection and analysis processes. Finally, Chapter 5 presents the data, the findings are discussed in chapter 6 and in chapter 7 conclusions are drawn, the limitations are discussed and recommendations are made that will support the role of the school leadership in regards to inclusion and social justice in both countries.

Chapter Two: Literature Review

The aim of this chapter is to provide a thorough summary and critical analysis of the relevant studies on the topic under research. This chapter begins with the literature review method analysis followed by consideration of how the term inclusion has been defined and used over time with reference to the models of disability. It also explores the importance of context for research in inclusion, the term Special Educational Needs (SEN) and its use and discusses the term social justice in more depth. In addition, it explores the policies and legislations regarding inclusion in both countries, and it then discusses the forms of leadership for inclusion. Lastly, the definition and importance of leadership is investigated along with the relationship between leadership for inclusion, social justice and collaborative professionalism. These are examined along with the contextual information currently for Greek and English schools.

2.1 Literature Search Strategy

The references used included systematic reviews, meta-analysis, related studies, books, journal articles, government policies and documents, international and European conventions and declarations of human rights that influenced the Greek and English policies and practices.

The keywords, phrases and terms that were used in combination for the literature search, can be found in Appendix A.2.

The literature presented in this study was published both in Greek and English language. Various academic databases were used for the search of the literature (Dublin City University federated search engine, Summon, ERIC, ScienceDirect, Springer link, Taylor & Francis online, SAGE journals online, Emerald, Google Scholar, Government websites. These databases were chosen as they were more relevant to education. Peer-reviewed

papers that were relevant to inclusion or exclusion in education were searched. There was no publication limit; however, most recent publications were preferred. After collecting the relevant literature (363 articles/books), the identified articles found in the search were reviewed to determine their suitability with the purpose of this study by analysing their abstracts or summaries first. Then, they were categorised into folders with a relevant title based on the topic. Thirty-three of the articles were not included in the final review but were kept in a different folder for future possible review. The remaining articles were classified based on their content. The references from Greek literature were also included in the review.

2.2 Inclusion

Inclusion is a widely used term with many definitions depending on the context used (Avramidis & Norwich, 2002; Marinósson, Ohna & Tetler, 2007; Ferguson, 2008, Armstrong, Armstrong & Spandagou, 2010, 2011; Artiles, Kozleski & Waitoller, 2011). It is a term used by many disciplines such as education and psychology. Despite the fact that it can take different meanings depending on the context used, inclusive education has been generally linked with social equity, students with SEN in mainstream classrooms and human rights (Liasidou, 2012; Gunnþórsdóttir, 2014; Brennan, King & Travers, 2019; King, Travers & McGowan, 2021).

Inclusion in the literature has been considered by many scholars, governments and organisations such as UNESCO and UNICEF in different ways. Specifically, by Ainscow, Booth and Dyson (2006) it is defined as a concern with students with disability having special educational needs; it is viewed as a response to disciplinary exclusion; in relation to all groups being vulnerable to exclusion; as developing the school for all; as education for all and as a principled approach to education and society.

Many view inclusion as an accommodation based on specific characteristics, such as the placement of students with SEN in a separate classroom based on the age or based on the location of the school. Berlach and Chambers (2011) definition includes availability of opportunity; acceptance of disability and/or disadvantage; superior ability and diversity; and an absence of bias, prejudice and inequality.

Hall (1996) define inclusion as the '*full membership of an age-appropriate class in your local school doing the same lessons as other pupils and it mattering if you are not there. Plus, you have friends who spend time with you outside of school*' (p. 31). Others define it according to the presence in the community (Forest & Pearpoint, 1992), 'ordinary' schools expanding what they do (Clark, Dyson, & Millward, 1995), problem solving (Rouse & Florian, 1996) and responding to student needs via curriculum organisation and provision (Ballard, 1995). Loreman (2009, p.43) considers it as:

> All children attending their neighbourhood school, schools and districts having a 'zero-rejection' policy when it comes to registering and teaching children in their region, all children are welcomed and valued, all children learning in regular, heterogeneous classrooms with same-age peers, all children following substantively similar programs of study, with curriculum that can be adapted and modified if needed. Modes of instruction are varied and responsive to the needs of all, all children contributing to regular school and classroom learning activities and events, all children are supported to make friends and to be socially successful with their peers and adequate resources and staff training are provided within the school and district to support inclusion.

Booth and Ainscow's Index for Inclusion (2011) provides a series of research-based indicators of inclusion and is designed for school use. This involves three processes which are increasing the participation and reducing the exclusion of all, increasing the capacity of settings and systems to respond to diversity in ways that value everyone equally and putting inclusive values into action.

Another important instrument for measuring inclusive education has been suggested by Kyriazopoulou and Weber (2009), who advice the use of an input-processes-outcomes model. The input-processes-output model considers inclusive education based on what is available to support it, what happens during the implementation phase and what the outcomes are. Arguably, Kyriazopoulou and Weber (2009), similarly to Bronfenbrenner's ecological system, recognise that inclusive education systems can be viewed in three levels: macro/exo (such as nations, regions), meso (schools and local communities) and micro (individual classrooms and students).

This study adopts and understands inclusion as a participation, belonging and rights respecting concept happens in the mainstream classroom. Specifically, it adopts UNESCO and IBE´s definition (2016, p.24) that states that:

> Inclusion is a process. That is to say, inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference, and learning how to learn from difference...Inclusion is concerned with the identification and removal of barriers…Inclusion is about the presence, participation and achievement of all students. Here 'presence' is concerned with where children are educated, and how reliably and punctually they attend; 'participation' relates to the quality of their experiences while they are present and, therefore, must incorporate the views of the learners themselves; and 'achievement' is about the outcomes of learning across the curriculum, not merely test or examination results. Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.

Inclusive education is about all learners and places with particular focus on those who may be subject to exclusion or marginalisation in schools. It is fundamentally grounded in the ideologies of social justice, democracy, human rights, and full participation of all (Black-Hawkins, 2017; Florian, 2009). This means that inclusive education can be seen broadly as a social justice issue, with a view on the intersectionality of human diversities in relation to ability, gender and sexuality as well as culture, language and socio-economic background.

This is what this study looked for as inclusive practices during observations. More specifically, I looked for participation, the sense of belonging and equity. I wanted to see if

students were learning together and if there were treated equitable and with respect, if the lessons were accessible to all students, if they students with SEN were accepted by peers and if they participated in their friends 'games during break, if they felt a part of the community. More specifically, UNESCO and IBE´s indicators (2016, p.47) helped me narrow down what inclusive practices I was looking for. The indicators are as follows:

Indicator 1: Everyone is made to feel safe and welcome

Indicator 2: Students are equally valued

Indicator 3: There are high expectations for all students

Indicator 4: Staff and students treat one another with respect

Indicator 5: There is a partnership between staff and families

Indicator 6: The school is accessible to all students

Indicator 7: Senior staff support teachers in making sure that all students participate and learn

Indicator 8: The school monitors the presence, participation and achievement of all students

Understanding the term inclusion from a historical perspective, could provide more clarity in its current meaning. Emerging in Europe in the 1980s as a political concept due to societal inequalities (Grossman, 2008), inclusion, as a vision, became more attached to education in 1994 through the Salamanca Statement and Framework for Action (Hodkinson & Vickerman, 2014). It represented a philosophical stance in the field of education that was expanded in the educational agendas around the world. Inclusion was thought of as a vision for the educational systems globally as a means of offering equitable opportunities and full contribution by all students, regardless of their needs. It was seen as a framework within which all children- regardless of ability, gender, language, ethnic or cultural origin- can be valued equally and treated with respect (Thomas & Loxley, 2001). UNESCO (1994, p.11) goes beyond this by stating:

> Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. Within the field of education, this is reflected in the development of strategies that seek to bring about genuine equalisation and opportunity.

While these definitions seem to be broad in terms of including all individuals, the reality and practice in many cases sees inclusion as referring to people with SEN (Connor, 2013). Even though this is linked mostly with the school reality, inclusion shifts the focus from the child to the educational setting. It describes the extent to which a student with SEN is seen as a full member with full access and participation in all learning aspects. In other words, it reflects the right to belong to the mainstream (Centre for Studies in Inclusive Education, 2002).

2.3 Inclusion as Promoted Today

Inclusion can be realised only when all needs are respected and celebrated and when values or principles or beliefs refer not only to students with SEN or marginalised minority groups, but to all learners (Poplin, 1988a; Lewis, 1998; Pantic & Florian, 2015).

Identifying the sources of exclusion, which are not limited only to school matters, but rather derive from the core cultural, political, economic values and principles can be the first step in changing views (Slee, 2019). This calls for a shift in focus from consumerism and financial interest to including and respecting the needs of all people, including those with SEN. Other researchers believe (Senge, 1994) that there is not a magic recipe to follow for achieving inclusion as there is not one definition (Messiou, 2016). It is no use looking for a prototype inclusive school that does everything so well in order to copy, as there is none (Ainscow, 2000a). However, the “ideal” inclusive organisation is an assembly of people's experiences and dreams, where the key points of inclusion depend on the right communication amongst stake-holders and the right dynamic of their relationships (Senge, 1994), reflecting once more the importance of CP.

2.4 First attempts of Inclusive Education/ Integration in Greece and England

Inclusive education was first introduced in the UK around 1980 in an attempt to improve the already established rules of integration (Florian, 2005). Integration is a term that was widely used before the term inclusion both in the UK and Greece. It referred to the physical placement of students with SEN in the mainstream classroom "*without any regard to the quality of that placement*" (Florian, 2005, p. 30) and as a process of 'normalisation' (Avramidis & Norwich, 2002; Florian, 2005). Although integration was a huge step forward for students with SEN, many learners did not attend school at all, were kept at home or were in separate care settings that were not schools. This segregation was considered as a denial of accepting anything different from the norm, resulting in students having to adjust to the system and not the opposite. Students had to follow the same curriculum that was designed for the majority of students, but not designed to meet the specific needs of the students with SEN and as a result as the term integration was steadily abandoned. Initially, both terms, integration and inclusion, were used interchangeably. However, the main idea of inclusive education was to promote an education that would cover all the needs of all learners in mainstream education. In an attempt to define it, inclusive education can be described as a fundamentally principled, rights-based approach with central values such as: equality, participation, developing and sustaining communities and respect for anything different. Inclusion International in an attempt to clarify inclusion for people with disabilities suggests that (1996, p. 3) *"Inclusion refers to the opportunity for persons with a disability to participate fully in all of the educational, employment, consumer, recreational, community, and domestic activities that typify everyday society*". Inclusion is for all, beyond SEN. It is about celebrating differences and including all (Messiou, 2016).

In Greek settings, the concept of integration, the borrowed term for inclusion, was introduced in the 90s in order to eliminate past perceptions of students with SEN that were

considered `lazy` or `naughty`. The later term `inclusion` started being used in Greece for various reasons, such as major gaps in educational policies, the interchangeable use of the terms *disabled students* and *students with disabilities* and most importantly due to the pressure to follow the international educational agendas and political developments in other countries (Dialektaki, 2014). According to Zoniou-Sideri (2004a), following the European trend of inclusion was considered a `panacea that would resolve` the stigmatisation and marginalisation of people with disabilities in society. Nevertheless, as this philosophy was borrowed from other European or Western systems and due to the lack of organisation and adaptability to the Greek reality, it led to confusion as a concept and subsequent practice (Dialektaki, 2014). The effort to incorporate two fundamentally different educational systems just by assimilating borrowed complex concepts without having the conditions needed to implement an inclusive policy or the staff or the resources to support it, was doomed to fail (Dialektaki, 2014). The centralised way the Greek system is organised stood as a burden to any new ideas. Everything had to be checked and approved by the Ministry of Education, Research and Religious Affairs. That slowed down progress towards inclusive practices in schools (Dialektaki, 2014).

In the Greek language the term inclusion can be translated with four words, inclusion, co-education, integration and equal co/joined education (“ένταξη”, “συνεκπαίδευση”, “ενσωμάτωση”, “ισότιμη συνεκπαίδευση”). However, despite the fact that these translations have similar meanings, they differ in practice. A noteworthy example is the interchangeable use of “ένταξη” as inclusion or integration in an attempt to describe or copy the English term `inclusion`. It is only in the last decade that the word “ένταξη” has been used to indicate the involvement of students with SEN to ensure human rights and equal opportunities (inclusion), while the word “ενσωμάτωση” is used to describe beyond academic involvement, such as peer acceptance emphasising its social aspect (integration). “Ενταξη” is the practical

arrangements and methods that school staff use for the participation of students with SEN, while 'συνεκπαίδευση' (joined-education) is about upgrading the quality of education so that all students can access it (Soulis, 2008). Joined education (the Greek word for co-teaching) is an updated and progressive version of inclusion. As Zoniou Sideri states (2004, p.37):

> We have to be critical towards the use of foreign terms within the Greek bibliography and towards the attempts of the specialists to use these terms in order to describe the Greek educational reality, it is not appropriate to use these terms in the Greek bibliography uncritically.

Another term that needed to be further explored to understand deeper its meaning and its importance to the thesis was the term SEN (Special Educational Needs).

2.5 Special Educational Needs (SEN)

Special educational needs (SEN) as a term has been historically linked with the term *special educational needs* in teaching and learning. The term was first introduced and used in Europe and specifically in the UK with the Education Act in 1981 (DES), followed by the Warnock Report, (1978) a landmark in special education in the UK that suggested the removal of all labels and the use of only one (Lauchlan & Boyle 2007). In Greece, the term SEN, (translated as `ειδικές εκπαιδευτικές ανάγκες`) was introduced in 2000 in an attempt to follow the European educational agendas. The focus has been the `individual needs` and how these are identified by "*assessing individual functioning by reference to the person's particular context and circumstances*" (Norwich, 2010, p. 13).

The term has also been linked with its use as a superordinate category in an attempt to bring a more positive note to it (Norwich, 2010). However, the term has been criticised for the negative social stigmatisation for the students with SEN, due to the wide range of `needs` it includes. Despite the different criticisms, its value as used today cannot be ignored. Great steps towards meeting the needs of students with SEN have been made, such as access to more resources and educational provision (Norwich, 2008a).

2.6 The term Inclusion according to Legislation

As mentioned above the term was introduced in Greece in 2000 suddenly and without explanation (Dialektaki, 2014). It was quickly criticised and characterised as `problematic` as it was not clear as to which students it applied to (Zoniou-Sideri & Vlachou, 2006). The term SEN can refer to students with physical and hearing impairment (αναπηρία= disability), severe visual and mental disabilities, severe health issues, speech communication difficulties, learning difficulties such as Dyslexia, Dyscalculia, Dyspraxia, Attention Deficit (Hyperactivity) Disorder, Autism (or in spectrum), developmental delays and more (Greek Government, 2008, p. 3500). According to the latest Greek law, students with SEN can attend either the Inclusive Classroom (IC), which is segregated from the mainstream classroom or receive extra in class parallel support by a specially trained staff member (usually a Master`s degree in SEN is required). Even though arguably the provision for SEN in Greece has progressed a lot in comparison to the past (Norwich, 2008a), it is still interesting to note that such provision does not align with the UNCRPD`s vision of inclusion as students are physically segregated from the rest of their classmates. The Greek law, 3699/2008, dictates that inclusion of the students with SEN is not just about academics, but also about their social life (Alevriadou & Lang, 2011).

In the English context, according to the most recent SEND Code of Practice (2015, p.15) "*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her*". These are specific types that fall into the category of SEN (DFE, 2014) such as Specific Learning Difficulty, Moderate Learning Difficulty, Severe Learning Difficulty, Profound & Multiple Learning Difficulty, Emotional and Mental Health, Speech, Language and Communications Needs, Hearing Impairment, Visual Impairment, Multi- Sensory Impairment, Physical Disability, Autistic Spectrum Disorder, Other Difficulty/Disability. However, it is important to note that children

and young people who have SEN do not necessarily have a disability and likewise some other young people with disability do not have SEN. Also, students who have English as a second language do not fall under the category of SEN (DFE, 2014).

There have been many efforts by the Greek and English government to define the term SEN. However, experimenting with terminology is not enough to understand and accommodate the needs of the people it refers to. Including students with SEN calls for a greater effort to understand the wider social context in which their needs are viewed (Harris, 2014). The inclusion of students with SEN is intertwined with human rights and positive social change in socially just societies (Angelle & Torrance, 2019). Social justice is the background that needs to be deeper explored.

2.7 Social Justice

The concept of inclusion suggests a need for a series of changes in views, principles and values in society (Slee, 2019). In order to accept and include all people without exceptions, social justice needs to be considered. As Rebore (2001) argues, social justice may be viewed as a core value and principle on how humans should live and treat each other as a member of a society. Social justice is a highly contested term that can be conceptualised in many different, often contradictory, ways depending on the context (Johnsons 2008; Terzi, 2010). The term `social justice` was first used in Italy in the mid-19th century by Luigi Taparelli d'Azeglio, a Sicilian priest, in response to changes in society as a result of the industrial revolution, highlighting that all people with any economic or social background have rights and equal responsibilities in society (Zajda, Majhanovich, & Rust, 2006). Taparelli supported the joint effort of people of any economic and social level to meet the needs of every member of a society. From these origins, the promotion and struggle for the establishment of a rights respecting concept had begun.

It is very difficult to define the substantive meaning of social justice, as '*the increased use of the term "social justice" has led to a diffusion of meaning that threatens to make the concept ineffective and difficult to document through empirical research*' (Chapman & Hobbel, 2010, p. 3). Bell (2016) suggested that social justice should be considered both a process and a goal. The goals include empowerment, equal distribution of resources and social responsibility. He suggested that the aim was full and equal participation of all participants in a set group. Despite the different uses, social justice, when linked to education, refers to a fair distribution of and accessibility to educational resources and provision for learner diversity (Miller & Brewer, 2003). Social justice refers to `benefitting` the least advantaged students (Bringhouse, 2009) by challenging the current education systems, structures and dynamics that have led to power inequalities and phenomena of exclusion. In other words, it talks about working towards giving students equitable opportunities, `*what people are actually able to do and to be*` (Nussbaum, 2000, p. 40) through education. In this thesis social justice is seen as the overarching concept of inclusion. While inclusion is seen as a concept more around participation and human rights, social justice is a bigger framework that deals with phenomena such as discrimination or marginalisation of learners. This thesis adopts the definition that social justice is a set of morals or values around justice, respect, equity and equal opportunities for all, regardless of race, ethnicity, creed, (dis)ability, gender, class, economic status and other marginalising circumstances (Berkovich, 2013; Brown, 2006, Miller & Martin, 2015; Shields, 2010).

According to literature, there are many practices that promote the enactment of social justice in education. For example, Carlisle, Jackson and George´s (2006) model is built on five principles. They believe that a socially just school would promote inclusion and equity, would have high expectations for all students, would develop reciprocal community relationships and would entail direct social justice education and intervention (p.57-61). Additionally, Michelli and Keiser´s action plan (2005) "*would reseed the notions of equity and*

social justice throughout teacher education" (p.51). There have been many practices defined to promote social justice. These include justice-oriented PD for teachers, promotion and modelling of social justice policies, incorporating global perspectives into their programmes and defending public education (p.51.54). Furthermore, Bettez (2008) outlines seven skills and practices for social justice education for staff. These include the "*promotion of mind/body connection, critical thinking, engaging in discussions of power, privilege and oppression, maintaining compassion for students, believing that change is possible, exercising self-care and building critical communities*" (p.276).

Despite the passage of different laws (U.S. law P.L. 94–142, the Education of All Handicapped Children Act, 1975), Individuals with Disabilities Education Act (1990, 1997) and Individuals with Disabilities Improvement Education Act (2004), the experiences of people with disabilities point to a need for change. Examples of high dropout rates in school (Thurlow, Sinclair & Jonson, 2002), prolonged attendance and prolonged completion of school, higher rates of unemployment or underemployment compared to non-SEN students (Moxley & Finch, 2003) or even the categorisation of disabilities, or minority groups are signs for change for educational research in connection to social justice (Slee, 2001). The process towards social justice requires political evaluation of the situation and activism that challenges the existing system and leads to transformative changes towards a more equitable and democratic educational provision (Choules, 2007; Evans, 2007).

2.8 Importance of Context

According to King and Travers (2017) the leaders of the school have to understand and appreciate the school context and the issues that arise (inclusion of students with SEN in this study) in relation to the micro (school unit) and meso level (community characteristics such as ethnicity, socioeconomic factors, culture), and the bigger educational context, the exo and macro level. Understanding the complexity of social justice enables '*social justice*

leaders to utilise their agency for positive change' (King & Travers 2017, p. 161). Inclusion as positive change is a multidimensional concept that includes the celebration and valuing of any difference, the consideration of human rights, social justice, equity issues as well as a social model of disability (Hornby, 2015). It is important to clarify the focus on equity and not equality, as the term equity reflects the understanding of giving everyone what they need and not giving the same to everybody (Angelle & Torrance, 2019).

King, Travers and McGowan`s study (2021) revealed that local contextual factors impacted principals´ perceptions, actions and self-efficacy as social justice leaders. Different educational structures and systems can develop different cultures that influence teaching practices and vice versa (King et al., 2019). School leaders from "less challenging" schools reported higher levels of motivation in students, higher parental engagement with school activities and higher test scores. School leaders from more socially, culturally diverse and less affluent areas revealed that there were many difficulties that local families faced that impeded the students' education and their later equal participation in society, requiring more support from a broader institutional context (meso and macro level). Other issues included limited PD opportunities, staff deficit views, staff turnover and more. Findings from King and Stevenson (2017) study suggested that social justice leadership cannot be supported by top-down managerial school ethos. Teacher innovations with support from above can bring positive change and more inclusive practices. To better understand the term inclusion and its use through the years, the next section is dedicated to exploring inclusion through the models of disability.

2.9 Inclusion through the Models of Disability

In order to reach a better holistic understanding of how the term inclusion is used today by academics and practitioners in educational settings, a brief analysis of its historical meaning will be analysed in this section through the models of disability. It is very difficult to express oneself in neutral language when referring to the term disability (Altman, 2001). And

that is because it is a very contested term. By many, the term disability is perceived "*as a dynamic interaction between health conditions and contextual factors, both personal and environmental*" (World Health Organisation (WHO), 2011, p. 4). One way in which it has been expressed throughout the years is by different approaches, called `models of disability`. There are many models that have been identified, including the Interactive model, the human rights model, Capability models and many more. However, the most commonly used are the `social model, the `biopsychosocial model` and the `medical model`.

2.9.1 The Medical Model

The first connection of the word support with SEN provision was through the medical (Psycho-medical) model. According to this, people with disability were negatively seen as their different needs were diagnosed and perceived as a deficit or as being less able (Koch, 2001). They were treated as medical patients in their effort to become `normal` again. It was perceived as a within child deficit (at a micro or individual level).

According to Valle and Connor (2010), even the language for the description of the diagnosis of those students under the Individuals with Disabilities Education Improvement Act (2004) treated disability as a pathological condition (Valle & Connor, 2010). `The 'patient' (student) presented with 'symptoms' (educational problems). The 'scientific expert' (school psychologist) performed an 'examination' (psycho-educational assessment) in order to confirm or rule out a 'diagnosis' (disability). Once a 'diagnosis' (disability) was identified, a 'prescription' (Individualised Education Plan, or IEP) was written with recommendations for a 'course of treatment' (special education placement and individual instruction) intended to 'cure' (remediate) the 'patient' (student). A 'follow-up appointment,' (annual IEP review) was scheduled to evaluate the effectiveness of the 'treatment plan' (special education services) (2004, p. 40–41). In these diagnoses the degree of the disability was quantified, creating that way the Bell-curve shape which showed, based on the IQ score, how much the individual

deviated from the norm. This classification of the students received a lot of criticism, arguing that it was not objective or neutral and arguably it helped maintain the levels of social hierarchy (Slee, 2006).

In many instances this resulted in creating special schools with special classes in which special techniques (different curriculum and different teaching approaches) would be followed as it was perceived that these students could not follow the mainstream curriculum and benefit from standard teaching practices and approaches. This not only affected the form of education these students were going to have, but also their life. The diagnosed students were missing the opportunities to fully engage in society and become a part of it (Vickerman, 2007a). Arguably, that change was considered as an improvement for that time as many people with disabilities did not have access to education at all and with this change, they did. In the late 70s, the result of shifting perceptions of disability from the medical model was the Warnock Report (1978), a landmark policy about changing the concept of SEN. The term `special educational needs`(SEN) was introduced as an integrative terminology for all children with individual needs, signalling the abandoning of eleven categories of handicap (which were established with the 1944 Education Act) and the medical model and heralding a move to a focus on education and the need for educational support (Runswick-Cole & Hodge, 2009; Peaston, 2011; Armstrong & Squires, 2012; Forster, 2012). Following on from this was the social model.

2.9.2 The Social Model

Disability, as it was perceived in the past, was not only a matter of the person's needs, but also a matter of how society treated this person (Barton, 1998). This idea introduced the `social model` of disability. In contrast to the medical model, society is viewed as playing a significant role in determining and responding to the needs a person has; in

other words, it was the society that created the issues that people with disabilities have. It was seen on a macro/societal level and was located squarely within society (Oliver, 1996). The disability was considered a product of social interpretations of various human characteristics that arose from the structural inequalities in society (Skidmore, 2004). It was more a subjective appraisal rather than an objective fact, a “social construct” that stigmatised specific social groups (Gallagher, 2014).

According to the literature for disability studies (Connor, 2013) in the US and UK, the grounding of the social model of disability had some major differences. The UK movement during the 1970s identified bodily functions as impairment and social oppression as disability, defined by practices, everyday barriers and bureaucracies that impaired the citizens in their everyday life such as having difficulties finding jobs, using transportation, having access to education due to their physical impairment. On the other hand, the US movement during the same period did not define any distinction between disability and impairment, but it `emphasised the social construction of disability rather than the socio-political processes of disablement’ (Gabel, 2005, p. 5).

As a result of this model, removing any obstacle in the inclusion, social or academic, of a person with disability, rested mainly on the shoulders of the society. The social model of disability caused a wide range of reactions leading to changes regarding inclusion (Oliver & Barnes, 2010). On the other hand, this model of disability received criticism that was based on the fact that some disabilities are observable, attributed to their biological nature (Oliver & Barnes, 2010). Beresford (2004) argued when the consequences define the impairment and the disability, this excludes people with cognitive, acquired and fluctuating impairment. In other words, it fails to consider that their experiences of externally imposed restrictions may not be similar to those of people with physical impairments. The most criticism this model has

received is around social constructionist interpretation, meaning that this model does not engage with embodied experience in disabled accounts (UK model of disability). This model is a political model, believing that disability and oppression is a political issue, requiring social transformation to be resolved (Owens, 2015).

There is a lot of discussion over the importance of removing the social barriers to inclusion and the effect this has on the inclusion of people with SEN. Arguably, there are both positive and negative aspects both in the medical and social model of disability. It is not the model of disability that will determine the success of inclusion in the educational system, rather the perceptions to accept anything different and place the needs of students as a priority and work collaboratively to offer high quality support (Barton, 1998). The last model discussed is the `bio-psycho-social model` of disability.

2.9.3 The Biopsychosocial Model

According to the `bio-psycho-social model` (WHO, 2011), both health conditions and social factors (external environmental and internal personal) created the portrait of disability (WHO, 2007). The 'bio-psycho-social model' of disability provided "*a useful way of going beyond the unnecessary polarisation between medical (individual) and social models, sometimes promoted by some advocates of inclusion*" (Norwich, 2010, p. 13). Having said that, this model `drew on biological, psychological and social perspectives` (Farrell, 2009, p. 30) and brought possible new factors as to what was viewed as disability in educational provision and special education. The bio part of this model linked with what the person with disabilities was able, or capable of doing according to Nussbaum (2011), and how the rights of this person were respected or catered for in order to receive the same opportunities in life and specifically through education. One of the most common critiques of this

biopsychosocial model is that it lacks scientific value and that it is too vague to be testable (Card, 2022).

This study adopts the biopsychosocial model of disability as its basis, as it has a more human centred understanding of health and disability. The progress and how the terms disability and inclusion were understood and officially facilitated can be seen in each country's policy through the years.

2.10 Policies and Inclusion

2.10.1 The Case of Greece- The Movement towards Inclusion

The table below (2.1) summarises the Greek legislation on inclusion and SEN through the years.

Table 2.1

Greek Legislation on SEN

Greek legislation on SEN- Main changes summary table.

Law	Year of issue	Main points
1143	1981	● Creation of special classes (for all categories of disability) ● First law exclusively for special education- (use of term `divergent`) ● Use of diagnostic tests
1566	1985	● The term `special educational needs` was introduced ● Special education was introduced in mainstream settings.
2817	2000	● Use of term Inclusive classes, instead of special classes. ● Rename of the term `special needs` to `SEN`. ● Creation of KDAY (Diagnostic Assessment and Support centre). Students were officially sent there for diagnostic tests and evaluation. ● Use of Individualised Educational Plan for diagnosed students.
3699	2008	● Categorisation of students with additional needs to: Students with severe disabilities and students with SEN/learning difficulties. ● KDAY centres were renamed to KEDDY (Centre of Differential Diagnosis and Support of SEN).

4547	2018	● KEDDY has been renamed to KESY ● Creation and operation of the EDEAY team

As far as Greece is concerned, the first attempt to address the learning needs of students started by using the medical model as an effort to explain the learning and behavioural difficulties students faced (Zoniou-Sideri, 2000; 2004a; 2004b; Delli-Syriopoulou, 2003). As previously mentioned, that was an endeavour to overcome perceptions of students with SEN as `lazy` and `disobedient` and an effort to give access to education to all students. The introduction of the term `integration` and later `inclusion` became the reason for starting to change people's views about disability, starting to accept that there might be cognitive and other reasons behind the barriers to their academic and social development. These perceptions started shifting from the medical model to a more sociological model resulting in less stigmatisation and marginalisation of the people with SEN than before (Tzouriadou 1995; Stasinos, 2001; Zoniou-Sideri, 2004). Other examples include the implementation of educational programmes for socially disadvantaged groups, like Roma or refugees (Cowan, Dede, Kenig, Spasovski, Balsevičienė, Zuzevičiūtė & Verkest, 2018). Tutorial and Reception Classes were established according to relevant Presidential Decrees and later with the Law 2413/1996 (Palaiologou, 2012).

2.10.1.1 Law 1143/ 1981.

Inclusive education was implemented much later in the system. Greece started working towards the vision of inclusion with the creation of “special classes” and “special schools” in 1981 with the Law 1143 (Government of Greece, 1981). With this law, titled `Regarding special education, special vocational education, occupation and social care of individuals divergent from the normal (translation from Greek: ‘Περί Ειδικής Αγωγής, Ειδικής Επαγγελματικής Εκπαιδεύσεως, Απασχολήσεως και Κοινωνικής Μέριμνας των αποκλινόντων εκ του φυσιολογικού ατόμων) (Greek Government, 1981, p.787), schools

started being more organised regarding SEN provision. For the first time, special schools and special classrooms in the mainstream school were formed for the 'deviant', as defined by law. This term was considered anachronistic and offensive and did not embrace the individual`s differences (Vlachou-Balafouti & Zoniou-Sideri, 2000). On the other hand, this law acknowledged the existence of `disabled` students and started working towards their legitimised education and the accommodation of their needs. That also included the use of many diagnostic tests to identify the `SEN`. The law was very specific about who would perform these tests and where they would take place. It did not, however, specify the exact way this would happen (Vomva, 2012). As a result, the Greek state (Greek Government, 1981, article 7.2) appointed psychologists, doctors, social workers and special educators to perform these diagnostic tests in specific locations and centres all over Greece. For that time, recognising and supporting SEN provision was a big step for the Greek education system, as it was the first law exclusively about `special education` in Greek education. However, this Greek law (together with the Supplementary Presidential Decree 603/82) (Tafa & Manolitsis, 2003) was criticised for the language used to describe the students with SEN i.e. “divergent from the normal, deviant” strengthening this way the separation between `normal` and `abnormal`, promoting social exclusion (Vlachou-Balafouti & Zoniou-Sideri, 2000), making it a medical model approach. It was considered offensive and was not describing the individual. Instead, it pointed out that the students belonged in a specific educational category creating a social stigma. In the end, due to national elections and the appointment of a new government that same year, the law was never fully executed (Zoniou-Sideri et al., 2006).

2.10.1.2 Law 1566/ 1985

The next big step came in 1985 with the Structure and Operation of Primary and Secondary Education Act in 1985/Law 1566, (Government of Greece, 1985). This law aimed

at integrating students with SEN into mainstream schools. As the law states (Greek Government, 1985, article 32.4.b) special education was to be provided `*not only in special schools, but also in special classes that function inside normal schools*`. According to that law the term `SEN` was nationally-accepted and introduced for the first time officially to describe the SEN that specific students had. The term came also to replace previously stigmatising terms like `abnormal, idiot, retarded or Mongol` (Zoniou-Sideri, 2006). SEN School Advisors (SA[3]) were introduced and appointed by the government in every region to give only Law based advice to the schools, specifically to the teaching staff and the head teachers, regarding the law on SEN and school practice. As Vlachou (2006) argues the Greek "special class" resembled in practical terms the US resource of pull-out programmes, or what the British described as part-time withdrawal in a learning support base. Students with SEN, mostly in the areas of literacy and maths were being withdrawn from the regular classes to attend for a few hours per week some of the maths or literacy lessons in a special education class with a special education teacher (Avramidis & Kalyva, 2007). This method of support became the main approach in SEN provision in mainstream schools, but "*without any assessment and research of its effectiveness*" (Zoniou-Sideri et al., 2005, p. 2). Despite the new changes, few of them were put in action successfully. Provision for special classes

[3] **SEN School Advisor (SEN SA)**
The role of the SEN School Advisor (SEN SA) was established in 1981 (Stasinos, 2001). The role and responsibilities based on the Law 1143 included collaborating with the head teacher, class teachers and students, motivating teachers to be creative and have initiative to resolve school issues. Also, it included planning meetings and seminars for teachers and visiting schools to discuss with teachers the progress of the students with SEN. Another important part of his role was to update the staff with the latest educational policies and developments regarding SEN. However, Greek teachers were reluctant to undergo observations and systematic assessments. That stood as a barrier in the SEN SA´s duties. Greek teachers perceived the SEN SA´s actions and suggestions as hostile or opposite to the school´s spirit (Dialektaki, 2014). ''*The role of SEN SA today is only accepted when teachers agree with the SA's views. But, the problem is not with those who agree but with those who do not care*'' (Stasinos 2001, p.249). Despite the existence of such a role in Greek education and due to the sociopolitical reformations, it was never fully operational (Salmond & Gioka, 2013). Their duties were limited to conventional school visits, meetings with staff to inform the teachers about updates or changes in textbooks (Dialektaki, 2014).

was only for primary schools in the urban areas of Greece, while provision at secondary level was limited to non-existent in rural areas (Zoniou-Sideri et al., 2005). Students with SEN entered secondary education without being able to meet the requirements of the curriculum or succeed in the exams, as it was characterised `very difficult` to even understand and complete (Zoniou-Sideri et al., 2005). Schools seemed to keep the same policy and stance for all students regardless of needs, linking back to the social model of disability as the schools did not recognise, understand and respect the different needs of the students. As a result of that, many students with SEN were `failing`, while others were `forced` to drop out of school (Zoniou-Sideri et al., 2005). The first department of education dedicated exclusively to SEN in Greek universities first opened in 1998. University students were awarded an undergraduate degree in SEN. Therefore, the teachers before 1998 were not appropriately trained, the only requirement for becoming a SEN teacher was `the sensitivity and commitment to work with students with SEN' (Dialektaki, 2014, p. 42). The government gave more benefits (higher salaries and flexible working hours) to teachers in special schools in order to attract them and convince them to stay in their position (Delli-Syriopoulou, 2003). This law was the only one that included a whole chapter about `SEN` in the mainstream education policy chapter. Inclusion, as we know it today, was described as the holistic and effective development and accommodation of the students` needs with the goal of including them eventually in the production process (Greek Government, 1985, article 32.1), focusing only on the financial benefit the government would get from integrating them in its system (Spandagou, 2002).

2.10.1.3 Law 2817/2000

The next change came with the Law 2817/2000, titled "Education of people with special educational needs and other provisions" (translation from Greek: Εκπαίδευση των ατόμων με ειδικές εκπαιδευτικές ανάγκες και άλλες διατάξεις) (Government of Greece, 2000).

According to that Law, ‘special classes’ were named ‘inclusion units/classes’, and `special needs` changed to `special educational needs` without giving any explanation for the change of the name. As Zoniou Sideri et al. suggest (2005), the change of the name to inclusive classrooms and to SEN was not well thought or well organised and it turned inclusion in Greece to a “*bureaucratic trick...instead of being an important issue for educational debate*” (p. 3). It was seen as a fruitless attempt to comply with international terminology. This change revealed the effort of the Greek government to create a connection between the learning difficulty/disability of the child with the school environment (Clough & Lindsay, 1991) indicating the social model of disability which involved societal factors in how disability was viewed. Changing the name of the classroom and the name of the SEN was viewed as an important move towards abandoning the term SEN in an attempt to change perceptions of disability by connecting them with the school (Warnock, 1978). However, with the Law stating that, ‘*Students with SEN are those who are experiencing significant learning and adaptation difficulties due to physical, mental, psychological, emotional and social needs’* (EADSEN, 2005), it seemed like it strengthened the medical model of disability as in practical terms the schools did not change in terms of curriculum, resources or attitudes and it expected the students with SEN to adapt to the mainstream school life (Zoniou-Sideri et al, 2005).

This law also introduced in-class support/parallel support (in Greek translation, παράλληλη στήριξη), with the presence of a special education teacher/educator in the mainstream classroom alongside a student/a group of students who needed extra support. More special education teachers were hired by the Greek government and the in-class support was increased in mainstream schools by 120% (Pedagogical Institute, 2004 & 2011; Zoniou-Sideri et al, 2006). Approximately 53.7 million euros was given to increase the number of in-class support between 2004 and 2015 by the European Social Fund (Mavropalias & Anastasiou, 2016). That increase in inclusive classrooms (a separate

classroom where students were being withdrawn to have lessons that were targeted to their academic gaps), as a means for inclusion, meant an effort to a friendlier shift in perceptions about SEN. These students were supported by specialist teachers who had degrees in SEN. Given the fact that there were no teaching assistants in Greece, these students received support individually.

A big step was made towards SEN no longer being thought of and experienced by parents as 'personal tragedy' (Zoniou-Sideri et al., 2006). Instead, the legislation helped change the views. The government established the function of KDAY (Diagnostic Assessment and Support Centre) (translation from Greek: Κέντρα Διάγνωσης, Αξιολόγησης και Υποστήριξης, (ΚΔΑΥ) (Greek Government, 2000). KDAY were used for formal evaluation, access arrangements for exams and advice from psychologists and teachers resulting in the independent and objective diagnosis of the students` SEN (in relation to going to a private diagnostic centre). Teaching staff started using individual educational plans (IEPs) for students with SEN that were written and issued by KDAY centres and followed the same curriculum as the mainstream students, but focusing on specific gaps covering goals with differentiated teaching methods. These changes led to the creation of two curricula (one formal, one informal), the mainstream curriculum and the special curriculum or personalised curriculum (based on the goals of the mainstream one) (Greek Government, 2000). In the past, all students had to follow the same curriculum, regardless of how accessible it was for them. The establishment of the two curricula signalled the understanding of the need for differentiation in education and a more social model of disability in perceptions. It was a sign that the school was adapting to the students` needs and not the opposite. However, many mainstream teachers had negative attitudes towards this change (Pappas et al., 2018). Different inclusion dilemmas (Norwich, 2010) had arisen. Issues such as if actually students with intellectual disabilities (referring to those, according to the Greek Government, whose

difficulties in learning are not moderate, such as mental retardation[4]) or students without disabilities were benefiting from being in the same classroom or from following a slightly different curriculum. A study in Switzerland (Dessemontet & Bless, 2013) investigated for a year the effectiveness of the inclusion of students with "intellectual retardation" in mainstream classrooms and the effects on the academic progress of their peers. A quasi-experimental study was conducted with an experimental group of 202 students from mainstream classrooms that included students with mild or moderate intellectual disability and a control group of 202 students from classrooms that did not have students with intellectual disability. The results suggested that inclusive practices had no negative effect on the learning development of students without disabilities. On top of that, it also showed that the performance of those students proved as good as in special schools, especially in the area of language.

2.10.1.4 Law 3699/2008

Greece made its next update in policies in 2008. Law 3699/2008 was mainly based on the previous Law, 2817, with the implementation of "parallel support" (Government of Greece, 2000). As the law suggested, the Greek state is committed to establish *"equal opportunities for the full participation and contribution to society…with full establishment of their rights in education, social and vocational inclusion" of people with SEN*` (Greek Government, 2008, article 1.1, p. 3499). According to that Law, 3699/2008, special education students were divided into two categories; students with mild learning difficulties and students with severe disabilities, instead of using the term SEN for all students. The categorisation seemed to derive from the notion that physical disabilities have to be differentiated from the ones relating to human intellect (Karageorgopoulou, 2016). Students

[4] The term *mental retardation* was used in Greece but is no longer considered an acceptable term.

with mild learning difficulties have the right to attend a mainstream school and classroom, with the provision of attending the `inclusive classes` (in Greek translation, Τμήμα Ένταξης). These include personalised or group-oriented curriculum (based on the main objectives of the mainstream) for no more than 15 hours per week in a different room with a special education teacher. After the SEN lesson students could return to their regular classrooms. In practical terms, the term inclusion as used in Greek schools is closer in the understanding of the term integration in Greek settings, as with the latest policy changes, students with mild learning difficulties are withdrawn from the regular classes to attend differentiated curriculum in different small group classes in different rooms. This part time withdrawal system goes against the core meaning of inclusion as translated in Greek. Inclusion is translated as 'ένταξη` in Greek, the definition of which translates as including someone, which by definition in education changes the meaning and value of the word when it comes to practical terms, as the students are withdrawn or excluded from the mainstream lessons. Opinions vary, however, with teachers questioning if the withdrawal of students from the mainstream classroom to a small group class, is actually helping them `catch-up later 'academically, enhancing in that way their academic inclusion (Pappas et al., 2018; Norwich, 2008).

The second category, SEN students with severe disabilities (mental retardation, aggressive behaviour, autism and genetic syndromes, can either attend a `special school` or go to the mainstream school while having full time parallel support provided by a special education teacher in the mainstream classroom, in the form of co-teaching. Students with low school performance or EAL support or with different cultural backgrounds were not considered as students with SEN. The diagnostic centres KDAY, make a formal referral for the student to attend a mainstream school or a special one. Nevertheless, the final decision lies with the parents, even though the law does not clarify what happens when parents refuse testing. This contradicts the human right of the child to be included that supersedes parental

decision, a right in the convention of UNCRPD that Greece signed and ratified (Gillett-Swan & Sargeant, 2018). As Zoniou-Sideri et al. suggest (2006, p. 285).

> From 1985 onwards the main special education policy in Greece is this of 'inclusion'. However, inclusion in this context is seen as the accommodation of children with SEN or disabilities in an educational system that is characterised by uniformity at a structural, organisation and curriculum level.

Despite the fact that special education has made progress in Greece in the last 25 years, there is still no curricula implemented that would respond to all the specific needs of all students. Therefore, there is an urgent need to increase the efforts, in order to overcome the barriers to inclusion. In addition, the law 3699/2008 renamed the previous diagnostic centres from KDAY (Diagnostic Assessment and Support Centre) to KEDDY (Centre of Differential Diagnosis and Support of special educational needs), in Greek as: Κέντρα Διαφοροδιάγνωσης, Διάγνωσης και Υποστήριξης Ειδικών Εκπαιδευτικών Αναγκών (ΚΕΔΔΥ) (Greek Government, 2008). No explanation was given for the change of that name either. The diagnosis process was conducted by a five-member team that included a social worker, a psychologist, a special education teacher, a speech therapist and an occupational therapist (Greek Government, 2008), as foreseen in the previous law. KEDDY had other responsibilities along with testing. These included the submission of annual reports of their operation, writing reports outlining schools` possible insufficiencies and writing individual reports for the students referred and reviewing them in 2 years in case the student has been diagnosed with mild learning difficulties. If a student has been diagnosed with severe disability, then KEDDY writes an updated report only when the student moves from primary to secondary. These reports do not differ a lot in terms of content from the IEPs that the student obtains from their school every term. These additional responsibilities required extra personnel, which, due to the economic crisis and reduced budgets, could not be appointed (Dialektaki, 2014).

There have been many laws (from 2010-2018) that updated the policy for further provision in inclusion and SEN in Greece, but without major changes to the structure of the educational system. Some of these include the pre decision of the maximum number of children with disabilities that could be placed in a mainstream classroom (Law 4452/2017), the creation of the 'Educational Priority Zones' (ZEPs) (3879/2010 (Article 26 sections 1a and 1b) (GG 163 A/2010)), that was introduced as a measure to combat segregation in specific schools in Greece (Eurydice, 2019) and many more. The overall aim was to promote inclusion for learners in low socio-economic areas with high dropout rates. The main Law that described educational provision on Special education and SEN was mainly laid down in Law 3699/2008 and the subsequent complementary Laws 4115/2013 and 4186/2013, 4368/2016, 4415/2016, 4452/2017 and 4547/2018.

2.10.1.5 Law 4547/2018

Pursuant to the latest Law 4547/2018 (Eurydice, 2019) on Special Education, students with disabilities and special educational needs were ascertained and referred for diagnosis to Educational and Counselling Centres (KESYs) (Κέντρα Εκπαιδευτικής και Συμβουλευτικής Υποστήριξης, Κ.Ε.Σ.Υ), formerly known as KEDDY and the Interdisciplinary Educational, Evaluation and Support Committees (EDEAYs). Very little has changed in comparison to the responsibilities of KEDDY, under the government of SYRIZA, KESY`s new role included the recommendation of the registration, placement and attendance of the students with SEN in the correct school environment, along with the appropriate psycho pedagogical and educational support, including the suggestion of the resources and material that will facilitate his academic and social needs (Eurydice, 2019). The diagnoses were conducted after the referral from the school staff, or the recommendation of EDEAY (despite

the short intervention programme preceded) or by the student's educational support team, which operated in case there were no EDEAY or by parents themselves. EDEAY consisted of the following members: the school head, as coordinator, the primary or secondary SEN teacher, a psychologist, a social worker and the mainstream classroom teacher. That team was responsible for the support of the teachers in issues like student population diversity, support of the school community, equal access to education and prevention of dropout phenomena (Eurydice, 2019). After KESY`s recommendation, students would still attend either the mainstream school classroom if they were diagnosed with mild learning difficulties, supported by the main class teacher, or attended the mainstream classroom with the parallel support of an SEN teacher or as a third option, attend the IC with an option of two different educational programmes. The first programme option would be a combination of the mainstream and specialised programme with personalised goals (up to 15 hours per week) for students with mild learning difficulties, as decided by KESY. Alternatively, students with severe SEN, who are not accounted for by separate special education schools and corresponding to the kind and degree of needs, would have to follow a more specialised/individualised programme of extended hours as determined by the competent KESY. That programme would have to be independent from the mainstream educational programme but based on its basic learning objectives.

Due to this delay in relation to other countries, Greece is theoretically and practically behind in terms of progress towards implementing inclusive practices in the state schools (Zoniou-Sideri et al., 2006). Therefore, it would be of great importance to promote some cultural influence in terms of inclusion. Countries with greater experience on the field practically and philosophically such as the UK could become role models for Greece and vice versa. The key point of this is for both countries to influence positively their educational systems, learn from each other and work towards better practices in different settings, not

just to implement a foreign system in another country with a different cultural background, economic and political state and of course different value system as this could have a high risk of failing. So, despite Greece's approval of the Salamanca statement in 1994 (UNESCO, 1994), there is a lot of room for improvement towards inclusive education practices. It is something that raises questions over whether the focus should be mainly on the problem of the student, or the problem of the school and more specifically the influence of the school leaders in learning and student outcomes (Florian, 2017)

. According to Florian (2017, p. 250) professional collaboration amongst staff members for teaching diverse groups of students could be a promising base for "*inclusive pedagogy that privileges difference as an ordinary aspect of human development*".

2.10.2 The case of England

The following table (2.2) summarises the UK legislation on inclusion and SEN through the years.

Table 2.2
English legislation on SEN

UK main legislation on SEN- Main changes summary table		
Law	Year of Issue	Main points
Education 'Handicapped Children' Act	1970	● Debates over the integration of students with SEN/D into mainstream education ● Perceptions began to shift towards a social model of disability
Warnock Report	1978	● Change in the conceptualisation of special education ● Use of one term `special educational needs` for all categories

Education Act	1981	● It addressed mostly themes of assessment and identification ● Introduction of ‘statements of special educational needs’ (Hellawell, 2015, p. 16) ● It placed the responsibility on the local education authorities to identify every child with SEN within their administrative regions ● Establishment of the five-stage assessment process ● Parents were given more power within decision making and completion of their child's statement.
SEN and Disability Act (SENDA), Education Act, SEN Code of Practice, Inclusive Schooling: Children with special educational needs	2001	● Guidance on the practical operation for inclusive practices education ● Replacement of the ‘five stage procedure’ of the previous Code of Practice (1994) with three levels of support.
Special educational needs and Disability: Towards Inclusive Schools and Removing Barriers to Achievement	2004	● The importance of providing personalised learning and quality learning experiences within the SEN was emphasised.
Warnock pamphlet publication	2005	● Rejection of the old system of categorisation with the term of ‘special educational needs’ (Eko, 2013, p. 42)
Children and Families Act, special educational needs and Disability Code of Practice (GOV.UK, 2014)	2014	● This legislation was criticised for failing to meet children’s needs and keeping parents out of the process, Hellawell 2015). ● Replacement of the two stages of school-based SEN identification and intervention (‘School Action’ and ‘School Action Plus’) and the ‘Statements of SEN’ ● Emphasis was given on the co-operation between local authorities, health and social care professionals and schools ● and to the participation and involvement of children, young people and parents within the decision-making process.

The UK integration policy (Paliokosta & Blandford, 2010, p.184) was introduced earlier than in Greece (Law 1566/85). For the UK, changes started in the 80s and 90s with strong juxtaposition for the actual promotion of equity, equal opportunities and the assessment of SEN (Rouse & Florian, 2004). In terms of policies many countries have accepted inclusion as orthodoxy, but it is different within and across countries. The concept of inclusion evolves as society's perceptions change. Having spoken about the medical and social model of disability before, one can only recognise the importance of the Warnock Report (Warnock Committee, 1978) in moving people`s views away from the perception of disability as an individual treatable deficit to a barrier created by society's prejudices. Before the Warnock Report, there was no demand for children with SEN to be educated in mainstream settings, as they were considered incapable of learning, incapable of fully participating in a mainstream setting (Hodkinson, 2016). Warnock suggested the replacement of all labels with the term `SEN` and claimed that only 2% of students with SEN should be educated in special schools; a statement that was questioned later by the Salamanca Statement (UNESCO, 1994). `Common educational goals` for all students was the overarching goal of this report (House of Commons Education and Skills Committee, 2006, p. 11).

These suggestions were put in practice with the Education Act (1981). This act focused more on the assessment and identification of the students with SEN, based on their statements (Hellawell, 2015, p.16). The local authorities in England`s decentralised system were held responsible for their identification in their local region and the procedures of the SEN provision to meet the goals of the students with SEN (Armstrong, 2005; Garner, 2009; Hellawell, 2015; Runswick-Cole & Hodge, 2009). The assessment process involved five stages, from the identification of the student's needs to the approval of the statement that involved a detailed plan to meet the needs of the student (Armstrong & Squires, 2012). This act also enabled parents to get more involved in this whole process. They were consulted

and informed through every stage of the process and they were given the right to appeal to the local authorities in case they were unsatisfied with the content of the statement (Armstrong & Squires, 2012; Byrne, 2010; Garner, 2009; Gibson & Blandford, 2005). Harris et al (2008) argue that the Education Act 1981 only called on the local authorities to work towards integration` without giving clear guidelines as to what to do. They were not legally obliged to implement integration and were not given the necessary resources to help every child achieve their goals. This lack of organisation led to increased educational inequality, as groups of students with SEN were taught in separate classrooms and excluded from mainstream education; a situation that showed that the social model of disability was not addressed as they were seen as still different and not able to follow the norm.

In 2001, the introduction of special educational needs and Disability Act (SENDA) the Education Act (2001), the special educational needs Code of Practice (2001) and the Inclusive Schooling: Children with SEN (2001) (Dunne, 2008; Webster & Blatchford, 2013) set a framework for inclusion and offered extended protection against discrimination, calling all schools to include students with SEN and to make reasonable adjustments to meet their needs. According to this legislation, the five-stage procedure of the 1994 Code of Practice was replaced by the three levels of support called ‘School Action’, ‘School Action Plus’ and ‘Statement of SEN’ (Armstrong, 2005; Armstrong & Squires, 2012). This act provided professional advice for SEN provision (an `SEN tool kit`) and gave more detailed guidelines for conducting the statements and assessments (Graham-Matheson, 2012). The implementation of these procedures was intended to make sure that the education of students with and without SEN could take place in the same classroom and school. Many acts and policies followed such as Every Child Matters Agenda (2003) and the Removing Barriers to Achievement in 2004. These aimed to protect and promote learning opportunities for students starting in early years (Ellis, Tod & Graham-Matheson, 2008). Also, with these

reports the debate over whether students with SEN should be educated in a mainstream or special school seemed to be replaced by focusing on the importance of providing individualised quality learning experiences for all students with SEN (Armstrong & Squires, 2012). Later in 2005, Warnock released a pamphlet, reviewing critically all-inclusive education aspects (Hornby, 2012). Warnock suggested that the replacement of all SEN categories with the term `SEN` could result in failure of `definition of the need or disability`, therefore failing in accommodating appropriately the needs of the students. More recently, the “Children and Families Act 2014” imposed certain duties on local authorities (LAs). There was an increased focus on cooperation between the LAs, health and social care and school for the delivery of the education healthcare plans (EHP) the collaboration and the participation of the parents and the students themselves in the decision-making process (DFE, 2014; Hellawell, 2015; Norwich & Eaton, 2014; Peacey, 2015). Hodkinson and Vickerman (2014) argue that these changes later had failed to promote full inclusion, while Norwich and Eaton (2014) suggest that despite some positive changes to the SEN system, the policy failed to address fundamental issues around the definitions and nature of SEN and disability.

When comparing the SEN system of Greece and England in this regard, one can notice that Greece is significantly behind in terms of cooperation of local authorities and SEN provision. Dialektaki (2014) argues that the centralised educational system in Greece hinders the process of approval of other stakeholders in the decision making and support of students with SEN and their statements, resulting in delaying the process of inclusion.

2.11 Developing Inclusion in Schools

An inclusive school is one that responds to the diverse needs of all students, regardless of the nature of diversity (Kinsella & Joyce, 2008). When schools have students with special educational needs, then this involves making the right decision and providing the

right accommodation to ensure that these students can access and participate in school life in its broadest context. This also relates to the goals and the planning based on the right learning outcomes, appropriate to each student's abilities. Inclusive schools adapt the school environment to the student's needs rather than the opposite (Ortem & Savage, 2012). Other studies suggest that in order to become inclusive, practices based on the `ecology of inclusion` need to be followed (Dyson, Farrell, Polat, Hutcheson & Gallannaugh, 2004). That suggests that schools have to examine and focus more on the environmental factors, linking back to the social model of disability, such as the dynamics of the mainstream classroom, the collaboration of stakeholders, instead of focusing exclusively on the individual student with SEN. Teaching staff need to be able to explain the differences between special education and inclusive education and aim for the latter, that is why it is important to have trained SEN staff. One additional, yet very important element in working towards an inclusive school is the policy and organisational change that the school leaders need to promote to the staff members (Ainscow, 2020). It is important to cultivate a culture characterised by communication and collaboration, where adequate time is given to the staff members in order to discuss issues arising from the SEN provision and in which leaders are characterised as "*keepers of the visio*n" (Speck, 1999, p.56). Lastly, before moving on to any decision making or action plan, it is crucial to take into consideration the student voice and the opinions of the parents.

2.12 Parents` views on Inclusion

Parents and students are the ones whose opinions and perspectives are often left out when it comes to investigating inclusion (Hill, 2009). There are many ways to include a student with SEN as a part of the community and frequently it is not an academic way (attention drawn to social inclusion and not academic achievement). Many parents believed that children with SEN would benefit from social interactions in extracurricular activities rather

than in a classroom environment (Hill, 2009). Tsakiridou`s et al., (2019) and Mouchritsa`s et al,. (2022) study support this, by highlighting the possible benefits of inclusion to students' social skills and development. Staff played a major role in creating opportunities for students with SEN to develop their social skills, so the collaboration of both stakeholders is of essential importance (Mortier, 2020). Many parents believed that inclusion should happen more in games and other activities in the general classroom rather than in the inclusive classroom. It was claimed that social inclusion was more important as all students growing up would later interact and live together with people with SEN in society, so in a way school could prepare them for the future. However, a common negative expressed by many parents in the same study was the possibility of disruptions and lack of teacher attention to the rest of the students in the classroom. Parents felt that students with disabilities, and specifically those with behaviour problems, could possibly monopolise teacher`s time and attention, taking this way the time spent on the rest of the students (Hill, 2009). Therefore, depending on the student's cognitive abilities, special school units or developmental centres would be the best option instead of the general classroom. They also felt that the inclusion of students with physical disabilities could happen more easily (Schuck & Rauer 2018). However, the placement of each student should be determined by a specialist team and if the level of disruptiveness could be controlled, the benefits for all students would exceed the negatives. School leaders should be aware of behaviour issues and update or create policies and provide PD for the management of all students (Torrance & Forde, 2017). Opinions about inclusion differ from parent to parent. Many parents believed that special provision within the mainstream classroom would be the most beneficial option.

One way to collect the opinions of parents effectively would be for the school to conduct parental surveys (Bryer, Grimbeek, Beamish & Stanley, 2004), which has to be organised and led by school leadership. Students with SEN could be effectively included with the support of specialists and aides. Again, in this case inclusion could be achieved with the

communication and collaboration of the people involved. Having just regular meetings with little reciprocity or parent voice in the support plan does not contribute to inclusive practices (Link-Weyer, 2014). King and Ní Bhroin`s study (2020) suggested that `Parent Teacher Conferences` or IEP meetings were lacking substantial collaboration from both parties (teachers and parents), highlighting this way the gap between collaborative practices. Inviting parents for morning reading time with their children could be a way to involve them actively in the inclusion process (King & Robinson, 2017). Research has shown (Grothaus, 2010) that collaboration and communication with parents is enhanced when they have common educational goals. Parents should feel confident that the school will accept their children and celebrate their uniqueness and staff should be supported with professional development to meet the needs of all students (Rogers, 2007).

2.12.1 Students` views on Inclusion

Successful inclusion requires collaboration from everyone and equal involvement in the decision making (Lewis & Porter, 2007; Link-Weyer, 2014). It is essential to value their voice (signalling the importance of the 9th tenet, collaborating with students). Inclusive practices are enacted by the contribution of students as well (Hills, 2009; Bergin & Logan, 2013). There have been numerous attempts worldwide to include student voice in matters that concern them (Lewis & Porter, 2007; Article 12, UNCRC). Studies have shown that student voice contributes significantly to inclusive practices and overall school improvement (Loyd, 2013; Adderley et al, 2015; Kubiak, 2017). According to Lundy (2007), meaningful contribution of the student voice in the school`s decision making requires an opportunity for involvement, space to hear their voice and an audience that will not only listen, but will understand and advocate for them. Students mainly understand inclusion as a feeling of belonging at school, respect from classmates and being valued for their role in the classroom (Mahbub, 2008). Belongingness is associated with acceptance, inclusion and a sense of belonging into a community (Osterman, 2000). Findings from a qualitative case study in

Bangladesh (Mahbub, 2008) and one in Germany (Paseka & Schwab, 2019) revealed that students' sense of belonging varied from student to student, with most students feeling welcome and accepted. However, this was not the reality for all students. Frequently students with SEN reported being pitied and bullied through name calling due to their difference. Respect is also at the core of inclusion as it advocates that all students should have equal opportunities and diversity should be embraced. It entails admiration and acknowledgement of others interests and feelings (Hill, 2009). It is important that equity and respect for anything different comes from the teaching staff of those students. Labelling students` work, reading levels or classifying students as `brighter' or `smarter` is the opposite of respecting differences and it could create a wrong impression to the rest of the students. Inclusive teaching practices call for more inclusive instruction (that applies to all students), differentiating at a deeper level and cooperating with colleagues, students and their parents more professionally. It also includes being aware of human rights. Students who know their rights can claim and refer back to them, raising their expectations and their standards for a better school and social life (Lundy, 2007; Fleming, 2017). These implementations require school leaders who are willing to raise awareness and share leadership and power. A definition of the term leadership could throw more light onto this

2.13 Definition of Leadership

This section focuses on the definition of leadership, forms of school leadership, the importance of headteacher leadership in inclusive ethos, and leadership for inclusion and social justice. The chapter concluded with an overview of school leadership in both contexts citing empirical evidence on school leadership in relation to promoting inclusion and social justice through collaborative professionalism.

According to Gunter (2004) there have been many terms describing the leadership field. The terms have changed over the years, from `educational administration` to

`educational management` to the most recent `educational leadership`. As viewed and experienced today leadership can be defined as a complex concept that can be exercised in a way that offers significant improvement in the quality of teaching and learning in a school setting. As highlighted by Spillane and Coldren, (2011, p. 76) "*Leadership is a relationship of social influence, which depends on how ready the teachers are for change based on the nature and quality of the leadership they receive*". In other words, teachers can influence change by becoming leaders themselves.

One can recognise three major dimensions of leadership in that definition (influence, values and vision of the leaders) (Bush & Glover, 2014). The first dimension is influence, rather than authority. Both are dimensions of power, the first one could be exercised by anyone in school, while the second one usually resides with the role of the principal or those in leadership positions. Leadership as influence supports the concept of distributed leadership which offers a democratic sense of contribution (Preedy, 2016), regardless of the leadership posts they hold or not. However, it is argued that the practice of distributed leadership varies from one school to another and is often in the gift of the principal or headteacher (Torrance, 2013).

The second dimension in the definition of leadership is linked with values. Leaders are expected to function with professional and personal values. According to Day, Harris and Hadfield (2001, p. 53) '*good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school*'. One could say that these values are not personal, but are chosen by the government and imposed on school leaders (Bush, 2008). According to Hargreaves study (2004) in 15 Canadian primary and secondary schools, 50 teachers reported more positive emotional experiences when change came from them and expressed negative feelings about mandated change. There

can be real tension between obligation to follow the policies of the government and feelings of success from new initiatives by teacher professionals. However, school leaders often need to find a balance in those two, become autonomous, exercise moral purpose and choose what is best for the students, even and especially when that means challenging the prescriptions of the government (Hargreaves, 2004). School leaders need to develop social justice values, knowledge and skills for inclusive and socially just practice (Torrance & Forde, 2017). The role of the school leaders is highlighted in the ten tenets along with the actions taken to ensure conditions for learning that ensure social justice for all learners (Torrance & Forde, 2017). The last dimension of leadership is the vision of the leaders. Building a vision for a school is a dynamic process that few organisations can achieve and sustain (Bush, 2008). Finding the right balance between curriculum aims, government requests and reality is a challenging task. There is no unique recipe for successful leadership (Lunenberg, 2010). However, it has been shown that creating a welcoming and inclusive atmosphere in the school and classrooms helps build a sense of belonging (Bucholz & Seffler, 2009). A warm classroom environment should do as much to foster cooperation and acceptance as the teaching methods. Listening to everyone's voices and supporting students to have a voice about their school experience and creating an environment where diversity is valued are all part of leadership for social justice (MacArthur & Kelly, 2009).

Capper, Theoharis and Sebastian`s study (2006) present three horizontal axes on which educational leaders` preparation programmes should be based. The first one focuses on enhancing participants' critical consciousness about school issues, how socially just or unjust these issues are and the other two are concerned with instilling specific knowledge and skills in order to provide practical assistance. This reflects Forde and Torrance's (2017) work in Scotland where they call for social justice to underpin leadership development by focusing on developing values, knowledge and skills for inclusive practice. This knowledge includes issues around language acquisition, disability and curriculum (Capper et al., 2006)

which need to be shared with staff. Leadership of professional development related to social justice and inclusion is central to developing and sustaining social justice in schools (Potter, Forde & Torrance, 2017).

2.14 Forms of school Leadership

Different understandings and ways of experiencing leadership can provide new lenses through which we view leadership and can create new paths for critical reflection (Cherkowski, 2016) that could lead to meaningful change for social justice and inclusion in school life. The following section provides a discussion of some of the main forms of headteacher leadership (Transformational, Transformative, Instructional, Distributed).

2.14.1 Transformational

This form of leadership draws attention to the commitments and capabilities of organisational members. It is based on the idea that the more commitment there is to the goals the more effort and higher productivity achieved (Leithwood, Jantzi & Steinbach, 1999). The criticism transformational leadership has received is based on the idea that teachers are easier controlled and will comply in that way with the leader`s values and ideas (Chirichello, 1999). However, transformational leadership is typically focused on "*building organisational goals from the ground up*" (Hallinger, 2007, p. 4). When transformational leadership works like this, there is a higher chance that all stakeholders will work towards the educational objectives (Bush & Glover, 2014).

However, when `transformation` hides behind implementing the policies of the government or imposing the values of the leader, then the process is more political, than transformational. According to Burns (1978), transforming leadership happens when the leader "*recognizes and exploits an existing need or demand of a potential follower, … looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower*" (p. 4). Transformational leadership is more concerned with "*the moral result*

and principles, such as liberty, justice, equality" (p. 426) similar to the transformative model and its theory. Arguably they both have the notion of transforming or changing something as their key focus (Sheilds, 2010).

2.14.2 Transformative

Transformative leadership as opposed to transformational follows Freire`s (1998, p. 37) ideology "*that education is not the ultimate lever for social transformation, but without it transformation cannot occur*". Transformative leadership is linked with questions regarding justice and democracy and it questions the effectiveness of inequitable practices and sets as a basic goal not only the individual achievement but also a better life lived in common with others (Shields, 2010). It combines a rights-based theory and social justice theory in that every individual is entitled to be treated with respect and dignity at a societal level. One of the leaders` main intentions in the organisation is to raise awareness for human rights and link them to practices that secure dignity for all members of society. In other words, it's not simply the leader's task to ensure that all students succeed in standardised tests and curriculum activities, but rather the essential work of the educational leader is to create an educational context and provide equity of opportunity for students as they become contributing members of society. However, as all models of leadership, this also has its critics as well as its advocates (Shields, 2010). It is sometimes believed to be too utopian or too demanding in terms of the educators` and leaders` responsibility for addressing global ills (Shields, 2010). Others argue that focusing on issues of power, equity and social justice can happen at the expense of intellectual development and accountability (Shields, 2010). Shields (2010) argues that the most notable criticism is that despite the high volume of conceptual work there is, transformative leadership seems to be still under researched with little empirical evidence related to it.

2.14.3 Instructional

Leadership focused on teaching and learning is typically referred to as instructional leadership which focuses on the responsibility of the principal for '*promoting a positive school-learning climate*' and '*promoting professional development'* (Hallinger & Murphy, 1985, p. 221). Instructional leadership is the longest established form of leadership that connects leadership and learning (Bush & Glover, 2014). This type of leadership has been linked primarily with teaching rather than learning with the principal or head teacher is seen as `*the main centre of expertise, power and authority*` (Hallinger, 2003, p. 330). As a consequence, the roles of deputy head or principal, class teachers and other leadership members tend to be undermined in terms of authority and effect. This type of lone leader serving the school can no longer survive without the support of other staff members (Lambert, 2002). Two key changes have taken place in the 21st century understanding of instructional leadership. Firstly, the transition from instructional leadership and ensuring teaching quality, to a focus on learning (Rhodes & Brundett, 2010), sometimes referred to as `*leadership for learning*` (MacBeath et al, 2018). Secondly, rather than viewing instructional leadership as the remit of one individual in a hierarchical manner, a more shared approach for instructional leadership between the principal and teachers is advocated to empower teachers as professional educators (Marks & Pinty, 2003), which in turn could bring more positive changes to education (Orphanos & Orr, 2014). Another form of shared leadership will now be explored.

2.14.4 Distributed

Distributed leadership a.k.a. `shared leadership`, `team leadership` and `democratic leadership` is one of the forms of leadership that has gained international attention due to the scale and pace of change in education (Harris, 2014). Distributed leadership is first and foremost about the practices rather than the role, the routines and functions of the leader

alone (Orphanos & Orr, 2014). The "*practice of leadership is shared amongst organisational members*" (Harris, 2014, p. 174). It is viewed as a product of the interactions and relationships of school leaders, followers and the current situations (Spillane, 2005).

However, Gronn (2010), views the shift from individual to shared leadership cautiously. In practice, it might mean a reduction in the role of the principal. While the workload of the principal may be relieved practically (Hartley, 2010), 'this does not imply that school staff are necessarily enacting leadership any differently' to the time '*when heroic, individual leadership was the focus of attention'* (Lumby, 2009, p. 320). Distributed leadership is significantly linked with power, meaning that very little attention is drawn to the `dark side` of this form of leadership, which leads to creating power relationships in education (Lumby, 2013). Distributed leadership should focus on `redistribution of power` and not just `delegating headship`, knowing how to orchestrate and create opportunities for distributed leadership to occur, suggesting that it would be very difficult to do without the help of colleagues (Harris & Chapman, 2002). Inclusion requires fruitful collaboration with colleagues, it requires winning the teachers´ hearts and minds (showing collective efficacy, mutual dialogue, collective responsibility). As teachers have the biggest influence on students, there is a need to have shared leadership. "*Empowering teachers and headteachers is key to delivering a vision of excellence and equity*" (Scottish government, 2010, p.10). Part of the vision for school leadership is articulated as building greater autonomy: More attention to the benefits of distributed leadership has been drawn in comparison to solo leadership (Leithwood et al, 2006). According to Leithwood et al's study, higher student achievement was observed in schools with higher levels of influence from people in leadership positions (formal and informal roles). Similarly, academic capacity and improved student learning were closely linked to effective distributed leadership (Hallinger & Heck, 2010). Following Harris though (2004, p. 16), she claims that `*successful heads recognize the limitations of a singular leadership approach*' and adopt a form of leadership

‘distributed through collaborative and joint working’. On the other hand, the principals still hold a considerable amount of power that is very difficult to let go and redistribute (Bottery, 2004). These reservations call for a balanced plan that will give meaning to distributed leadership. The creation of collegial norms with scheduled meetings for discussion of roles and responsibilities for all school members in leadership practices seem to be essential.

There are numerous theories and models of leadership that claim to provide the best opportunities for creating inclusive cultures. What is important is to make sure that the models of leadership in a school provides leaders and staff with opportunities for collaboration, equal treatment, PD and creates a culture where inclusion and social justice are prioritised and celebrated by all staff members. For that reason, this study adopts a transformative/distributed concept of leadership and used it as a reference for evidence during data collection.

2.15 Leadership for Inclusion and Social Justice

Educating diverse students calls for teachers who are well prepared for providing social equity in education along with an interesting curriculum (Fullan, 2005; Norwich & Avramidis, 2002; Sergiovanni, 2006). Therefore, leaders who will help those teachers build an inclusive school environment are needed. Securing education for all requires well organised school leaders who will help teachers bring about change, promote an inclusive ethos and equal opportunities for the students’ future. Effective leaders will find ways to take advantage of positive resources offered by the community and will provide services that meet students’ needs while also strengthening the communities in which they live reflecting collaborating with students, and joint work, the 9th and 7th tenets of CP. As Cherkowski (2010, p. 25) argues, educational leadership has been characterised as `transformational, distributed, democratic, visionary and instructional`. The common base of all these is that leadership is seen as a means of collaboration (Collaborative professionalism) and a way of

influencing others to achieve desired goals (Chapman et al, 2011). ´*The ultimate goal for sustainable leadership in a complex, knowledge-sharing society is for schools to become professional learning communities*' (Hargreaves & Fink, 2006 p. 125), something that requires equal sharing of responsibilities among staff (distributed leadership). Riehl (2000, p. 55) also highlights the critical importance of leadership that is `*rooted in the values of equity and social justice*` and promotes cultivating new understandings of learner diversity and changing the power imbalances and social hierarchies which exclude vulnerable groups of students (Pelletier, Powell, Bartlett, & Kusama-Powell, 2010; Brown, 2006).

As with inclusion, what might be considered just or unjust in specific contexts can be completely opposite in another (King & Travers, 2017). Many countries across the globe strive to achieve inclusion and social justice with policies to support them. In times like these, when the political and especially the educational agendas are changing, the focus of education should be more on marginalised groups, reducing inequalities, providing all students with equal opportunities for learning and social development, rather than testing scores and focusing on perpetuating a school's status quo based on high numbers (Lumby & Coleman, 2016). And as Skrtic (1991) argues, despite good intentions and all the legislation that has been created for the provision for the needs of marginalised groups, their experiences and the results of the efforts so far, indicate a need for change. So, it is of great importance to have able school leaders who see school as a whole part of the society and make great efforts to pass on inclusive values and principles reflecting the 4th and 8th tenets of CP collective responsibility and common meaning and purpose. "*In many cases, while the ideas and practices of social justice may have developed from the ground up, the way to strategically move forward with a socially just school is through the leadership of the principal/headteacher*" (Robinson, 2017, p.26).

Therefore, a leader's role is multiplex. A leader arguably needs to find mechanisms and practices to eliminate these inequalities, by interacting with the local society, inviting parents to contribute to the school's work, creating a friendly environment for the teachers and giving them opportunities to collaborate (Boscardin, 2011; Skrtic, 2012) indicating a distributed/transformative model of leadership).

2.16 Overview of both contexts (empirical evidence on school leadership role)

A summary of the legislation and policies from both countries is provided in the table below. More specifically, the table includes the policy and theory of each system in both countries and briefly describes what has happened in practice, and what the reality is in terms of school leader responsibilities. The Greek school is considered first.

Table 2.3

Overview of Educational Systems

	Greece	England
Leadership structures	Centralised system/Hierarchy	Decentralised system/Autonomy
Policy/Theory	School leaders are responsible for setting goals for a democratic and socially just school (Greek legislation (Article 27, F353/1/324/105657/D1/08-10-2002). Supporting teaching staff with practice. Announcement of instructions and orders of MERRA and PI (Law (1566/85) Organising meetings. Redefining educational goals. Create professional relationships. MERRA and PI are responsible for the development and application of policies and hiring staff. Parental Associations were organised for the first time (Law 1566/1985). Parents were given a "voice", for	Education Act 1988. Heads responsible for the results of national exams, OFSTED and more. Urge to become self-managing organisations, "best schools" (DfEE, 1997). Education Act 1997. Beliefs, commitment and quality of head teachers "influence" inclusion Professional headship qualification was introduced (Southworth, 1999). Head teachers responsible for helping teachers with planning, monitor their professional development. Education Act 2010. Push for schools to become academies. LEA (local education authorities) support inclusion (Ainscow, Farrell & Tweddle, 2000).

	collaboration with school and specialists (Law 449/2007).	Creation of the teaching assistant role. (Education Act, 1981).
Practice/ Reality	The hierarchical structure limits the autonomy and authority of the head to get involved in teaching aspects (Athanasoula-Reppa & Lazaridou, 2008). Instead, they focus on managerial tasks (Kougias & Efstathopoulos (2020). Limited opportunities for collaboration (meeting, PD for teachers/parents). No evidence of the distribution of leadership (Papazoglou & Koutouzis, 2019). Managerial responsibilities assigned by the government, limited funding and resources, limited leaders' pedagogical duties (Saliaris, 2009). Reality is in contrast with the vision of the distributed and transformative leadership model, (Moeller, 2009). Greek curriculum was mainly driven by the central government requirements. Parents were not actively involved in inclusive practices (Anastasiou & Papagiannis, 2020). Economic crisis led to lack of funding and resources. Less teaching personnel, bad working climate, large class sizes were among the issues (Papazoglou & Koutouzis, 2019).	Academies provided opportunities to head teacher to collaborate while others reported reduction of power and autonomy. Other factors that led to the creation of TA position included: teachers 'heavy workload, limited planning time, limited funding and resources for SEN provision and more. TAs entered the job with no PD and were often left unsupported in knowing their students and their needs (Troeva, 2015).

2.16.1 Greek context

The key themes in this section are school leaders' legislative responsibilities in relation to setting goals, supporting, providing PD for staff, conveying MEERA and PI orders, organising meetings and building relationships with parents. First theory is described and then what has happened in practice.

Saitis (2005) highlights that in Greek school settings the role of the school leaders theoretically has specific goals, such as the implementation of rules of law that regulate the way of organisation and operation of educational organisations, creating and maintaining the

appropriate working environment (a more managerial role). According to the Greek legislation (Article 27, F353/1/324/105657/D1/08-10-2002) head teachers are responsible for setting goals and making sure they are achieved for the creation of a democratic and open to society school. The law dictates that they should support the teaching staff with their practice, especially young staff. PD for the staff is also among their responsibilities, as well as collaborating with them and promoting an atmosphere of solidarity. The law (1566/85) further dictates that another basic responsibility of the head teacher is to announce the instructions and orders of the central administration to the teaching staff and make sure they apply them (Athanasoula-Reppa & Lazaridou, 2008). According to the same law the head teacher is also responsible for organising efficient group meetings in order to achieve the administrative objectives (Kougias & Efstathopoulos, 2020). It includes making sure of the best use of resources, human and material, in order to improve the educational process determining the degree of effectiveness of teacher organisation. Lastly, redefining the educational goals according to the policies and the needs of the society in which they function is what is expected of school leaders in Greek educational settings, creating theoretically a stronger bond between school and society (culture of community) (Oldhamet al., 2020). The above legislative provisions were in force until 2018 with minor individual amendments.

In order for the above to happen, the central authority, that is the MERRA (Ministry of Education, Research and Religious Affairs) in collaboration with the Pedagogical Institute[5]

[5] The Pedagogical Institute is an independent public service established in 1964 that belongs to MERRA. It is considered the oldest research and advisory body in regards to educational matters. Among its responsibilities are scientific research on primary and secondary school topics, the evaluation of educational practice, submission of proposals on issues of Primary, Secondary, Technical and Vocational Education, Training and Evaluation, Quality of Education and Special Education and the development of guidelines for the planning and programming of educational policy, monitoring the development of educational technology and promoting its application in educational practice, planning and ensuring the implementation of teacher training programmes and their evaluation,writing of books for pupils and teachers and taking measures to improve teaching methods and educational work in general (Pedagogical Institute, 2023).

(PI), needs to view education as a developmental investment, review and adjust the policies based on the needs of each area (Anastasiou & Papakonstantinou, 2014). At the moment, MERRA is held responsible for the development and application of the educational policies across schools in Greece. Among their responsibilities are controlling the funding for all schools, staff hiring (Papanaoum, 1995) and school functionality (Anastasiou & Papakonstantinou, 2014; Poulis, 2001; Saiti, 2009; Anastasiou & Papakostadinou, 2011). The school leader should have the basic knowledge on how to manage resources, influence goals, tactics and create professional relationships with each member in a school unit (Tiburcio,1996). In practice there has been very little discussion about how leadership is conceptualised in Greek public schools, how it should be practised and what is the general impact of leadership on inclusion. Research showed that the highly centralised nature of Greek educational laws expects headteachers and deputy heads to act as administrators rather than whole school leaders (Bush & Glover, 2014). This was demonstrated in Tsimirika`s (2007) small scale qualitative study that found that the head teachers in Greece act mostly as administrators who have very little authority to bring new ideas and innovations to school, indicating a gap between policy and reality. Similar to the French educational system (Normand, 2014) the Greek system is characterised by a hierarchical structure that limits the autonomy and authority of head teachers to get involved in teaching aspects of school and top-down decision making (Athanasoula-Reppa & Lazaridou, 2008; Bush & Glover, 2014; Anastasiou & Papakonstantinou, 2015; Salliaris, 2009; Biniaris, 2012; Anastasiou & Papakonstantinou, 2014). According to the OECD (2017), Kougias & Efstathopoulos (2020), F353/1/324/105657/D1/08-10-2002 (Law 1566/85), the highly centralised nature of the Greek educational system reinforces the administrative style of leadership showing the limited chances that this type of leadership gives for improving teaching and learning and indicating the instructional leadership style that is followed. Arguably, it could be said that uniformity in school leaders` roles, school routines and

organisation bring equality and democratisation in education in an attempt to modernise it (Kougias & Efstathopoulos, 2020). However, according to Bagakis' study (2007a) the school routine is difficult to change, it does not and cannot bring any change or make any progress. Teachers never or very rarely talk about their classroom practices, highlighting again the limited effect the administrative role of the school leader has on creating cultures and on teaching and learning. On the contrary, what monopolises the discussions among staff is the poor salaries, the ineffective curriculum and textbooks, the behaviour issues which they were called to solve without having a behaviour policy (Grigoropoulos, 2022), the insufficient training and the educational reforms that do not offer any substantial change.

Evidence from Demertzi, Bagakis and Gregoriadou (2009, p.303) and Papazoglou and Koutouzis` (2019) study showed that '*given the structure of the Greek education system, we found no evidence of the distribution of leadership through an established system or the attribution of shared roles*. MacBeath (2006, p. 43) perceptively stated that "*in Greek schools, principals spoke of constantly bumping up against a tradition that attached specific and inflexible roles to the head teacher, teachers, parents"*. Saliaris` quantitative study (2009) in two Greek islands showed that school principals were eager to make some steps towards a more pedagogical role under instructional leadership, but due to their managerial responsibilities assigned by the government, limited funding and resources, they could not enact such a role. The only opportunity for shared leadership would be to apply for a deputy head position, if a role was advertised by the government for the specific school (Stylianidou, Bagakis, Stamovlasis, 2004). This indicated that current leadership may be activated or constrained by the context, and in this case that is the structure of the educational system.

Even though the centralised system seemed to keep head teachers constrained to limited responsibilities, there have been other studies, according to which school leaders can become more autonomous and take initiatives without limitations in centralised systems

(GoP, 2010). More specifically, King, Forde, Razzaq and Torrance`s study (2019) revealed that the gradual decentralisation of education in Pakistan, from federal state to provincial level, gave the opportunity to school leaders to participate deeper in the decision making of their schools and follow their ideas more freely. This attempt to change the structure of the system, followed by sponsorships and funding, led to improved teaching practices and management and monitoring structures. Research has also shown that not only the hierarchical culture that characterises schools, but also the isolation of teachers, the limited time for collaboration, the lack of previous experience and support and insufficient funding for professional development seem to still stand as barriers to inclusive and socially just education (Kaparou & Bush, 2015).

Unofficial opportunities for communication and collaboration among staff, such as chats during break time or after school, was the only way to exchange expertise in Greek state schools. Despite policy dictating the creation of opportunities for collaboration (Article 27, F353/1/324/105657/D1/08-10-2002), there was no official scheduled time for exchanging ideas, planning or professional collaboration '*possibly due to the lack of the appropriate organisational climate*' (Biniari 2012, p. 214). Bagakis et al study (2009) showed that the initiative from a group of teachers to experiment with `*cooperative models of learning and leadership*` (p. 305) showed the way to a new collaborative culture, even though it was organised unofficially. MacBeath and Swaffield study (2008) suggested that a way to start offering opportunities for collaboration among staff would be to start by gathering a group of teachers involved and through their projects and through formal structures of meetings promote a cultural shift and establish those as models of broader distributed leadership style.

Another issue reported in Greek studies (Kaparou & Bush, 2015) was the lack of vision. Sharing a vision with colleagues creates a sense of belonging as they all work for the same goals (common meaning and purpose, 8th tenet of CP). It's a prerequisite of inclusion

and social justice (Skrtic, 2012). Only when staff share a common ethos and principles can they work together (joint work, 7th tenet of CP) for equity and excellence for all students. A formal vision is not a widely discussed concept in Greek state schools as it is not an expectation in government policy. According to a school principal in Kaparou and Bush`s study (2015, p. 329) "*the government does not want us to think outside the box and beyond its directives, as to my understanding, politicians expect us to be target-translators and not strategic vision builders*". Therefore, a consequence of the centralised educational system seems to be the expectation of passive policy implementation by school staff, without the participation of teachers or students in its formulation. The fact that there is no formal school vision could be the reason that prevents teachers from participating in its creation. This is in direct contrast with the vision of the distributed and transformative leadership model, that is based on a shared vision between staff members, the communication and collaboration of all stakeholders in a school (Moeller, 2009) and against the collaboration of teachers with students for promoting collective efficacy (Hargreaves, 2017).

Curriculum was found to be a rigid area for alterations. Demertzi and Bagakis`study (2006) showed that the Greek curriculum was mainly driven by the central government requirements. Teachers in that study reported that they felt constrained to make curriculum alterations, unless the principal agreed to them. This showed that the initiatives from teachers to their planning or teaching had to be approved by the school leader, allowing no or limited freedom for change. This had a negative effect on the motivation of staff as well (Demertzi & Bagakis, 2006). Teachers rarely felt motivated to suggest or do anything new, leading them to a state of inactivity and getting accustomed to working under those conditions (Quinn Mills, 2005).

According to Hagreaves (2017), formal feedback or observations can be used as a tool for promoting inclusive practices and improving teaching and learning reflecting the 3rd

tenet of collaborative professionalism namely collaborative inquiry. In Greek schools, teachers seemed to view formal observations and evaluations as a threat and not as a means of improving their work. There were many reasons this happened. Teachers` Association[6] held a negative attitude towards evaluations (Papakonstantinou 1993; Athanasoula-Reppa 2008; Christodoulou 2007; Saliaris 2009). Teachers showed no trust in people who were in a position to evaluate teacher performance due to lack of training, skills or knowledge or their mistrust due to their political identity (Katsikas & Kavvadias, 1998). Greek research refers to this as an authoritarian model of 'inspectorship' (Katsikas & Kavvadias 1998, p. 107) and a threat (Mavrogiorgos, 2003) with possible dismissal, in case of under-performance. Teacher performance evaluation in any form in Greek public schools was terminated in 1982, as the inspection raised a number of negative reactions. For the last 30 years, this situation has been debated at a political and labour union level. This state of inactivity does not align with the recommendations of the European Union documents and policies (such as the Education and Training 2010 work program or the Lisbon strategy in 2000, Council, 2004), pedagogical science, practice in most countries in Europe and other places, as well as public expectations of state education in the country (Law1304/1982, Government of Greece) (Debrenlieva-Koutsouki, 2018).

[6] **Teachers' Association**
The Teachers' association is a collective body in Greek schools that is responsible for drawing up guidelines for improving the implementation of education policy and improving the running of the school. It consists of all the teachers who work each year in the school unit, making it a democratic body. (N. 1566/1985 · N. 2986/2002 ·Υπουργική Απόφαση Αριθμ. Φ.353.1/324/105657/Δ1, Φ.Ε.Κ. 1340 Β΄/16.10.2002). The Teachers' association has an active role in decision making about adopting a collaborative culture and collective responsibility. According to Leithwoodd & Jantzi (2000), head teachers are responsible for ceding power and granting authority to teachers for collaboration. Head teachers are considered equal to the rest of the teachers and do not make decisions alone. The establishment of the Teachers' association began with the law 1566/1985. Even though in theory the Teachers' association can participate in the management of the school and in decision making, in most cases they have a very typical and formal role and most of the time do not participate in any kind of collective decision (Katsaros, 2008).

Improving staff performance is thought to be a key move towards successful leadership practice for improving teaching practices in a school unit (Leithwood, Harris & Hopkins, 2008). The active involvement of the school leader in teacher evaluation and observation and the constant feedback is considered to be an important factor in improving teaching skills (Robinson, Lloyd & Rowe, 2008). However, teachers in Greek state schools reported that they did not trust the observations as a mechanism for improvement. The majority of primary schools were staffed with temporary teachers who were hired for a specific time period and then fired again only to be employed next year in a different area in Greece for an unknown amount of time (Alexopoulos, 2019, Stylianidou et al., 2004). This allowed no space for proper teaching evaluation. Another issue with evaluation that could be connected again with the centralised nature of the education system was that one evaluating approach could not fit all schools' needs in all areas in Greece. Single student schools or schools with many refugee students in small islands did not have the same needs as the schools in the capital. Each school case required teaching staff with different skills (for example good knowledge of English due to refugee students) and therefore different evaluation criteria (OECD, 2017).

Another area for discussion in the Greek educational system is professional development (PD) which in Greece is provided mainly through conventional pathways such as training seminars sponsored by the Ministry of Education, Research and Religious Affairs (MERRA) or the Pedagogical Institute and sometimes in collaboration with local municipalities. According to studies, (Vasilaki-Soroniati, 2002; Konidari & Abernot, 2006) teachers expressed their dissatisfaction with these programmes as they were considered anachronistic therefore not useful or applicable. Katsarou`s study (2018) confirmed that there were very rare opportunities for PD for the teaching staff, despite policy advocating otherwise (Article 27, F353/1/324/105657/D1/08-10-2002). Arguably, the lack of PD for the teachers

had an impact on their knowledge standards, opinions and attitudes (Avramidis & Kalyva, 2007) and therefore in the quality of their lessons (Lappa & Mantzikos, 2021).

Working with parents is of crucial importance for the inclusion of the students (collaborating with students, 9th tenet of CP). Parents should be involved in any decision made for their child in matters concerning their education, policies and overall inclusion and keep an active role (Lampropoulou, 2015). According to policy (Law 1566/1985), parental associations were organised for the first time. Parents were theoretically given the opportunity to collaborate and participate in all matters concerning education and the school. Later, with the law 2817/2000 and the creation of the Department of Special Education parents of students with SEN were offered consulting and supportive services. Later, with the law 449/2007 emphasis was given to the collaboration between families, teachers, school psychologists, speech therapists. Theoretically, there was no major gap in the legislation relating to the collaboration of parents and other stakeholders. However, reality was different (Zoniou-Sideri & Deropoulou, 2008). PDs for parents were lacking. They were not organised or advertised very often or effectively. Anastasiou and Papagiannis`s study (2020) showed that parents in Greece were not receiving much or any training. Despite the existence of Parents` Association in some schools, there were not many initiatives or opportunities for parental involvement except for part of the referral process, indicating the absence of collaborative professionalism.

The economic crisis in Greece led to rapid social change that also affected educational provision. More specifically, the recession led to high percentages of unemployment (OECD, 2016b) and significant cutbacks, lack of funding and austerity measures. Shortages in resources, such as stationary, books, teaching personnel, fewer opportunities for professional development and bad working climate, large class sizes were some of the negative consequences that were reported making it difficult to provide high

quality and inclusive lessons (Papazoglou & Koutouzis, 2019). Teachers also observed negative effects on learning outcomes such as lack of students` motivation, high rates of school dropouts, cutbacks on educational programmes, school trips and on their performance; inability to focus, suffering from stress and fatigue as they were unable to meet the students` needs (Galanakis, Graki, Dimitriadou, Kalemaki, Kalogirou, Kourbeli, & Chouliara, 2020).

The problems were more serious in rural areas, where there was no staff for the all-day schools[7] which theoretically were created to support students, so that they can cope with social, educational, cultural, economic and political developments (Konstantinou, 2007) and support services for the students with special educational needs was underfunctioning, making Educational Priority Zones barely functioning (Alexopoulos, 2019). Parallel support and special education teachers were appointed late, substitute teachers were not hired for a whole school year (Alexopoulos, 2019). Findings show that many schools resorted to cost saving alternatives to cope with the cutbacks (Vergeti & Giouroglou, 2018). Many schools had to receive sponsorships from local organisations, churches, and stakeholders for basic operational needs, such as buying heating fuel, copy paper and educational events such as school trips. Some had to provide assistance to families with low or no income by offering free snacks, stationary, clothes and food donations to families. This social change had a significantly negative impact on the educational provision in Greece that automatically

[7] All-Day primary schools in Greece were introduced in 1997 (Kidonia, 2016). It consisted of optional classes that extended beyond the normal working hours (usually until 16:30). Theoretically, the goal of their creation was to address and combat discrimination and promote social justice (Demiroglou, 2010; Lukeris & Syriou, 2007). The subjects that were taught were music, visual arts, theatrical education, environmental education, dance, sports, audiovisual expression, movement and culture. Greek studies revealed that the role of the all day schools was limited and was focused more on servicing the working parents (Skopelitou, Giavrimis & Nikolarea, 2018). Teacher surveys showed that these schools did not have a significant impact on students΄ learning (Giavrimis, Papanis & Roumelliotou, 2009) that they only helped in studying next day΄s lessons (Konstantinou, 2007). There were plenty of issues reported by teachers such as inadequate training, insufficient funding and inadequate staffing and auxiliary staff (Arvanitis, 2006; Kontorli, 2010; Mouziou-Mylona, 2010).

created a gap between the reality presented in the national review for the Agenda of 2030 and the actual social change in society and education.

2.16.2 English context

The key themes in theory and practice for the English school, as seen in the table above, are the following: school leaders' responsibility under the Education Act in relation to the national exams results, engaging with OFSTED, attitudes towards inclusion, supporting staff with teaching, providing PD, LEA role and responsibilities and TA s role and responsibilities.

2.16.2.1 Education Act 1988

The Education Act in 1988 has been characterised by changes from a conservative perspective (Gerwitz, Ball & Bowe,1995). Successive governments had introduced private enterprise management strategies into the public sector and especially education. The accountability of the school leaders had risen. They were held responsible for meeting the standards of the rigid national curriculum, the results of the national exams (SATs), league tables, PANDA (Participatory Appraisal of Needs And Development Of Action) reports and OFSTED (Office for Standards in Education) inspections. According to the policy, each school would be inspected once in four years by the team of OFSTED. The test scores were made public and school inspection reports were published to the parents and the wider community (Southworth, 1999), putting, this way, great pressure on school leaders to meet their standards. The Act (1988) also proposed that every school became a self-managing organisation that would be responsible for its own funds (Gunter, Brodie, Carter, Close, Farrar, Haynes, Henry, Hollins, Nicholson, Nicholson & Walker, 2003).

2.16.2.2 Educational Act (DfEE 1997)

Later policies, based on the previous ones, heralded a `*crusade for higher standards*' (DfEE, 1997, p.4) for which head teachers were held responsible to manage reforms in their schools. The beliefs and quality of each head teacher played a crucial factor in the success of the school and the inclusion of all students (Southworth, 1999). According to the White Paper (DfEE, 1997) good heads could transform a school and poor head could block the progress and achievement of all students (Southworth, 1999). Specifically, in the White Paper (DfEE 1997, p. 9) it was illustrated clearly that:

> Our goal is a society in which everyone is well educated and able to learn throughout life. Britain's economic prosperity and social cohesion both depend on achieving that goal.

It seemed that a consensus was reached that government educational policy was driven by economics (Alexiadou, 2002). Education had to be modernised in order to help achieve economic recovery and increased competitiveness (Alexiadou, 2002). To secure this goal a professional headship qualification was introduced. With this qualification head teachers would acquire leadership skills with which they could motivate staff and students (for collaboration) to manage schools. They were considered as pivotal players, professionally prepared and developed, tested and certified as suitable for the position. The tasks of the school leaders were increased while the involvement of the school governors had expanded (Southworth, 1999). The number of meetings and consultations for the heads had increased. This had been accompanied by attention to the student outcomes and the overall performance.

According to the UK policy for leadership (DES, 1989), the main aims of the national standards for school leaders were:

- to set out the expectations for the teaching staff.

- help teachers with planning (collaborative inquiry, 3rd tenet of CP), monitor their development, training and performance; set out their personal targets for improvement.
- Ensure that the focus is to improve the achievement of students and quality of education.
- Organise professional development, high quality training that meets the needs of teachers and make good use of their time with maximum benefit for the students. (Day, 2003).

2.16.2.3 Education Act (DfE, 2010, 2014, 2016)

Latest policies included structural shifts and dismantling of district level support resulting in an even more decentralised system in which school leaders would have even higher degrees of autonomy and accountability (Day & Armstrong, 2016). Competition among schools was encouraged along with the development of a “self-improving system” (Hargreaves, 2010; DfE 2016b).

The 2010 Education Act basically suggested all schools become self-governing, in other words nationally funded academies that would allegedly eliminate the LA´s power over school´s decision (Adonis, 2012; Greany & Higham, 2018; Woods, Roberts, Jarvis & Culshaw, 2020b) and would promote collaboration through the establishment of multi academy trusts and networks of “teaching schools”. The restructuring of the schools, signalled also the relocation of the decision making to newly created bodies (e.g., federation managers and academy governors, that would include the head teacher, a governor, and another representative from each partner school). This of course had an impact on the professional development of teachers and leaders, while It strengthened the notion of a self-improving school system (Gu, Rea, Smethem, Dunford, Varley, Sammons & Powell, 2016; Armstrong, Ko, & Bryant, 2018).

In addition, on the one hand these changes provided collaboration opportunities to leaders with other chains of schools and agencies (Chapman, 2013), but on the other hand there were cases reported where leaders felt disempowered and even demoralised by the development of the new structures (Chapman, 2013). They felt it reduced their power and autonomy. Restructuring allegedly provided some staff with opportunities for senior and middle level leadership positions, distributing, this way, leadership (Chapman, 2013). This, in turn, seemed to have also a knock-on effect, as many assistant heads ended up performing managerial tasks, including timetabling, curriculum arrangements or staff management (tasks that were previously responsibilities of the deputy heads). Research showed (Chapman, 2013) that despite some academies coping well with the changes, others experienced unprecedented levels of head teacher turnover.

2.16.2.4 Role of LAs (Local Authorities)

Lastly, governments imposed through different acts and legislations (DfEE, 1997; SEN Code of Practice 2014, Children and Families Act, 2014) certain duties on local authorities (LAs) regarding inclusion of students with SEN (Country information for UK (England) - legislation and policy). That included to identify children and young people with SEN (up to the age of 25), where necessary assess the child (on education, health and care needs, taking account of educational medical, psychological and other factors) and create a Health and Care Plan for them (Ainscow, Farrell & Tweddle, 2000). Their duties included placing children and young children with SEN in mainstream schools or further education colleges (collaboration towards more inclusive practices), after obtaining parental consent (Ainscow et al., 2000). LEA (Local Education Authorities) policies that encouraged inclusive schooling were created. Students with SEN were encouraged to attend local mainstream schools that were organised to respond to student diversity. Among their responsibilities was

also to call parents and agencies to work together to support the development of inclusive practices (Ainscow et al., 2000). This resulted in the creation of the position of Teaching Assistants (TAs).

2.16.2.5 Role of TAs (Teaching Assistants)

Endorsing in a policy of inclusion led to an increased role of school support staff (Troeva, 2015). According to the Warnock report (1978, p. 100), students with SEN were encouraged to attend the mainstream school "*as far as possible*". Before this, students with SEN were supported only by class teachers themselves. With the Education Act in 1981, when the term "SEN" was defined, certain hours of support from teaching assistants were added in their support (Webster et al., 2013). Local Authorities began hiring support staff with short term contracts who worked with specific students with SEN. The effective instruction of students with SEN became more challenging with the Education Act in 1988 and the introduction of the National Curriculum, which emphasised academic achievement, regardless of formal statements. The number of Teaching Assistants employed to support these students increased rapidly. Later, the revised National Curriculum in 1999 and SEN Code of Practice (DfES, 2001) heightened the need for differentiation, therefore the employment of teaching assistants. Despite the need for more teaching assistants, there were plenty of issues reported regarding their use as a "resource" (Ofsted, 1999). What is important to note at this point is that TA s were not employed to support inclusion in the schools, but the teaching process overall.

Leslie`s research (2018) found that TAs entered the job with no PD, they received very few PDs during the course of their work and were often left unsupported in knowing their students and their needs (Troeva, 2015). Effective leaders should recognize that it is not the individuals, "but the interaction among them that is critical in leadership practice" (Spillane, 2005b, p.145).

The support of students with SEN was not the only reason for the increased employment of Teaching Assistants in mainstream schools. Other factors included teachers´ heavy workload, limited time for planning (one afternoon per week), negative attitudes towards inclusion, difficulty in recruiting and retaining experienced staff, lack of collaboration with specialist or external agencies, unclear instructions, limited funding and resources to tackle issues such as behaviour and to overall support the inclusion of students with SEN (Troeva, 2015).

Overall, this chapter has discussed the relative literature in relation to the research topic. It explored the main terms, the models of disability through the years, types of leadership and contexts and legislations in regards to inclusion, school leaders and their responsibilities in both countries. Literature suggested that there are gaps between policies and practice in regards to inclusion, social justice and leadership responsibilities and that legislations do not currently support closing those gaps. The next chapter explores the conceptual framework adopted for approaching the topic at hand.

Chapter Three: Conceptual Framework

This chapter outlines the conceptual framework for this research and why it was chosen. The first section considers the definitions of collaboration and specifically explores a new approach to collaboration, Collaborative Professionalism (CP), its importance to inclusion and its contribution to this study. The second part of this chapter analyses the definition of this approach by discussing its components and how they were used in the study. Later in the chapter, international research study findings regarding CP are presented to strengthen the importance of this approach and finally the importance and relationship of professional development in CP is thoroughly discussed.

3.1 Definitions of Collaboration and the Collaborative Professionalism Approach to Inclusion

In inclusive education there has always been an emphasis on the importance of communication and collaboration among mainstream and special education teachers, therapists, school leaders, parents and students for the benefit of every student (Mortier, 2020). Berlin (2020, p.1315) focuses on team effort in executive tasks as a core part of collaboration and states that:

> "All team members need to know what should be achieved jointly, and be given clear information on what can be solved collectively. The task should be clear so that all team members understand their own initiative."

Widmark, Sandahl, Piuva and Bergman (2011) believe that collaboration should be viewed as a tool for achieving user´s objectives. This could be possible with the common belief and understanding of all the factors that impede or promote collaboration, mutual trust, staff motivation and common interests. However, there are many barriers reported to that

such as problematic power dynamics, poor communication patterns and unclear communication of roles and responsibilities (Rose, 2011).

Bridges, Davidson, Soule Odegard, Maki and Tomkowiak, (2011) agree and suggest that collaboration can be identified as "*a process which includes communication and decision-making, enabling a synergistic influence of grouped knowledge and skills*" (p.2). Specifically, they point out the following elements of collaborative practice: 1) responsibility, (2) accountability, (3) coordination, (4) communication, (5) cooperation, (6) assertiveness, (7) autonomy and (8) mutual trust and respect. That indicates that true collaboration is demonstrated only in teams in which there is a clear goal, decision making is shared, and there is respect and appreciation amongst the members. In this model of collaboration greater emphasis could be given to student collaboration and the dynamics of collaboration (Paju, Kajamaa, Pirttimaa & Kontu, 2021).

According to Hargreaves & O'Connor (2017), collaboration is seen as the new chorus line for innovation and improvement. The idea of professional collaboration consists of team members sharing their ideas about students` progress and needs, based on their specific professional knowledge framework. It is said to boost student achievement and increase teacher retention (Walsh, 2020). Teachers should collaborate with each other; no profession can progress effectively if its members do not share expertise, information and knowledge. However, there is little clarity around how to collaborate, the challenges therein (Ni Bhroin & King, 2020) and the impact of this approach on inclusion. Hargreaves (1994) has advocated `a new professionalism` that is based on collaboration opportunities among teachers and shared participation in decision making, problem solving and planning professional development sessions. It is claimed that collaborative professionalism strengthens teacher independence and ownership in school improvement matters (Seed, 2008). This could be the answer to establishing shared leadership and to a more meaningful empowerment of

teachers, depending on the actions and organisation skills of the school leader and this is the approach and definition to collaboration that this study has adopted (see Chapter 3.2 for full definition).

Leadership can be a shared practice, a collaborative endeavour that involves collaborative interactions (MacBeath et al., 2018). With that in mind, the study explored the role of leadership in Greece and England through collaborative professionalism. It focused on whether CP is enacted, if enacted at all, by whom and its relation to inclusion and social justice. Even though collaborative professionalism has been recently placed at the centre of attention in the research community (Hargreaves & O'Connor, 2017), it is said to be successful in different regions and cultures in the world. As a former member of staff in English public schools, I have professional experience from these strategies and the impact on inclusion and social justice, so I truly believe that collaborative professionalism can make a difference and that is the main reason for choosing it. Working closely with colleagues, developing relationships that have common goals, created an atmosphere of trust and honesty that enhanced the communication and collaboration. Staff members felt less vulnerable among colleagues who were also friends or at least friendly and respectful to one another. They were not afraid to make mistakes and improve their teaching and planning. Parents were welcome to the classroom in the morning to help their children to read or were involved in other school activities. Collaborative Professionalism provides a detailed plan regarding how teachers and other members of the school community can effectively support inclusion through their roles and leadership. It involves developing strategies that promote the vision of inclusion (Hargreaves & O'Connor, 2017). The importance of collaboration for inclusion has also been highlighted in the policies of the two countries. Both countries have tried to promote collaborative practices in their policies (Simón, Dyson & Giné, 2019; Equality Act 2010, 2010). The following section with a more formal definition of CP provides more clarification about the "how" and the "what" of its enactment.

3.2 Definition of Collaborative Professionalism

Collaborative Professionalism is a deeper, more meaningful and rigorous version of professional collaboration that focuses on how to collaborate more professionally (Hargreaves & O'Connor, 2017). Professional collaboration is descriptive, it outlines how people work together in a profession. Collaborative professionalism is normative, it focuses on creating deeper and stronger professional bonds and practices together. It is not confined to one specific strategy, rather it takes many forms, which will be thoroughly discussed in this chapter. According to Hargreaves and O'Connor (2017, p.2-3), collaborative professionalism refers to:

> How people collaborate within a profession. The professional aspect of collaboration is about exercising good judgement, being committed to improvement, sharing and deepening expertise and getting neither too close to nor too distant from the people the profession serves. The collaborative aspect of professionalism refers to how members of their profession labour or work rather than merely talk and reflect together.

Collaborative Professionalism is presented in terms of ten facets and four "B`s". It focuses on what happens before, between, beyond and beside CP initiatives to make them successful. Context and culture of the school community play a significant role, which reflects the importance of context and community for social justice leadership identified earlier by Oldham et al., (2020). There is not a successful recipe for it; on the contrary it can flourish in all kinds of educational settings as long as teachers are given the authority to lead themselves, reflecting once again the importance of teacher leadership for enactment of inclusion and SJ (King & Travers, 2017). For teachers to fully engage and invest in this approach, they would need to commit to the following principles that are presented as the Ten Tenets of CP: collective autonomy; collective efficacy; collaborative inquiry; collective responsibility; collective initiative; mutual dialogue; joint working; common meaning and

purpose; collaboration with students; and big-picture thinking for all (Hargreaves & O`Connor, 2018).

Figure 3.1
10 Tenets of Collaborative Professionalism

3.2.1 Collective Autonomy

Collective autonomy refers to the independence that teachers have from top-down bureaucratic authority (both at a macro level and from the leadership within school) but less independence from each other, meaning that their collaboration is essential so they depend on each other. Teachers need to work together to prepare and teach lessons, therefore they depend on each other`s expertise. They are more accountable to each other than to the

system. Teacher professional judgement is valued and is not informed only by data. It is not individual autonomy. Rather, the teacher's work is open, feedback, inspiration and assistance is welcome by all and for all teachers. For example, according to Hargreaves study (2017), the decentralised system in Colombia inhibited teachers from accessing support from outside. On the other hand, it shielded them from constant monitoring and interference. The system still presented pressures and obstacles, but there were still ways to collaborate to push back. They were more accountable to each other, than to the system.

However, the degree of autonomy teachers have when they are expected to follow the school's curriculum or policy needs to be clarified. Teacher autonomy is a complex phenomenon, which means that the autonomy of one individual affects the group`s autonomy (Bergh, 2015). Therefore, before collective autonomy, it is important to define the boundaries of individual autonomy.

3.2.2 Collective Efficacy

Hargreaves and O'Connor's (2018) collective efficacy is based on the belief that all teachers together can make a difference to the students, no matter what. This contrasts with self-efficacy which is the expression of individual belief that one person alone can achieve change. It is important to note that in order to achieve collective efficacy, attention must be drawn to self-efficacy first. Collective efficacy is influenced by the attitudes of the teachers about themselves first. According to Savolainen, Malinen & Schwab`s study (2020) teachers' self-efficacy predicts the attitudes towards inclusive education. Having stronger self-efficacy beliefs and more positive attitudes may help teachers work collaboratively and more successfully in inclusive schools (Florian, 2017).

3.2.3 Collaborative Inquiry

In collaborative inquiry, teachers discuss problems, issues or differences in practice in order to improve or transform their work. The process starts with identifying the issues regarding their practice, inquiring into them in a systematic way together in order to have positive change. A wide range of evidence is used to underpin the inquiry and its findings, then plan a new method/strategy and implement it together on the basis of what has been learned, before another cycle may begin all over again. Even though it seems as a separate process from the work of teaching, it is actually integrated in the very nature of teaching itself. What is crucially important here is the opportunity created by school leaders to allow such discussions to happen on a class level with students first (Messiou & Ainscow, 2020). Teachers need designated time to reflect upon the issues they face, discuss it with their students first, then colleagues and find the best manageable way/strategy to solve the problems. Clear communication and organisation are the key here.

3.2.4 Collective Responsibility

Collective responsibility refers to the mutual obligation to help one another. It is about the common duty to serve the customers, clients, patients or students one has in common. The phrase in CP that sums it up best says “It is about our students, not my students”. In order to have a common sense of responsibility as a school, it is important that teachers reflect upon their personal sense of responsibility first (Matteucci, Guglielmi & Lauermann, 2017). People who feel responsible and not just formally accountable are found to be more self-determined and willing to take risks and invest effort without having to be observed or monitored (Lauerman, 2014). It is also important to note that teachers` collective responsibility for the best student learning has been linked with students’ achievement gains over time (Lee & Smith, 1996). Teachers who believed in their abilities (i.e. high levels of self-efficacy) to influence students` outcomes and who viewed their relationships as

collaborative tended to assume personal responsibility for educational outcomes. Collective responsibility has also been linked with inclusion and social justice (Florian & Spratt, 2013). Teachers who are committed to inclusive pedagogy must first accept primary responsibility for the learning of all the children in the class (Florian & Spratt, 2013).

3.2.5 Collective Initiative

Hargreaves & Fullan's (2018) collective Initiative refers to teachers being encouraged to step forward. It is about a system that does not hinder teachers taking initiative. People don`t wait to be told what to do. They feel it is better to seek forgiveness than ask for permission. Teacher initiative is directly linked with the type of leadership. Leadership plays an important role in creating the conditions for teacher collaboration, creating inclusive cultures where teachers are confident to bring initiative and more autonomous in meeting their professional and individual needs (King, 2011). School leaders also need to make sure that the boundaries of the initiatives taken do not clash with the responsibilities or the freedom of choice of other teachers. So, sharing leadership with teachers is important, as they are the most relevant and direct contact point with the job (King & Travers, 2017).

3.2.6 Mutual Dialogue

Dialogue is an essential part of collaborative practices (Hargreaves, 2017; Kinsella & Joyce, 2008). There might be heated dialogues with colleagues during designated times for collaboration, different opinions about ideas, curriculum materials, students' behaviours, but the feedback from all that is still honest. This dialogue is often facilitated and the participants are protected by protocols that insist on clarification and full explanation of the ideas before any objections are brought forth. Findings from research (Brennan, 2017) show that critical

dialogue and public sharing of work through on-site PLC (professional learning community) could bring fruitful changes in relation to inclusive practices.

3.2.7 Joint Work

To collaborate is to labour or work together. Joint work happens in team teaching, collaborative planning, collaborative action research, peer viewing, giving feedback, discussing examples (Hargreaves, 2017). It involves acting together, on products or artefacts, like lesson planning, curriculum, and feedback reports that are facilitated by structures, tools or protocols. School leaders are responsible for creating those opportunities for common planning, sharing ideas, reviewing and giving feedback. Working together (7th tenet of CP, joint work) contributes to successful implementation of student centred and collaborative learning methods (Slavit, Kennedy, Lean, Nelson & Deuel, 2011) that promote inclusion (King & Ní Bhroin, 2020). With joint work, teachers tend to use more innovative pedagogies, leading to improved teacher morale and have greater motivation (Wigglesworth, 2011).

3.2.8 Common Meaning and Purpose

Collaborative Professionalism has a common purpose that is greater than test results or academic achievement on its own. Arguably, one of the goals of education is to enable students to grow and flourish as human beings who can live lives that are meaningful for themselves and for society. This reflects the importance of values for inclusion and social justice (MacArthur, 2009) and highlights why it is important to have school leaders who first understand themselves the meaning of inclusion and social justice and then promote inclusive cultures (King & Stevenson, 2017). The development of inclusive education and social justice needs to start with the same mindset of teachers and schools, having a common belief about what students are able to do and the development of the same sense of responsibility for the inclusion of all students (Ainscow, 2014). School leaders who support

their staff by promoting inclusive cultures and understanding of social justice, also tend to provide PD opportunities for establishing inclusive education (Ainscow & Sandhill, 2010; Mac Ruairc, 2016, Kunz, Lunder & Kassis, 2021, de Boer, Pijl & Minnaert, 2011).

3.2.9 Collaborating with Students

In CP students aim at being actively engaged with their teachers in planning for change. Student voice is valued and is the ultimate end-point of student engagement (Hargreaves, 2017). How often and to what extent is student voice taken into consideration needs further attention and research. This is why the importance of student voice in inclusion has been explored in this study as well.

Every individual in CP tries to see and understand the bigger picture behind the actions. Everybody unanimously and often subconsciously works together towards making the goals come true. This needs strong organising skills with clear school vision in order to work effectively. Creating inclusive cultures is one of the basic responsibilities of a school leader. Leadership is a team endeavour centred around collaborative interactions that lead to social justice and inclusion (MacBeath et al., 2018).

All tenets of collaborative professionalism could be used for inclusive practices under effective leadership. With autonomy given by school leaders, mutual dialogue, joint work, collaboration with students and other stakeholders, a common culture is created that can lead to more inclusive and socially just practices. In the next section the relationship of CP and leadership is thoroughly discussed and sheds light on the responsibilities and the roles of the leaders and other stakeholders.

3.3 Collaborative Professionalism and Leadership

Teachers and other school staff members need to learn how to work together more professionally to help their students develop academically and socially with success. Inclusion requires a collective effort and will to make it happen (Ainscow, 2020). Webb (2007) suggests that the key is to share leadership with the teachers as there is little if any direct influence of principals on student achievement (Leithwood, Jantzi, & Steinbach, 1999). Head teachers or principals alone cannot create inclusive and socially just environments. Teachers have to be actively part of the decision making, planning and problem solving for socially just and inclusive environments. They have to be more autonomous and proactive in relation to school improvement. But this is something that depends mostly on the way leadership is exercised in a school (Dinham, Aubusson & Brady, 2008).

Leaders need to make sure that teachers are constantly kept up to date with new national and school policies and of course are inspired to develop professionally themselves. This also gives back more responsibilities to head teachers and department heads to ensure that the correct policies are in place and available to staff members (Qeleni, 2013). The role of school leaders in making these changes in schools is highly important. Leaders highlight the importance of staff commitment to social justice and the importance of professionalism from the leaders' side (King & Travers, 2017). In collaborative professionalism, more effort is needed in providing good data for the schools, good judgement, better teamwork among staff, more useful feedback, more commitment and engagement to a greater vision where students will become themselves the change they need (Hargreaves, 2017). Collaborative professionalism can be seen as a way to reach inclusive practices for young people. The need for school leaders to inspire collaborative cultures between staff members is of high importance. As stated by Hargreaves & O'Connor (2018, p.4):

> Collaborative Professionalism should explicitly contribute to the improvement of the wider society. In collaborative professionalism "everyone is involved: no exceptions. There is enjoyment as well as impact; better times as well as more

time. There is diversity and disagreement in a culture that values the individual as part of the collective.

There is only “our” students, meaning that students with SEN are not only the responsibility of the SEN teacher, but all staff members and stakeholders should collaborate for the greater good of all students.

Studies have shown (Hargreaves & O’Connor, 2017) that some of the ways to achieve collaborative professionalism include open lesson studies, where observation can occur from any other staff member for lesson improvements, collaborative curriculum planning, cooperative learning and working, discussions over pedagogical transformation in meetings and professional learning communities, reflecting Brennan’s work on inclusive practice (2017). The concept of collaborative professionalism includes “*sharing, talking, trusting, co-creating and learning, empowering, debating, critiquing and challenging*” (Hargreaves & O’Connor, 2017, p. 4).

According to a study in Ontario, when school leaders first negotiated the principles of CP with teachers, they were concerned that they would lose power and control and teachers from their side were concerned with ceding control over what they could work on together (Hargreaves & O’Connor, 2017). But in the end, collaborative professionalism depended on many different types of leadership. Leaders can assist in CP in many ways (Hargreaves, 2018). To begin with, leaders need to take small steps “*Sprints are not successful without warming up*” (Hargreaves & O`Connor, 2018, p.14). The same principle applies for learning walks[8] without prior attention to trust and relationships. Leaders need to draw attention to integrating formal and informal collaborative practices in order to establish some level of trust

[8] The term learning walk describes an organised visit to a series of classrooms in order to examine the way teachers teach and how the students learn from it.

among teachers. The goal is to start from somewhere, it does not necessarily have to be peer evaluation meetings or critical feedback as these can have the element of criticism in them and be considered a threatening type of collaborative professionalism if trust is not established. Other ways include allowing teachers to collaborate in their own way and encouraging collaborative practice opportunities, even if bad collaborative experiences have happened in the past. New skills and ideas are needed not only for specific teachers but for the whole staff, as the whole school will need to be up to date in order to make inclusion work (Takala et al., 2012). As a result, staff development and its structured planning from the leaders is crucial and will be examined more in depth in the next section of the chapter.

3.4 Professional Development

Debates about effective professional development (PD) have suggested a number of practices that have proved to play a crucial role in collaborative professionalism. One of the most important includes PD sessions for teachers, who share evidence based on experiences from practice. Teachers need to have opportunities to learn and reflect together, share ideas on a regular basis to bring about the change for a more inclusive practice that will enhance student learning (O'Sullivan & West-Burnham, 2011). Studies have found that support from qualified staff led to higher student engagement in classes (Blatchford, Russell, et al, 2007; Blatchford et al., 2009). School leaders have an important role in creating these conditions. Supporting teachers as change agents and allowing them to explore and identify their professional development is very important (Opfer & Pedder, 2011). According to King & Stevenson`s study (2017) teachers through collaborative professionalism have the opportunity to bring initiative and discuss possible changes and new ideas with the principals about school matters. This distributed leadership can make teachers more autonomous and eager to carry on with collaborative PD to meet their needs. This bottom-up approach

provides teachers with the freedom and opportunity to meet the teacher`s needs in the classroom.

Professional development does not just happen – it has to be managed and led (Earley & Bubb, 2004). Teachers need to be updated and inspired to change their attitude towards social and educational inclusion (Slok, 2018). In professional development teachers have the time to critically reflect on the new information and their practices, exchange ideas and share thoughts on how best to collaborate to accommodate the needs of their students. Teachers have to be encouraged to become the leaders in their classrooms through exemplifying and modelling (King, 2011). It is a leader's responsibility to provide the time for these collaborations to happen (Earley & Porritt, 2010, Goos, Dole, & Makar 2007).

Building a trusting relationship between colleagues is another contributing factor to such collaborations and school improvement (King, 2011). There needs to be a mechanism of sharing and collaborating, finding the time to plan and evaluate for all students. The time needed for collaboration can be planned and realised not only by the leaders in a school, but also has to be communicated by the teachers themselves (Lumby & Coleman, 2016). A deeper analysis of the practice of leadership is required. According to King and Stevenson (2017) ideas and innovations from "below" supported by leadership "above" can result in a more organic form of leadership than is currently reflected in the practice of distributed leadership. When inclusion has been established as a way of life in a school and the classroom, teachers and students are well prepared to confront and deal with incidents of injustice, racism and discrimination and feel responsible for reconstructing the cultures that promote support and maintain the respect for diversity (Dantley & Tillman, 2010). Teacher leadership, as a form of distributed leadership, has been a very important issue for school improvement (Spillane & Diamond, 2007). Teachers might not need to be the experts in

leadership topics and leadership members do not necessarily need to be only the principal or vice principal (Cherkowski, 2010). On the contrary, creating opportunities for leadership capacity among teachers and other staff members, is an essential part of moving towards inclusive learning cultures. It is also important to be aware of the challenges and needs of teachers, in order to target them, reflect on them and change them (Anastasiou & Papakonstantinou, 2015).

Distributed leadership is not performed adequately when leaders are accountable for presenting final scores and test results (Torrance, 2012). In this case test scores may become the priority leaving in second place the academic and social outcomes. And this issue is the main reason for thinking about forms of leadership that are less results driven and strategic. What is needed is a form of leadership that gives the staff members the freedom to be creative, to enjoy the process and to take risks and experiment in the classroom, similar to the notion of organic leadership espoused above (King & Stevenson, 2017). According to an English study (Opfer et al., 2011) school leaders understood the benefits from professional development and stressed that it is an opportunity that could bring real change. Teamwork is one of the most crucial components towards a commitment to implementing inclusive processes (Ainscow & Sandill, 2010). Accommodating diverse needs relies a lot on the perceptions of the leaders on inclusion (Lindqvist & Nilholm, 2011).

More specifically, it is the principal's views towards inclusion that affect the staff's views on valuing difference (Schmidt & Venet, 2012). For example, negative attitude and lack of initiative result in bad planning, shortage of resources and lack of expertise; therefore, non-inclusive practices. These non-productive views can be eliminated when school leaders are equipped with up to date deep knowledge and strategies that can help teachers create an inclusive environment and make a difference in students' lives. The active participation of

a head teacher in staff meetings and professional development courses, and direct involvement in evaluating teachers' methods are some of the activities that have had the most significant indirect impact on student outcomes (Robinson, 2009).

Kinsella and Senior consider that (2008) leadership and management of professional development do not always involve practical plans for developing inclusive practices. Bubb and Earley`s study (2009) revealed a number of practical steps that can lead to school improvement that are relevant in building inclusive classrooms. According to the findings, learning centred cultures such as stored resources for teachers, including website links or publications played an important role in professional development. Designated time for discussions, mentoring, feedback, and lesson observations were found highly effective for teachers. That time needed to be created within the timetable as workload and new initiatives were found to cause fatigue and loss of motivation for staff. Such a form of professional development for staff members is analysed by Kennedy (2014), in the Community of Practice Model. This model is based upon three important processes; mutual engagement by all staff members, understanding and leading their enterprise and finally, developing a specific repertoire and style of teaching (Wenger, 1998).

Relevant research from Clark (2010), Schmidt and Venet (2012), Florian and Linklater (2010) and Ainscow and Sandhill (2010) suggested that inclusive school principals had some common strategies in promoting inclusion. That included three main approaches; training, inquiry-based collaboration and inclusive cultures. The first was related to systematic training of teaching staff on SEN in mainstream classrooms and constant inquiry into the effectiveness of their practice (reflecting collaborative inquiry (Hargreaves, 2017)). Guzman`s study (1997) showed that principals arranged annual meetings for the evaluation and restructuring of the SEN provision to make it more inclusive. Staff members were

encouraged to participate in a collaborative process of building inclusive practice philosophy and problem solving. Guzman (1997) also reported that school leaders collaborated with the staff members to develop intervention strategies for students at risk and in meeting and exchanging expertise with parents. Through this form of collaborative professionalism, teachers were able to find their own identity and ideology on inclusion and therefore reflect on diversity and their practices (Clark, 2010).

Schmidt and Venet`s study (2012) highlighted the impact of forming learning communities in inclusion. They reported that school leaders used examples and experiences from their schools to provoke discussions on inclusive values and implications of diversity. Brennan et al (2019) argue that professional learning communities (PLC), as a form of collaborative inquiry, can create a suitable environment for public sharing of work and critical dialogue among teachers that help lead to collective knowledge regarding a shared concern and equality for all learners. The term PLC involves "*a group of people sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning oriented, growth-promoting way*" (Stoll et al., 2006, p. 223). It gives all students the same opportunities, treating them all equitably. Realising inclusion is not about finding a system, but finding solutions to enduring dilemmas (Clark, Dyson, Millward & Skidmore's, 1997). Becoming a `culture builder` (Mortimore, 1993) requires being involved actively in working with students, classroom teachers and giving opportunities to other members of staff to make decisions in educational principles and values.

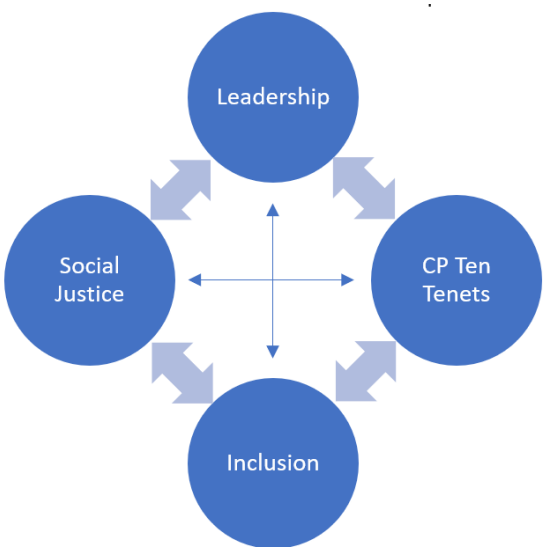
Collaborative professionalism is an approach that seems to cover, if not all, most of the facets of school life and collaboration possibilities among all members related to a school. It is the approach that does not limit collaborative practices only within school but envisions a community where society and parents are involved in school life and students work along with teachers to make a change for everyone.

3.5 Use of the Ten Tenets in the Conceptual Framework

The ten tenets helped in connecting the four basic concepts of this study (how leadership can create opportunities for Collaborative Professionalism that can lead to more inclusive practices, closer to a more socially just society (see diagram below). Collaborative Professionalism also informed the research questions and interview questions for the participants. The ten tenets have been used to identify what collaborative practices happen in the schools, if they happen at all, how they are linked with the leader`s practices and views on inclusion and what impact they have in the school life of the students in relation with the school community and in wider society. They helped filter and clarify the understanding and enactment of inclusion in relation to social justice and the practices of leadership.

Figure 3.2

Correlation of the four basic concepts



However, the ten tenets of CP were not blindly accepted. The changes in the authority system described in the ten tenets, specifically in the 1st (collective autonomy), 5th (collective initiative) tenet require head teachers or other leaders who will willingly initiate shared leadership, who will value the colleagues and trust them with this change (NCCA,

2010). A shift in power is necessary but also can be very difficult in a climate of accountability, control and performativity (Preedy, 2016). Collective autonomy (1st tenet) requires personal and professional sensitivity and maturity from the leader`s side. It is important that this collaboration is not a contrived collegiality (Hargreaves, 1994) as this would reflect a more licensed form of collaboration imposed by the head teacher or principal. Having leaders who are open and eager to share the responsibilities is not always guaranteed nor is a system that allows (all) staff members of a school to choose who will be the principal or head teacher so that such decisions can be pursued. As opposed to the English educational system, where teachers can apply to a specific school they want to work in, this could be particularly difficult or even impossible in a centralised educational system for example like in Greece, where all staff members are employed only by the Ministry of Education, Research and Religious Affairs (MERRA) (Kaparou & Bush, 2016). This reality stands as a burden making it difficult for school leaders to initiate and create inclusive cultures officially within and outside school with a common ethos and values, let alone expanding and transforming their vision.

Another prerequisite for the enactment of the ten tenets as described by Hargreaves such as collective inquiry, responsibility, initiative, mutual dialogue and joined work is the trust and good relationship among staff. Principals with permanent staff can create organisational capacity (King, 2011) by investing in training and ongoing support for the teaching staff. School leaders can act as change agents helping teachers to identify their own professional development (Opfer & Pedder, 2011), find the gaps in teaching and planning and facilitate their training. This approach focusing on the below with the support from the top could build a higher level of trust among the teachers that could enhance the levels of self-efficacy (Kitching et al., 2009) and bring lasting change in schools. Therefore, it depends again on the school leader's ethos and views to create these opportunities.

Another issue that creates barriers to CP in both countries is the constant change of personnel (Hargreaves, 2017). When leaders and teachers keep changing schools, it is difficult to maintain the focus and the principles of a school in one direction. That is especially challenging for the students of each school. They might feel neglected, or that nobody cares for them to stay (Hargreaves, 2017; Vlachou, 2006), making joint work (7th tenet) and collaborating with students (9th tenet) very difficult to happen. Teachers cannot collaborate efficiently with each other or with external agents or the school community as they have to make new acquaintances every year. When there is high instability in personnel, teachers might behave as self-centred individuals who have to protect themselves from the possible new responsibilities. They might feel overwhelmed and alone or hopeless resulting in abandoning their job and therefore in perpetuating the problem they were trying to avoid.

To sum up, this chapter highlighted the importance of CP as the conceptual framework of this study, its importance to inclusion and also analysed how its components were used in the study. The next chapter explores the methodology adopted for approaching the topic at hand.

Chapter Four: Methodology

This chapter firstly explicated the philosophical assumptions and framework of this study along with the positionality of the researcher. Next, the methodological approach to the research was explained, along with the justification of the sampling procedures, data collection methods, ethical issues and limitations of the study. A qualitative, comparative multi case study approach was used to explore the following research questions (see 4.1 table below):

Table 4.1

Research Questions

	Main Research Questions
1	How do school leaders in mainstream primary schools in Greece and England understand and enact inclusion?
2	To what extent do school leaders promote and enact inclusive practice and social justice in mainstream primary schools in Greece and England?
3	To what extent are collaborative practices evident in supporting inclusion and social justice in mainstream schools in Greece and England?
	Sub Questions
1	To what extent does collaborative professionalism (CP) impact teachers' attitudes and beliefs towards inclusive education? How does it differ in both countries? In what way/s are they similar?
2	How is collaborative practice defined? Why is it important? How is it related to collaborative professionalism? How is it related to social justice?
3	Why it is important for school staff to collaborate?
4	Are students involved or is the student voice heard in any way in teacher planning? (Evidence for 9th tenet, collaborating with students)

4.1 Philosophical Assumptions

A researcher who respects the educational research community, I feel the need to justify the ontological, epistemological and methodological dispositions of this study. There are many different ways to view and interpret the world and its phenomena and, in this chapter, I will present and justify my personal point of view and rationale for the subject under research.

4.2 Ontology

Ontology is concerned with understanding and identifying the existence of a particular phenomenon. It is the "*study of being*" (Crotty, 1998, p. 10) and "*raises basic questions about the nature of reality and the nature of the human being in the world*" (Denzin & Lincoln, 2005, p. 183).

Ontology is about what we might know in reality (Robson, 2011), what is the nature of real life. It deals with assumptions which are "*concerned with the very nature or essence of the social phenomena under investigation*" (Cohen, Manion & Morrison, 2011, p. 6). An Interpretivist ontological stance was adopted for this study. As this research focused on interviewing participants and gathering data from people's perspectives on the role of the school leadership in inclusion and social justice, their perceptions were considered subjective and personal. This aligns with my epistemological assumption that recognises that knowledge is a construct of people's perspectives. For interpretivists, reality is not out there "*as an amalgam of external phenomena waiting to be uncovered as facts*" (Morrison, 2002: 18), but a construct in which people understand reality in different ways. The focus is primarily on recognizing and narrating the meaning of human experiences and actions, (Fossey et al, 2002) in this case the school leaders, teachers, parents and students. What is important for this study is "*the way in which people make meaning in their lives, not just that*

they make meaning and what meaning they make" (Henning et al, 2004). The knowledge that was gathered from principals, teachers, parents and students during the interviews was personal and could be developed and understood in different ways according to the participant`s experiences, circumstances and perceptions.

Interpretivists believe that reality is constructed by its members and the way they affect that reality (Angen, 2000). According to the interpretivist paradigm, the opposite side of post positivism, I tried to assess and translate the participants' actions through a social lens (Usher, 1997) and I was also conscious that participants are unique beings with subjective opinions and principles and that reality and truth changes and adapts to time change, therefore it cannot be one, only and objective as proposed in post positivism (Hennink Hutter & Bailey, 2011). Post-positivist researchers seek the truth through a valuing process, highlighting the primacy of the method, while reaching for the ultimate truth or reality. Post-positivist research has elements of being reductionist, logical, cause and effect oriented and deterministic based on a priori theories, something that does not seem to match the philosophy of this study (Creswell, 2013).

Interpretivists see the world from multiple perspectives, so I, as an interpretivist, aimed to 'describe and translate' the subject from the perspective and experiences of head teachers, other leaders, teachers, parallel support teachers, parents and students in relation to inclusion. The more opinions I got, the better I could evaluate and explore the topic under investigation. This enhanced the triangulation of the data which also raised the trustworthiness of the study (Creswell & Miller 2000; Lincoln & Guba, 1985). As an interpretivist, using qualitative data is preferred in order to study in depth every subjective experience. I used a narrative form of analysis to describe the qualitative data collected (from interviews, observations, field notes, sociograms). Interpretivism has been criticised for focusing on human uniqueness and individuality of people's beliefs, views and feelings, rather than on generalising the results to other people or contexts, creating this way a gap in

validity and usefulness of the outcomes to other researchers (Cohen et al, 2011). In order to counteract this, different measurements, such as different research tools, were used and are discussed in more detail later in the chapter. The philosophical stance chosen informed my research by offering frameworks of ideas and perspectives upon which the methodology is based (Gray, 2004). It is of crucial importance to justify not only the ontology but the epistemology of this research as well.

4.3 Epistemology

The epistemology that best suited my paradigm and aligned with my ontological stance is that from a constructionist approach. Epistemology, or the study of knowledge, is "*a way of understanding and explaining how I know what I know*" (Crotty, 1998, p. 3). From an epistemological stance, that is how we end up knowing what we know, what is the reason for it (epistemology= episteme "επιστήμη "(knowledge) and "λόγος" logos (reason, account), so there has to be a reason for this knowledge), under which stance do we understand social reality (Blaikie, 2000). Constructionism was chosen as I felt it best suited my research; that is exploring social phenomena in the reality I live in and wish to discover (Robson, 2011).

The interpreter, who is separate from the phenomena that are being observed and the interactions taking place, is not entirely objective and is influenced by the phenomena and society. In other words, it is not just the researcher`s interpretation, but rather the phenomena equally affect the interpretation. The meaning does not exist on its own, but rather the interactions between people and the way they interpret the world create the meaning. Based on the constructionist theory, knowledge and reality do not have an objective or absolute value (Young & Collin, 2004). It is the groups of people, their relationships and interactions that make meaning of the world they live in. Constructionism is like constructivism but contrasts with it in having a social rather than an individual focus. It takes the view that ''*knowledge in some areas is the product of our social practices and*

institutions, or of the interactions and negotiations between relevant social groups'' (Gasper, 1999, p. 855). It is less focused, or not at all focused, on the cognitive processes that accompany knowledge as constructivism argues. Constructionism is similar to constructivism in a sense that people make sense of their world through knowledge construction (Robson, 2011). However, constructionism is mostly about the way that the *group* makes meaning of the world they live in, while constructivism is concerned with the *individual*. This research therefore subscribed to the constructionist approach believing that the truth about the role of a leader or the collaborative cultures and practices that promote inclusion is the by-product of the individuals` knowledge and interactions combined (Hays & Singh, 2012).

Constructionism does not accept the notion that the truth is one and objective waiting to be unearthed (Gergen, 2001b). Instead, human beings as unique characters produce the truth and reality in the world we live in (Hosking, 2002). And because we are all different, we have different points of view and interpret the phenomena from different perspectives. So, the final "truth" is a combination of the different points of views. Based on that, the most suitable way to collect the data developed in a natural setting as a school was by talking with the people involved in it, where everybody contributed with their personal reality and personal experiences. Furthermore, certain research methods such as interviews and observations were aligned with constructionism, as they gave the freedom to the researcher to view the subject under research from multiple perspectives and to "create" the reality with the research participants (Robson, 2011).

4.4 Methodology/ Research design

A qualitative approach to research aligned with my philosophical stance as outlined above. The study aimed at comparing and interpreting the way school leaders promote inclusion and social justice through collaborative professionalism in two mainstream schools in the UK and Greece. In order to achieve this, many qualitative research approaches were

examined in order to determine the appropriate design for this study including ethnography, grounded theory and phenomenology. but only two were selected that fitted the purpose and research question of this study; a case study and comparative design (Bryman, 2012). However, before discussing case study and comparative design, the research discussed other methods explored and discounted for use in this study.

4.4.1 Ethnography

Ethnography focuses on how a specific cultural group works, the dynamics of the influences and behaviours of the individuals of this group (Creswell & Clark, 2007). The researcher inhabits the natural setting in which the research takes place and focuses on the lived experience of that moment. This research approach is linked to anthropology and is predominantly used for research on marginalised groups. Although ethnography seemed to initially align with the purposes of my study, other aspects of it do not. Ethnographic research should be conducted when "*participants, population sectors, or stakeholders or the boundaries of the study population are not yet known or identified*" (LeCompte & Schensul, 2010, p. 35). The ethnographic researcher should not predetermine the responses by the participants by the kinds of questions asked (Creswell, 2013). For this study, the aims and purposes were predetermined and decided after the review of the literature. As a result, the type of ideal participants was known to the researcher, the questions that needed answers were clear and the "case" was identified with boundaries. Another approach considered was grounded theory.

4.4.2 Grounded Theory

Grounded Theory has been defined as '*theory that was derived from data, systematically gathered and analysed through the research process. In this method, data collection, analysis and eventual theory stand in close relationship to one another*' (Strauss and Corbin 1998, p. 12). This approach develops as the researcher becomes more grounded

in the data that is collected (Creswell, 2007). It is a process where the theory develops on the data generated from the phenomenon under research, which in this case are the views and experiences of the participants on inclusive practices, social justice and leadership. However, this approach does not fit this study as it draws on existing theoretical frameworks which informed the research process and the data were further informed by the literature review. In grounded theory, data collection is continued through theoretical sampling until theoretical saturation has been achieved. This means that successive interviews/observations have both started creating a category and have set its importance. Therefore, there is no need to carry on with data collection for this specific category when this part of the theory has been formed. This cannot happen when collecting data from the personal, and unique points of views of participants, when their opinions might not be the same or as predicted in all participants. So, listening to their stories from the beginning until the end could provide or change the final outcome. You cannot just sample only what is relevant and meaningful for your theory (Charmaz, 2006). The next theory that was considered was phenomenology.

4.4.3 Phenomenology

Phenomenology has its focus on individual human experience (van Manen, 1997). Social interactions are the ones that determine the meaning and the events. While this study aimed to explore the perceptions and experiences of leadership for inclusion it did not have the main aim of focusing on the meanings behind these experiences for the participants involved. "*Phenomenology is not concerned primarily with the nomological or factual aspects of some state of affairs; rather, it always asks, what is the nature of the phenomenon as meaningfully experienced*? (van Manen, 1997, p. 36). This study focused on the understanding and the dynamics of school leaders and the impact of these on inclusive practices, not just the interpretation of these (Creswell, 2007). Phenomenology also uses small purposive samples of three to ten participants that have experienced a particular

phenomenon, while in this study the number of participants exceeds forty. The last method that was explored was the case study.

4.4.4 Case Study

A case study is described as an intensive qualitative research approach from a single case sample and the comparative design is seen as a "*qualitative interview research on two or more cases*" (Bryman, 2012, p.76). This mix of designs is called "multi-case study", as it compares more than one case. Case studies help investigate a contemporary phenomenon within its real-life context with multiple sources of evidence used for a more truthful and clear result (Yin, 2011). Case studies are a preferred strategy when "how" and "why" questions are posed as the focus is on the process and the outcomes (Yin, 1994) reflecting the key aims of this study. A case study approach was deemed suitable for this study as it allowed for a "holistic" (focuses on the phenomenon and its contexts), "empirical" (based on observation), "interpretive" (researcher`s intuition), "empathetic" and integrated method that valued the different opinions and interpretations between the researcher and the participants (Stake, 1995). In this specific study, the voices of the school leaders and staff members, parents and students provided a more holistic view of the reality. It also allowed me to put aside as many presumptions as possible in order to objectively explore the lives, culture and experiences of the participants (Stake, 1995). Case study is depicted as a bounded system, in which researchers set out boundaries and have clear a focus about the goals and the extent of the research (Stake & Merriam, 1995; Yin, 2014). For this study evidence for collaborative professionalism that led to more inclusive practices was explored. A case study should have three distinct attributes. It must be "particularistic" (focus on a specific scenario, scene or situation, in this case exploration in two mainstream public primary schools in England and in Greece), "descriptive" (have a clear and complete account of the happenings, for this study

exploration of the role of the leadership through CP) and “heuristic” (give clear information about the happenings, in this case results driven by the different methodological tools). A case study is “*an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social uni*t” (Merriam, 1998, p.13).

A multi case study type of design enabled me to understand and process the points of views of the participants on matters of leadership, inclusion, social justice and collaborative professionalism and how their experiences formed the reality and therefore data. It is important in research to take into consideration the benefits and the limitations of case studies.

4.4.4.1 Benefits and Limitations of Case Study

Taking the above into consideration, a multi case study was deemed to be most appropriate in combination with the comparative approach. One of the strengths of case study is that it examines relationships and dynamics in real life, in this case leadership and its effect on inclusion. Case studies are heuristic (Merriam, 2009), as they can unearth new meaning providing new knowledge on a phenomenon, more specifically here on the role of the leaders. Derived from the Greek word (ευριστικός) that means “to discover” the word “heuristic” can be explained as a way that derives from experiences and aids in the process of problem solving, not as a set of rules. In the comparative approach this can be viewed as a reminder of how much can be achieved through comparison (Bartlett & Vavrus, 2017). These specific descriptive and heuristic qualities of case studies aimed to provide a holistic explanation full of details and analysis of the role of leadership in the Greek and English schools through CP (Merriam, 2009). Case studies can cope with complexity as they use descriptive data, they can address problems of meaning and examine past events and relate them to present activity. They have intelligible and non-technical findings as reports, which can be read and understood more easily by non-researchers and hence the results can be

more easily accessible. The experiences and opinions from the participants in interviews can be easier understood by the majority of readers, rather than having to understand quantitative concepts and technical results. Finally, case studies can provide interpretation of similar studies as they can give a more rounded picture of the topic under investigation and can be more easily compared with other cases (Johnson, 1994).

On the other hand, case studies have received criticism and been labelled as a “soft option” in comparison to other methods and viewed as the predecessor of more extensive research studies (Robson, 2011). However, the case study “*should not be demeaned by identification with the one group posttest only design*” (Cook & Campbell, 1979, p. 96). Rather, case study research appeared to be based on its own method, partially but not wholly related to the qualitative or quasi experimental domains. That is to say that the case study method has its own design, data collection and analytic process but is also used as part of mixed methods studies (Yin, 2012). Another limitation of the case study relates to the difficulties of generalising the findings due to the unique context of the study (Cohen et al., 2011). Case study work may not transform understanding, but it may refine it. Commonality can be a powerful element, “*[Many find] a commonality of process and situation. It startles us all to find our own perplexities in the lives of others*” (Stake, 1997, p.7). In addition, generalisation might be a means of generalising in terms of typicalities, “*... possible, or likely, or unlikely that what was found in the singularity will be found in similar situations elsewhere”* (Bassey, 1999, p.12). The true power of a case study though, is its attention to local situations, not that it represents other cases (Stake, 1995). In a multiple case study approach the researcher tends to focus more on the ways the cases can be contrasted, and less on the context of the study (Dyer & Wilkins, 1991). However, what should be pointed out is that the key to the comparative design and the distinguishing characteristics of two or more cases should work as a “springboard” for theoretical reflections on the findings (Bryman, 2012). So, the findings from the comparison of the case study in Greece and England could inform other educational

systems in the world regarding the role of leadership in inclusion and social justice and could possibly result in policy changes towards more collaborative practices.

Another criticism case studies have received points to the lack of external validity (Mertens, 2010) or transferability (Lincoln & Guba, 2000). However, case studies or other approaches with multiple perspectives, increase the opportunity for theoretical replication when two or more cases support and validate the same theory (Yin, 2009, Lee, 2006). The comparison of two or more case studies in different countries is now considered.

4.5 Comparative Education Research Design

Since this study focused on the subject of leadership for inclusion and social justice in Greece and the UK, the comparative design was selected as it best fitted the research questions along with the case study design. The comparative nature of this study meets one of the aims of this research which is to compare the two educational systems and realities. This section focuses on the comparative aspect of the study and its importance in the comparative education field.

Comparative education is both a method and a research object (1989 in Halls, 1990). In an attempt to define it, comparative education is seen as a systematic examination of other cultures and educational systems deriving from those cultures in order to highlight the differences and similarities (Mallinson, 1989). Comparative education is vast and diverse (Philips & Schweisfurth, 2010). Crossley and Broadfoot (1992, p.102) describe it as:

> …a multi-disciplinary field to which educational researchers from all disciplinary perspectives may contribute, be they at heart historians, political scientists, philosophers, psychologists or sociologists. There is no one disciplinary base, no one focus for research; indeed, to some this represents the basic strength of the field.

It has been characterised as a “quasi-discipline” (Phillips & Schweisfurth, 2006) meaning that it has been the focus of many different subjects and disciplines and much

research in comparative education has been conducted by researchers who do not define themselves as comparative. Many studies with a focus on inclusion have adopted comparative research design and are located in other disciplines (Phillips & Schweisfurth, 2010). In this case comparison is seen as a method/design in the field of inclusive education. Comparison derives from the findings of the two case studies. Comparison happens every day. It is a mechanism that helps make better decisions and gain a deeper understanding of things. Since comparison is an activity that happens in everyday life, the combination of the plethora of experiences, knowledge or places can construct categories and typologies (Quicke, 1981). For example, the term SEN is constructed and justified by comparing the needs of a child with a number of other students' needs. In order to compare it, it is necessary to have two or more of the same "kind". However, this is not the only condition needed for comparison. In the example of the comparison of the term SEN, it is defined by who makes the comparison, what criteria are used and what is the purpose of the comparison.

There are many reasons why comparison is used. In education, according to Hall (1990), comparison has three main aims. First, to provide an educational example such as a global description of the forms of education. In other words, to show how education looks in different parts of the world (and specifically in Greece and England). Next, to determine the relations and interactions of different aspects in education, in relation to society and lastly, to create connections between philosophical laws and educational change. Another aim of comparative education is to gain a deeper understanding of one's own system by studying other educational systems (Crossley & Broadfoot, 2007). Exploring and understanding the similarities and differences of different educational systems can help the planning of a new better policy that could benefit both countries. Through comparative education the importance of understanding the relationship between educational systems and other sectors of society is highlighted, viewing in this way comparative education as a means to promote

cooperation between nations. Comparative education "*is itself part of the modernity project*" (Cowen, 1996, p. 151), where different countries examine and categorise the characteristics of their systems in order to “ameliorate” their policies and therefore their systems.

As outlined in the introductory chapter, the results from this study could be used to build a database which would include important information about inclusive education in two countries as a part of a bigger worldwide database. The database would illustrate how education looks around the world and what its relationship with other countries is. However, the difficulty of constructing such an “all embracing” database cannot be overseen, no matter how hard one tries, as the way researchers perceive the database or topic derives from their own experiences, background and disciplines (Crossley & Watson, 2003). The experiences on the Greek and English educational system will provide a specific point of view along with the literature read for the topic. Many comparative and single country research studies are based upon the assumption that education is elsewhere better, and that the other countries have bigger problems and are more advanced (Bamboukas & Hourdakis, 1997), focusing this way in pointing out all the problematic aspects of education of one country without taking into consideration all the variables (different cultures, different notions, different understandings) so without really comparing. Booth and Ainscow (1998, p.1) argue:

> International studies, which seek findings that have global significance, indulge in oversimplification of educational processes and practices, and ignore problems of interpretation and translation. Alternatively, studies may assume the existence of a single national perspective, constructing an official version of events rather than reporting the conflicts of interest and points of view that arise in all countries. In these ways important differences between and within countries are omitted from study and debate.

The point of comparing each educational system is not to come to conclusions about which one is better, but to provide information about both countries and influence one another. This framework examines inclusion and collaborative professionalism “in context”, as it is defined by where it takes place. Trying to examine these topics in one country/context

by using definitions of cultures made in another may produce a distorted representation. However, this does not necessarily mean that the findings from one country cannot inform research in other countries, or that different terms and concepts cannot be applied elsewhere. Comparative studies tend to “unbound” culture while still seeking to provide rich descriptions of the topic under research (Stake, 1995). Traditional approaches to case studies tend to lead to “fixed” notions about cultures, like a set of rules. Comparative case studies tend not to ignore valuable contextual information, such as historical circumstances or imposing concepts (Van der Veer, 2016). On the contrary, they seek to disrupt dichotomies, static categories or predetermined notions and concepts of situations (Heath & Street, 2008). What is important is not just to point out the different cultures, but when and how these cultural differences are made consequential; as in McDermott & Varenne`s study (1995) for example, when is difference cast as deficit or disability and why? Cultures must be considered in relation to the existing socioeconomic, political phenomena “*the point is not that there is no longer anything we would call ‘culture,’ but that interpretive analysis of social groups should be situated within and, as it were, beneath larger analyses of social and political events and processes*” (Ortner, 1999, p. 9).

The focus of the comparison is to unearth and explore the historical and contemporary processes that have produced a sense of shared place, goal or identity in relation to the topic investigated (Bartlett & Varvus, 2017). The common ideas, terms as seen in each country's policy and the UNCRPD (Genova, 2015, Conner, 2016) convention that both countries have signed and ratified is something that theoretically enables the comparison of the educational systems and realities. In order for this to happen, the social actors in the study need to be fully understood, discussed in detail and incorporated (Bray, Adamson & Mason, 2014). Despite the fact that both countries are European, there are major cultural differences in each context. In order to examine thoroughly and critically each situation, each context, each actor and circumstance, factors like the language, discourse,

policies and social factors and interactions have been taken into deep consideration when comparing. The Greek system has always been a strictly centralised system that allowed very little space for school leaders to initiate change, while in England, schools have a relative freedom regarding managing their finances and school policy allowing them to act as independent units. The relationship amongst school leaders and their power positions has also a comparative dimension since the provision made by different authority systems and the 'participation' of different groups in policy-making differed as well (Fulcher, 1989). Taking that into consideration, the comparison gains a strong basis about limitation and freedom to act for more inclusive practices.

Locating inclusive education research within comparative education is not an easy task to do, as a variety of theories, methodology and methods, which are highly individual, are used in literature. Nonetheless, the significance of comparative research in the field of inclusive education should not be ignored. Comparative education contributes to the theory, policy and practices on inclusion (Booth, 2003). Therefore, studying the development of concepts and improving the practices for inclusion in different countries and contexts, can bring positive results and changes in practice and policies about inclusion in one's country. The next section includes the ethical considerations and their importance in this study.

4.6 Ethical considerations

One of the first responsibilities that I had to take care of was to gain ethical approval from DCU and consent to undertake research in the English school and the Greek school (Appendix N.4). Gaining consent from the Greek school was far more complicated due to the fact that the consent had to be processed and signed by the Minister of Education. It was a very long process that lasted more than three months. Guidelines for ethical behaviour are based on the philosophical principles of beneficence, which is do good; non-maleficence, do no harm; respect for autonomy, self-determination; and equity, meaning, treating the

participants fairly (Beauchamp & Childress, 2019; Blaxter, Tight & Hughes, 2006). The ethical issues of voluntary participation, anonymity and confidentiality were also carefully examined. All participants were given a Plain Language Statement (Appendix D.4) in order to be informed about the research aim, assure protection from harm, outline the potential benefits (Cohen et al., 2000) before their approval. Ethical review procedures were followed, starting with the explanation and signing of the consent form. At this point it is important to acknowledge in hindsight that using more visual methods (e.g., consent form with pictures) to get the consent from students with communicative needs would be a more accessible way and would potentially advance the study. The interviews began by stating the participants' right to withdraw from the study at any point without any change in the way they would be treated or any other adverse consequences to ensure voluntary participation and informed consent) (Cohen et al., 2011). Also, it was clearly stated that the interviewer would not use any personal data that would reveal the participant`s true identity (Robson, 2011). For all research information anonymity was assured and pseudonyms were also used for each participant. In addition, it was made clear that every interview recording or any hand written notes would be permanently deleted and destroyed after being coded and no longer used or needed by the researcher or the university. A copy of the final thesis could be available to them after request. It is still crucial and ethical to define and analyse my position in the study as a researcher.

4.7 Positionality

Positionality pertains to researchers understanding "*their own selves in the research, seeking to understand their part in, or influence on, the research*" (Cohen et al., 2011, p. 225). In order to address my reflexivity in the study it was important to explore my positionality in the study, as "*all writing is positioned*" and "*within a stance*" (Creswell, 2007, p. 179). The distinction of the insider and outsider will provide clearer guidelines of what my

role was in the two schools. The researcher who shares a particular characteristic, such as gender, ethnicity or culture with the “researched” is considered an insider and respectively everyone who does not share that specific characteristic is considered an outsider (Olson, 1997). On these terms, the insider and outsider are “*two mutually exclusive frames of reference*” (Olson, 1997, p. 177). Other theories reject this dichotomy and suggest that one characteristic does not define their status and their relativity with the researcher (Merton, 1972). Rather, it is suggested that identities are “*always relative, cross cut by other differences and often situational and contingent*” (DeVault, 1996, p. 35). Some characteristics of the researcher`s identity, such as his or her gender or the ethnicity are innate and are difficult to change, others, such as age, are evolving. Arguably, same gender, ethnicity or other features cannot make, on their own, the data any richer; as it is difficult to “*categorise human beings so easily*” (Hammersley. 1993, p. 219). Therefore, “*there are no overwhelming advantages to being an insider or an outsider*” (Hammersley. 1993, p. 219). Considering the above for my study, I thought of myself as an insider and I chose to explore the pros and cons of insiderness in relation to access, intrusiveness, familiarity and rapport (Mercer, 2007).

In terms of access, it is considered that it is easier to grant it to the insider researcher and it is easier and time saving for data collection. For my study, it was easier to grant access as the first points of contact, the head teachers were known to me and I used to work at the English school. With regards to familiarity, insiders have a better understanding of the social setting as they know the context and they can assess the situations and events better (Griffiths, 1985). Having said that, insiders are also more likely to take things for granted and develop “myopia” and believe that others adopt their perspectives. Insider researchers may have the advantage of having easier access and greater rapport, but also have to keep in mind that their informants might have known them for too long, and thus have formed preconceptions about them or their research. Again, in my study the long absence from both

educational settings and the lack of contact with most interviewees, created a gap in these relations with the participants and has worked in my favour regarding these biases.

So, it can be said that in my study I engaged in less intimate insider research, as it had been three years since I left the English school and many more since I left Greece. Plus, I chose not to share my personal views, in order to minimise bias to the participants. I only nodded or showed that I was listening to their views as I wanted to develop a level of trust in order for the participants to feel more comfortable and share their true views (Oakley, 1981; Logan, 1984). However, whenever clarification or more information was needed, it was given. This approach matched my constructionist stance where I wanted the participants to build their own reality based on their experiences and opinions. Regarding the Greek school, I did share the ethnicity and occupation as a common feature with the participants and I tried over the years to keep up to date with the Greek educational reality and changes; however, since my professional experience in the Greek school system was limited, I felt I was seen again as a less intimate insider. In both cases, interviewing fellow teaching staff and members of the Senior Leadership Team (SLT) felt quite different, as I had never been in an SLT position in Greece or England, so in that case my position felt a little less like an insider, even though I was familiar with the English school reality and the roles of the leaders. Similarly, I chose not to share any of my personal views with any parent or student for the same reasons mentioned above. In those interviews, I sensed a shift in rapport (less) when we discussed the views from a parent's side, as my experiences were limited only to those of a teacher/colleague at that time.

In qualitative research, the researcher often is called to play diverse roles which are not easy to plan in advance and pose ethical challenges to the study (Mercer, 2007). One of the challenges is “marginality” which is about where the researcher is, what is the role carried between “*familiarity*” and “*strangeness*” (Hammersley & Atkinson, 1983, p. 97-9). Participant views of the researcher can appear along a continuum. With regards to the English school,

some old colleagues with whom I shared expertise and were in the same position might have considered me as an insider, but it felt less intimate when I interviewed the new staff. Arguably, this could have resulted in informant bias, in which participants answered the questions in the way the researcher might want to hear. However, my role as a PhD student was explicitly highlighted. I purposely avoided sharing my own experiences and opinions during the interviews (Mercer, 2007), as some staff members might have considered me as the “expert” because of my role in relation to the study. The same approach was adopted for the Greek school. The school was located between a socioeconomically advantaged and a disadvantaged area, but the reason why it was chosen was different. It was the only school that had two classrooms for students with SEN for more than 10 years, while the schools around that area refused until recently to create a classroom that would accept students with SEN. So, theoretically it was considered to be a very progressive, open minded SLT and inclusive school in relation to other Greek schools in the area and generally in the country. The teaching staff knew that I was a Greek SEN teacher, who was aware of the Greek educational reality, but with limited working experience in the Greek settings. My position in this school, even though I did not know the participants at all, felt that of an insider`s. Language, oral and body, must have helped build that rapport with the Greek staff, parents and students.

The interviews in both countries lasted from 20-70 minutes with adults and around 10 minutes with students. Steps were taken to make sure that they took place in a quiet environment with a relaxed atmosphere without interruptions and the interviewees were made to feel comfortable (Robson, 2011). The interviews began with stating the assurance of confidentiality and anonymity and by explaining how the research data would be processed, stored and disposed after their collection. Participants were also asked to sign informed consent forms (Appendix C.4, E.4, K.4, M.4). Their right to withdraw from the interview at any point and the permanent deletion of the recordings and the destruction of any other data after

the completion of the interview was explicitly highlighted in the Plain Language Statements (PLS) (Appendix B.4, D.4, F.4, H.4). The same procedure was followed for the parents interviewed. A PLS was given (Appendix F.4, J.4, L.4) and a parental consent form (Appendix K.4, M.4) was signed for them and their children (Appendix G.4, I.4) allowing them to participate in the study. The selection of participants is now discussed.

4.8 Sampling Strategy/ Participants

The size of the sample in a qualitative interview is a matter of argument between practitioners. Some believe that there has to be a certain number of interviews to be able to draw convincing conclusions and that the quality and the validity of a study is not guaranteed if interviews with less than 20 participants have been contacted (Warren, 2002). Others argue that "*less than 60 interviews cannot provide valid data for analysis*" (Gerson & Horowitz, 2002, p. 223). On the other hand, other researchers believe that if there are fewer comparisons and fewer participants, the study can be more intensive (Bryman, 2012). There is not a specific number of interviews that have to be conducted, as the focus should be on "*whether the selected number of participants can address the research question properly*" (Marshall, 1996, p. 523). This last philosophy was adopted for this study as well. The number of participants was forty seven and the focus was the quality and depth of the information they shared, rather than the quantity of the interviews or the numbers of the participants.

The most common way for sampling in qualitative research is through non probability sampling (Cohen et al., 2011). Other sampling methods were considered as well, but were rejected as they did not match with the nature of this study. For example, theoretical sampling was not chosen as the goal of it is to generate a theory grounded in the data themselves (Glaser & Strauss, 1967; Charmaz, 2006). Probability sampling was also excluded as each unit in the target population must have an equal chance of selection

(Sweeney, 2013). That was not possible in this case, as I could not control which participants would be in the school the time I visited.

The non probability sampling method was employed for this study as well. This method is preferred especially in-depth study of a sample, rather than generalising to the population. "*Case study research is not sampling research. We do not study a case primarily to understand other cases. Our first obligation is to understand this one case"* (Stake, 1995, p. 4). Using purposeful or purposive sampling would benefit the researcher with abundant material to study. The research site in England was identified when I was working there as a staff member for a few years. After I left, I kept in touch with one colleague, who could not participate in the study. So having worked in a school, where I knew the ethos that was promoted, made the decision easier for me. I contacted the head teacher of the school and discussed my idea and the plan of my research over Skype. The head expressed interest in the research and was very positive towards the school becoming involved. It was agreed to conduct interviews with staff members, teachers, parents and students after parental permission, do lesson and break observations and I was given permission to stay in school the full day (total duration of the visit in each school was one week). The head teacher requested a small description of the research (Plain Language Statements, Appendix D.4) which was circulated to the staff members via email. The SENCO of the school was also very eager to help me approach parents and help me get written permission forms signed. I felt fortunate enough as I found enough students in both schools. However, not all parents wanted to participate in the study themselves, so the SENCOs assisted in finding other parents willing to participate. Following this, I made a small presentation to the teaching staff in school (in a short meeting in the staff room) in order to explain in person the purpose of the study, to answer any possible questions and to officially invite interested parties.

The research site in Greece was identified as it had a good reputation due to the fact that it was the only school in the area that had 2 teachers for special education and 2

separate IC classrooms for students with SEN. Due to the centralised nature of the educational system and the hiring processes that Greece has, every year most of the staff members are different, however as I knew the head teacher, the access to the school was surprisingly easy. In a similar way, I contacted the head teacher of the school first, I shared my plan and ideas with her (Plain Language Statement, Appendix B.4) about the research and she was open to participation. During my first visit to the school, I was asked by the head teacher to briefly present in a staff meeting the topic of my study and what my role was going to be. I made clear the procedures and what the context of my study was going to be and asked the staff to let me know who would be interested so that we book a slot in their free time or after school to conduct the interviews. I consulted the SENCO to help me with the student and parent interviews. The SENCO was very eager to help me find students and parents who would be happy to participate in my study. She was the contact point between me and the parents. It was deemed really important when I was conducting research regarding inclusion to choose schools that have the reputation of being inclusive as these schools can set the examples for other schools in the area and learn from each other (Shogren, Gross, Forber-Pratt, Francis, Satter, Blue-Banning & Hill, 2015). The tables below offer information about the participants. There were 24 participants in the English school and 23 in the Greek school. In addition, observations and sociograms were used and scheduled. The timetable with the data collection schedule can be found below as well.

Table 4.2

English School Data Collection Schedule

Interview/Observation/Sociogram Timetable-English School				
Monday	Tuesday	Wednesday	Thursday	Friday

-EPL 9:00 -EP2, 11:00 Lunch/break time 12:30=observ EStudent 1,2,3,4,5 -EDH1 13:30 -ESEN TA1 15:30	-EST1-interview&classobsrv -EST2-int& classobsrv 08:30 -ECT1 10:10 -EST5-class observ in Lit in different year group 11:00 EHT 12:00 Lunch/break time 12:30=observ EStudent 1,2,3,4,5 ESEN TA2 13:15 ESENCO 15:00 Staff meeting cancelled.	-ECT2 08:30 -ESEN TA3 09:30 -EP1 10:45 Lunch/break time 12:30=observ EStudent 1,2,3,4,5 EP1, 14:00-meet at reception EP3 15:00-meet at reception	-EST4-interview &classobsrv -EST3-interview &classobsrv 08:30 -ECT3 10:00 -EY4 Sociogram (for ST1,2,4) 11:00 ~~-Teacher-not in school 11:45~~ Lunch/break time 12:30=observ EStudent 1,2,3,4,5 -EDH2 13:30-her room -EP2 14:30-in Deputy`s room	-ECT4 08:10 -ECT5- during PPA 11:00 Lunch/break time 12:30=observ EStudent 1,2,3,4,5 -EP4 14:00

Table 4.3

English School Participants

English School Participants		
	Participants x24	**Abbreviation/ Pseudonyms**
	ENGLISH SCHOOL INTERVIEW	E INT
	Head Teacher x1	HT

	Deputy Head x2	DH1, DH2
	Assistant Heads x3	AH1, AH2, AH3
	SENCO x1	SENCO
	Pastoral Lead	PL
	Teachers- mainstream classroom, (including 3 SEN TA`s who worked in schools via educational agencies) x 8/10	CT1, CT2, CT3-, CT4, CT5, SEN-TA1. SEN-TA2, SEN-TA3
	Parents of student with SEN x4	P1, P2, P3, P4
	Students with SEN-interviews x4	ST1, ST2, ST3, ST4.
	Students with SEN- Classroom/break x5 observation	ST1, ST2, ST3, ST4, ST5.
	Students with SEN- Sociogram x3	ST1, ST2, ST4

*Not all students, with SEN, who were interviewed were the same who participated in the observations in the classroom or during lunch/break time) or in the sociogram.

For example: EAH3-INT: E (English school), AH (Assistant Head 3), INT (data from the interviews).

Table 4.4

Greek School Data Collection Schedule

Interview/Observation/ Sociogram Timetable- Greek School				
Monday	Tuesday	Wednesday	Thursday	Friday

-GDH1 08:00 -GP1 09:00 -BigBreak 09:40-10:00, Stud. Observ GST1,ST2,ST3 -GSENT1 10:30 -GCT1-(DOUBLECHECK), 11:30 -GCT2- 12:30 -GCT3-13:30	-GHT 08:00 BigBreak, 09:40-10:00, GST2,4,5,observ -GSENT2, 10:00 -GP3, 11:00 -GST5 class obs only 11:45 GCT4 12:35 -GST2 IC observ 13:30 after school activities	-GP6 08:00 GP1 08:45-09:30 Bigbreak, 09:40-10:00, ST2,4,5 observ. -GP5 10:30 GCT5 11:15 GCT6 12:30	-GCT7 07:30 GCT8 08:15 Bigbreak, 09:40-10:00, GST2,4,5 obser. -GST4Interview only 10:30 -GCT9 11:00 -GST6 Interview, IC observ, 11:45 GCT10, 12:25	~~GCT11 (not in school that day, 08:00)~~ -GST3 Interview only 09:00 Bigbreak 09:40-10:00, GST2,4,5 observ -Gr6 GSociogram (for ST1,3,4) 10:00 GST1 student interview 11:00 ~~GCT 12,Teacher had to leave earlier, 12:25~~

Table 4.5

Greek School Participants

Greek School Participants		
	Participants x23	**Abbreviation/ Pseudonyms**
	GREEK SCHOOL INTERVIEW	G INT
	Head Teacher x1	HT
	Deputy Head x1	DH
	SEN Teachers x2	SENT1, SENT2
	Teachers, mainstream classroom x 10/12	CT1, CT2, CT3, CT4, CT5, CT6, CT7, CT8, CT9, CT10

	Parents of student with SEN x4	P1, P2, P3, P6
	Students with SEN-interviews x5	ST1, ST2, ST3, ST4, ST6
	Students with SEN- Classroom/break observation. X4	ST1, ST2, ST5, ST6
	Students with SEN- Sociogram x3	ST1, ST3, ST4

*Not all students, with SEN, who were interviewed were the same who participated in the observations in the classroom or during lunch/break time) or in the sociogram.

For example, GSENT1-INT is G (for Greek), SENT1 (Special Education Needs Teacher 1) and INT (data from the interview).

4.9 Qualitative data

A qualitative strategy was undertaken for several reasons. The aim was not to collect and analyse quantitative generalizable data, but "*qualitative information from the participants' experiences and statements for further deeper analysis within the particular country contex*t" (Bryman, 2012, p. 408). This qualitative research aimed at deeper investigation of people's opinions, experiences and beliefs, always analysing them within the context of the topic and through collaborative professionalism as its lens (Brantlinger, Jimenez, Klingner, Pugach and Richardson, 2005). As highlighted in the theoretical framework above, a fundamental characteristic of qualitative research was that reality was not regarded as something absolute, but as something that constantly changes, perceived differently by every person and interpreted too (Bryman, 2012). In this study the real world was seen through the standpoint of the teachers, leadership members, parents and students and therefore it had to

be clarified that all the data collected reflected only their point of view on the topic under research.

4.10 Linking the Framework with the Research Questions

The link between the research questions and the framework is presented in the Table along with the sources of evidence.

Table 4.6

Connection of Framework, RQ, IQ and Research Methods

Framework	Research Questions/Sub questions/Interview questions	Evidence/ Research Methods
Leadership, Inclusion	How do school leaders in mainstream primary schools in Greece and England understand and enact inclusion?	Interviews with school leaders, teachers, teaching assistants.
Leadership <-> Inclusion & Social Justice	To what extent do school leaders promote and enact inclusive practice and social justice in mainstream primary schools in Greece and England?	Discussions from interviews with school staff and with students. incorporating visual methods
CP Ten Tenets, Inclusion & Social Justice	To what extent are collaborative practices evident in supporting inclusion and social justice in mainstream schools in Greece and England?	Interviews and observations.
Perceptions on Inclusion	How do parents and students with SEN understand and practise inclusion and social justice in mainstream schools in Greece and England?	Evidence from interviews, visual methods, sociograms.
Collaborative Professionalism on perceptions about Inclusion.	To what extent does collaborative professionalism (CP) impact teachers' attitudes and beliefs towards inclusive education? How does it differ in both countries? In what way/s are they similar?	Evidence from interviews and observations.

Correlation of Collaborative Professionalism and Social Justice.	How is collaborative practice defined? Why is it important? How is it related to collaborative professionalism? How is it related to social justice?	Interviews and observations.
Perception on Collaborative Professionalism.	Why do you think it is important for school staff to collaborate?	Interviews with school leaders, teaching staff, parents and students.
Collaborative Professionalism and Leadership.	Are students involved or is the student voice heard in any way in teacher planning? (Evidence for 9th tenet, collaborating with students)	Interview with school leaders, teaching staff and students.

The first section of the framework dealing with the research question one focused on the perceptions of the participants on inclusion and specifically those of the school leaders. The evidence for these questions was gathered through interviews mainly with school staff. The enactment of inclusive practices and social justice was a question that was answered not only by school staff but also by parents and students through interviews (for the adults), sociograms and visual methods (mostly used for the students). The third section of the framework covered the evidence of the Ten tenets based on the interviewees' experiences and knowledge. This research question was supported a lot from my field note observations as a passive observant.

The fourth section covered mainly the perceptions and experiences of the parents and the students in the enactment of inclusion and social justice. Their voices and experiences were highlighted through the interviews, the sociograms and the visual methods. The next research question regarding the impact of collaborative professionalism on the perception about inclusive education in both countries was evaluated mostly from interviewing school staff and from the field note observations.

The definition of collaborative practice, its importance and its relationship with social justice and collaborative professionalism derived from interviews with all participants and my observations. Lastly, the level of involvement of the student voice in the teacher planning (collaborative professionalism, 9th tenet) was explored through the interviews with the teaching staff and the students.

4.11 Data Collection Methods/Tools

4.11.1 Interviews

Interviews were the main method tool in this research. The research interview has been defined as a conversation between two people, initiated by the interviewer, aiming at obtaining topic related information (Watson, 2015). All interviews were semi-structured to provide an optimal combination of flexibility and ability to adapt to the flow of the interview, while staying firmly within the primary research question of the study (Appendix Q.4, R.4, S.4, T.4, U.4, V.4, W.4). The purpose of the qualitative interviewing was to gain a deeper understanding of what makes sense for other people, and what is the reality for them (Edwards & Holland, 2013). Interviews offered the opportunity to participants to express themselves in their own words (Coll & Chapman, 2000) which shed light on hidden aspects and backgrounds. The audio taping of the interviews was chosen as it helped with the accuracy of the collected information and the maintenance of the attention of the interviewer to the participants.

The interviews were conducted in Greek and English respectively. Prior to the interview days interview consent forms were signed. Semi structured interviews allowed the researcher to be more flexible with the questions and have a more natural communication (Bowden, 2008). Through this method the level of familiarity needed from the participants was achieved as it enabled them to feel more comfortable to share their views and

experiences. In addition, having face to face interviews allowed the interviewer to judge and get a better understanding of their opinions by taking into consideration their facial expressions and body language.

There were certain skills that needed to be developed in order to conduct a semi-structured interview. I needed to be able to handle all social, intellectual and practical aspects of interviews, such as:

- Active listening to the interviewee whether or not the interviews were being recorded or not.
- Remembering the questions, I asked in relation to what the participant said in a multi task activity; this made it easier to follow up important information immediately (Legard et al, 2003) without losing track of the main question.
- Balancing listening and speaking. I made sure I showed the participants that I was listening to what they were saying. Nodding, keeping eye contact and asking relevant clarifying questions helped with this (Lavee & Itzchakov, 2021).
- Building a relationship of trust, encouraging the interviewee to participate, expressing interest and attention (Lavee & Itzchakov, 2021). Keeping a neutral and friendly stance during the interview helped me establish that there are no right or wrong answers and observing the body language of the participants (Lavee & Itzchakov, 2021). When they had second thoughts over saying something important, Ì reminded them of the confidentiality terms and encouraged them to add details.

In order to be ready for the final interviews, these skills were practised during the pilot phase, which will be discussed later in the chapter, with the pilot interviewees. The feedback was significantly useful, as well as the actual recordings, the notes that were taken and the nonverbal cues that the recording could not capture. One of the disadvantages of the interviews was the lack of standardisation and the difficulty of ruling out bias. However, semi

structured interviews were flexible and provided a variety of interesting responses (Robson, 2002).

4.11.1.1 Interviewing Children

One of the most challenging parts in conducting interviews about inclusion is gathering the children's perspectives. In the past, children's opinions and feelings were elicited from their parents` or guardians` perspectives. They were not considered reliable witnesses, due to their short memory, susceptibility to suggestion and a tendency to confuse fantasy with reality (Moston, 1990). However, these perceptions have changed over time by following specific strategies on how to build rapport supporting children's participation

There are many ways to capture children's perspectives such as interviews, questionnaires, observations, draw and write techniques and more (Lewis & Lindsay, 2000). The challenge is to understand the children's perspectives and serve the aim of the research while following at the same time the ethical issues (Flynn, 2019). Researchers have highlighted the difficulty of conducting interviews with young participants, mentioning that the classic question-answer format is less successful than engaging into dialogue or conversation (Fleer & Li, 2016). "*We need to conceptualise the interview as a dialogue and conversation, where children feel comfortable in putting forward their own thoughts*" (p. 354). Creating dialogue in my study reduced the influence of the power-submissive relationships and was seen as a more child friendly approach where children felt free to express themselves more openly. The most popular way includes using photos (Prosser, 2007); this was adopted for this study. Photos from whole school community activities were used as prompts to help the young participants to generate a narrative (Figure 6.15-6.19). More specifically, for example I showed a photo from Sports Day (Figure 6.17) to a student while interviewing and asked him questions such as "What is happening in this photo?", "How do

you think people feel when taking part in such activities?" "You think it's inclusive?" "What does inclusion mean?".

Regarding the interview questions, focus was given to open questions that allowed the children to develop the answers in their own personal way (Lewis, 1995). More specifically, questions which required just a "yes" or "no" answer, or questions with very specific and focused answers were avoided. When interviewing children, I had to be flexible with wording the questions. I had to find different ways of posing the questions and be prepared to give a range of different cues to help them with their responses (Lewis, 1995). Taking into consideration the recommendations of the literature regarding the way to start an interview, phrases such as "Tell me about..." (Clark, 2010) or "I'm really looking forward to hearing your ideas...and whatever you say to me today, whether it's a good thing or a bad thing about playtime, it won't matter" were used (Dunphy & Farrell, 2011). During the interviews, as the interviewer, I tried to emphasise my identity as a listener. That included facial expressions and positive body language, good eye contact, sounds like "mm" or "really", head nods or "tell me more about that...I see". Using multiple different methods secured the triangulation of methods and strengthened the validity of my study (Creswell & Miller 2000; Lincoln & Guba, 1985). Having the opportunity to use various methods enabled me to use the methodology that I needed to have a better, more clear result, deeper and "thicker descriptions" (Ponterotto, 2006) and generate a more complete picture (Yin, 2005).

4.11.2 Observations

The observations in the form of field notes along with interviews were the main sources of data collection and took place during lesson and break times for students with different SEN. The aim was to let the event speak for itself. The final actions of people may be completely different from what they have claimed in the first place and observation can provide a reality check (Robson, 2011). The method of observation gave the researcher the

opportunity to observe actively, and critically the participant and add valuable information to the final outcome. It enabled me to look afresh at the participant`s behaviour that otherwise might be taken for granted or go unnoticed (Cohen et al., 2011).

Semi-structured observations, using Spradley`s framework (1980), were also used during special education and mainstream morning lessons and break times for students with different SEN (see Table 4.2 and 4.4). The purpose of the observations was to see how inclusive practices were facilitated through collaborative professionalism and cross match the evidence with theory. Observation is the act of describing a phenomenon, with instruments for scientific and other reasons (Morris, 1973). There are two types of observations, formal and informal, which depend on the degree of predetermination, starting from highly structured observations to semi/structured and unstructured observations (Robson, 2011). Taking into consideration that in the highly structured observations (Cohen et al., 2011) the observers know in advance what they are looking for, which was not the case in my research, I chose to use the semi-structured observation. In those the researcher has a list of general issues that are under study. The third type, the unstructured observations, was not considered because these are best suited to contexts where the researcher does not have a clear picture of what is being observed. In this case I knew the settings and had little information about the participants (primary students with diagnoses, class, general background). The best semi structured observation type for my study was the passive participant observation, used during lesson time and break time. It was chosen as there can be no control of the actions of the students taking place during those periods, while aiming for minimum observer effect (Monahan & Fisher, 2010). This resulted in qualitative descriptions of behaviour (Radnor, 2002). Spradley`s observation form (1980) (Appendix O.4, P.4) provided both clear but not strict boundaries of what was observed, with the freedom to add anything else that I believed needed to be recorded. An ethical dilemma that

insider researchers might face is the "*incidental*" data. Choosing not to use data from conversations in the staff rooms or meetings was deemed more ethical as these data had not been negotiated (Griffiths, 1985, p. 210). I chose to use data only from personal conversations and from my personal notes written during the school day, breaks or between interviews and observations.

The passive participant observation type (Spradley, 1980) was used, because I consciously tried to avoid interaction as far as possible with the participants, even though I was in the observation setting. I attempted to combine both involvement and detachment at the same time (Peberdy, 1993). Using observation methods and interviews secured the triangulation of methods and the validity of this study (Creswell & Miller 2000; Lincoln & Guba, 1985). Triangulation is defined as the use of multiple sources of evidence that help encounter the threats to the validity of the research, research bias and respondent bias (Robson, 2002).

4.12 Visual methods

The combination of visual and text-based qualitative approaches can often become fruitful and potentially insightful for a research project (Prosser, 2007). Based on Prosser`s point of view and understanding the power of visual methods, especially when used in interviews with children, it seemed like a very trustworthy and reliable method to collect data for this study. Edited child friendly photographs from school events or other activities during the day that promoted inclusion were used, such as Sports day with parents and teaching staff, pet monitors, fruit and vegetable monitors, assemblies with local authorities involved were shown to students, who were later asked to describe and comment on what they thought inclusion is and how they know. These pictures were used as visual aids and as

conversation starters for the interviews with students (Figure 6.15-6.19, 6.20-6.24). These pictures were suitable for the ages of the students. The parents of the students being interviewed were shown the photographs and they were fully aware of what they were shown and asked to do.

The visual data gathered for assistance during the interviews with children included mostly photos from the school, which I found online or on site. These photos were from past events, such as assemblies, team activities. There was only one photo that I took online. Editing followed for all gathered material. I had to make sure the faces were hidden, so I covered the faces of children and adults for anonymity. These were used to assist with questions related to inclusion. Student participants were shown these pictures and conversations began

The priority in this method was to get students' viewpoints on inclusion. This was a more entertaining and fun method that could help the students engage into conversation more easily (Prosser, 2007). Visual methods also were considered as the appropriate means to use with students as they gave “voice” to those who might struggle with language, physical/speech skills or might have felt shy or timid. The students who participated in this study varied in terms of SEN, some of them were diagnosed with physical/speech impairment and others with Autism and Behavioural Emotional Social Difficulties (BESD). Therefore, using pictures as conversation starters that communicated the interview subject in a fun way was thought to be a successful means of interaction that was made understood by all the students regardless of their needs.

4.13 Sociogram

Another type of data that was found helpful was the sociogram, which is a map of relationships. In the classroom, sociogram was used to interpret interpersonal relationships, group dynamics, student engagement and other forms of communications that could possibly occur in a school (Dell Angelo, 2016). It provided information about which students were most popular, therefore had more chances to be included in games during play time or to be chosen for any team activity during lesson time. Sociograms are considered valuable for showing relationships at any particular moment and how these may change over time. Sociograms were a very discreet and fun method for students. It is a method used primarily in sociometry, which seeks to "*investigate and evaluate networks of existing and preferred relationships"* (Treadwell, Kumar, Stein, & Prosnick, 1997, p. 60). Permission from the SENCO and the class teacher was given prior to the data collection. In order to have a clearer picture of the inclusion of the students with SEN, it was very important to understand how the other students think of them and how they respect them. Apart from interviewing the students with SEN alone, it was decided that I could get a clearer picture on the matter if I had the class`s opinion on the matter, that´s why I chose to use the sociogram. The students were seen as active participants, rather than as objects, with the potentiality of revealing more data for the subject under investigation (Messiou, 2012).

I was given 10 minutes before break time in the specific class in which the 3 students with SEN attended, to explain what I was doing in school and how they could help me. I asked the students to write on a piece of paper the names of three other classmates that they like to play during break times and work with during lessons. The students were asked to do that individually and independently, without showing or telling anyone their answers, then fold the paper and leave it on their desk for collection. Depending on how popular the students with SEN were, I could get a clearer picture of how much included they were during break and lesson time. Students´ responses as votes were straightforward and easy to

interpret. Using various qualitative methods enabled me to follow the methodology that I chose for this project, and have a more objective, truthful and clear result (Yin, 2005). The next section focuses on the trustworthiness of qualitative research and its importance to the study.

4.14 Trustworthiness of Qualitative Research

As the case study consists of a unique context, principles of validity, trustworthiness and generalisability were followed in undertaking this research such as avoidance of bias and ensuring transparency of the findings, strengthened by evidence and triangulation of data (Cohen et al., 2011). Unlike quantitative research, where reliability and validity are operationalized so rigidly, the challenge for me as a qualitative researcher was "*to find alternative ways of operationalizing them appropriate to the conditions and circumstances of flexible design research*" (Robson, 2011, p. 156). I needed to consolidate the data trustworthiness of my research by addressing a number of criteria (Merriam, 2009; Lincoln & Guba, 1985) such as generalisability/transferability, dependability, credibility/internal validity, confirmability and content validity. Qualitative studies do not always have to follow qualitative paradigms, and vice versa (Miyata & Kai, 2009). Regardless of whether I chose a quantitative or qualitative paradigm, it is important to recognize the four epistemological axes (generalisability/transferability, dependability, credibility/internal validity and confirmability and justify them (Lincoln & Guba, 1985).

4.14.1 Pilot Study

In order to maximise the validity and credibility of the data collection tools, a pilot study phase had to be undertaken. This involved a testing of the interview questions with participants not involved in the study (Greek and English) and lesson observations in a

primary classroom with a teacher again not related at all with the study. The piloting of those two instruments took place in a separate context from the research site. The Greek interviewee was a SEN teacher with many years of experience in the area of SEN and inclusion and who had worked as a teacher and a member of the SLT for many years in public Greek schools only for students with SEN and in public mainstream schools as a parallel support teacher. Apart from that, and most recently he was the head of a special Greek school. This interviewee was known to me as we met each other in the university while studying for our Master's degree in England and have been in touch since then. The second interviewee was a mainstream primary school head teacher from England who was known to me from my current school context. The teacher who agreed to an observation in her classroom was also from my current school context.

Regarding the Greek interviews, a first draft of the interview questions was shared with my non research participant without actually conducting the interview. The purpose of that was to double check whether the interview questions were applicable and made sense in the Greek context. Some of the questions had to be reworded or even replaced by others that made sense (for example the ones for leadership). The difficulty of creating the questions for the Greek system was due to its centralised nature, the fact that every initiative for change in the policy and then in practice had to be approved by the MERRA, thus mitigating the influence/ authority of the school leaders. Later, the pilot interview was conducted in April, before Easter holidays, in a classroom. The data I received were very helpful as they informed the interview questions for the official leadership members, and some for the teaching staff, TAs, for the parents and the students and also informed possible outcomes for the actual study. The same procedure was followed for the English interview questions. The former English head teacher was asked to check if the questions made sense in the English context and then the interview took place. Again, some questions had to be reworded to reflect up to date teaching circumstances. The pilot phase for the observation

happened only in an English classroom in my current school setting by an English teacher. Both the head teacher and the class teacher were fully aware of the context of my study and the purpose of the observation. The lesson observation gave me the opportunity to be prepared on what my role would be during the lesson observation in Greece and England. It helped me to face unexpected behaviours and stay focused on my role and observe as many behaviours and practices as possible. As a passive participant in a semi structured observation (Spradley, 1980), there were not specific behaviours or practices that I had to focus on, rather taking notes on anything that was happening and then identifying behaviours and practices based on those notes. A key theme that was observed was student participation and their feelings. The teachers provided differentiated worksheets, placed them on the carpet and students felt free to choose which one they wanted to complete and felt most confident and comfortable with. The pilot phase was important and the feedback and notes I got were very useful. Although many of the Greek questions had to be reviewed for their compatibility, the whole process proved to be a worthwhile endeavour. Key dimensions of trustworthiness in qualitative research namely generalisability/transferability, dependability, credibility/internal validity, confirmability and content validity are now considered

4.14.2 Generalisability/ Transferability

Case studies are generalisable to theoretical prepositions. The opinions and the experiences of the participants in this study provided information that could be added to the existing knowledge about CP. External validity, as used by quantitative researchers, and transferability, as used by qualitative researchers, are related to the generalisability of the research findings (Merriam, 2009). Transferability is supported by detailed descriptions that enhance the judgments about a “fit” with other contexts (Suter, 2012). Comparisons across cases that may have similar findings also increase the transferability. In theory, transferability can be proved when theoretical transference is evidenced, that is when the same ideas apply in other fields. Case studies can have limited generalisability due to the small-scale nature of

the research (Stake, 1995). However, the findings of a case study can be generalised when the knowledge is merged with the findings of other similar case studies (Stake, 1995).

4.14.3 Dependability

Dependability, a kin concept to reliability in the quantitative research paradigm, is related to the consistency of the research and the degree to which it can be replicated. It is defined as "*the extent to which a measuring device, or a whole research project, would produce the same results if used on different occasions with the same object of study*" (Robson, 2002, p.551). In this case it refers to the similarity of the evidence gathered if the study were repeated. However, even if the study was to be repeated with the same participants and context, it would still be considered a "new" study, as the social world keeps changing (new events, new ideas may happen overnight) (Suter, 2012). The results could have been the same even though participants' experiences could be worded in a different way. The goal of dependability is to minimise errors and biases in a study (Yin, 2003). For that reason, case studies like this one must have clear and well documented procedures developed by both a case study protocol that contains the procedure and rules to be followed and a formal database of "audit trails" so that other researchers or readers can come to independent conclusions by reviewing the evidence directly. Dependability in this research is enhanced by qualitative strategies used such as rich documentation, coding and triangulation (Suter, 2012). The next one to be considered is credibility/internal validity.

4.14.4 Credibility/ Internal Validity

Credibility refers to the believability and trustworthiness (Tracy, 2010) of the findings and is supported by evidence such as confirming evaluation of conclusions by the participants of the study, use of multiple sources of evidence and control of unwanted

influence (Suter, 2012). The believability of the conclusions in this study is provided by the participants agreement, the analysis of the sources of data and other interpretations on relevant theoretical models. The concept of credibility is close to the concept of internal validity as used in quantitative designs, in which alternative hypotheses are excluded while controlling extraneous influences that may alter the findings (Riege, 2003). Internal validity is about matching the research findings with reality. In the course of time as I interpreted the findings, reality was likely to change to some degree. In order to maximise the internal validity, the use of triangulation or multiple sources of data secured and verified my emerging data (Robson, 2011).

4.14.5 Confirmability

Confirmability refers to the objectivity and the control of the researcher bias. Bias is a concern that has and will concern all qualitative researchers. Unbiased interpretations are more likely to happen when the researcher recognises them and embeds them intentionally in the design, seeking potentially contradictory evidence. Confirmability is *"the degree of neutrality or the extent to which the results of a study are created by the participants and not the research bias or interest"* (Kumar, 2011, p. 142). For this study, my position as a passive participant observer who listened carefully to the interviewees helped with confirmability. My goal was to let the participants express their views and experiences naturally without me interrupting but just nodding, so that I can get their true opinions and minimise the research bias.

4.14.6 Content Validity

The method of data collection for this study was made clear and well-defined. Since the interview questions were developed in English, they required translation into Greek. Before attempting this, the content validity of the Greek version needed to be checked. I asked a colleague from a Greek special school, with years of experience in mainstream

settings and in a leadership position to revise the interview questions to ensure their accuracy and clarity. What I really wanted was to see if these questions would make sense if they were asked to Greek teachers. And since I no longer live in Greece and I am in less interaction and there is less follow up with the Greek reality, a person who lives and works within the Greek educational system and reality would be the most appropriate person for confirming the content validity during the pilot study phase.

4.15 Data Analysis Techniques

The study generated a large amount of data, including interview recordings, participant observations, field notes with the researcher`s reflections, visual aids (such as photos from Sports day (Figure 6.15) or evidence from a Lesson study (Figure 6.25)) and sociograms. As Yin (1994) argues the principles that constitute a high-quality analysis are that it should include all relevant evidence, all major interpretations and that it should cover the most important parts of a case study. Reducing the data overload is a very important step (Miles & Huberman, 1994). Creating summaries, memos and document sheets helped me get organised, keep track of the thematic categories and reduce unnecessary data.

4.15.1 Interview Analysis

As a researcher I had to be very careful when reaching the point of turning the interview interactions into data. Before I adopted an analytic approach, I decided whether or not to read the data literally, interpretively and reflexively (Mason, 2002); something which I did in the end. In my study, many participants were interviewed, who had different positions on the subject, so I received data from different standpoints. My interest focused more in the context of the discussions with the participants, specifically what they defined as inclusion and what was the role of the school leadership in promoting inclusion and social justice through collaborative professionalism. At a second level, I read through the data

interpretively to infer what I could and clarify what I thought these data meant or represented. Finally, reading through the data in a reflexive way, gave me the opportunity to construct the social reality. Having worked as a teacher in both countries and my experience in mainstream schools gave me a solid background to interpret the data in both national contexts more accurately (Galdas, 2017).

NVivoR, was employed in this study which helped keep the structure of the study in place and the data organised. However, NVivo cannot assist with the interpretation of the data (Robson, 2011) so that was exclusively done by me, the researcher.

Another popular and widely used method for data analysis is thematic analysis. Thematic analysis is mostly known for successfully sorting the data in a meaningful way (Brantlinger, Jimenez, Klingner, Pugach & Richardson, 2005). It involved "*identifying, analysing and reporting patterns (themes) within data. "It minimally organises and describes your data set in rich detail"* (Braun & Clarke, 2006, p.6). Before identifying the themes, it was important to generate codes thematically related to the topic (Braun & Clarke, 2021a; 2021b). A theme refers to an important aspect of the data that related to the research questions and showed a specific type of answer that followed a pattern within the data (Braun & Clarke, 2021a; 2021b; Robson, 2011). Coding was an essential part of the analysis also for creating thematic categories (Miles & Huberman, 1994). For my research, the key categories mainly derived from the comparison of the two countries, similarities and differences in data from the Greek and English schools. Once the coding was complete, the codes were collated into broader themes and subthemes that later were reviewed and refined (Braun & Clarke, 2021a; 2021b).

4.15.2 Observation Analysis

Observations (for schedule see table 4.2 and 4.4) were either field notes or photos, using the Spradley (1980) observation form (Appendix O.4, P.4) which had nine sections to

help with organising the data at the time being collected (space, actors, activities, objects, acts, events, time, goals, feelings). These categories helped identifying and analysing the main categories, used in interviews as well. The categories identified were related to the research questions and helped create codes for the analysis of the findings. The tool used for the analysis of the notes was NVIvo. The observation notes added in NVivo were used the same way as the interviews, following the thematic analysis of Braun and Clarke (2021a, 2021b). Photos were documented during break times in the corridors, or Preparation Planning Assessment rooms. They consisted of documents, display boards, posters etc (Figures 17-38) and they were used as evidence for inclusive and collaborative professionalism practices. For example, Lesson study debrief poster (Figure 6.25) was used to illustrate that lesson study meetings were held as evidence of CP. The process of their analysis concluded with theme creation involving all the interviews and observations/visuals collectively. Of course, just these alone could not be valid and credible without being supported and combined with other evidence.

4.15.3 Sociogram Analysis

As a visual representation of a social network, a sociogram provided the investigation of peer relationship with rich data (Hubbard & Power, 1999). Even though these data could not stand alone for evaluation of social patterns, (Dell Angelo, 2016) they provided valuable information about the students' network within a class and helped to identify the socially marginalised students (see Figures 5.8 and 5.12).

4.16 Thematic Analysis

A Six Step Approach to Thematic Analysis was used in this study (Braun & Clarke, 2006, p. 35). Braun and Clarke's updated step-by-step guide for thematic analysis, reframed and refined their original seminal work (Braun and Clarke, 2006; 2021a; 2021b)

1. Familiarising yourself with the data:

This first step included transcribing the data, reading and re-reading the data and noting the initial ideas. An example of annotation was added here to integrate contextual factors such as coding assumptions and researcher's thoughts and ideas during the encoding process (Appendix Y.4).

2. Generating initial codes:

Codebook Phase 2 – Generating Initial Codes (Open Coding), involved deconstructing the data from its original chronology into an initial set of non-hierarchical codes. In this phase, 460 codes were generated for the English school and 284 for the Greek, 744 in total. Appendix Z.4 shows the Greek codes as an example. Only the Greek codes were chosen to be presented as an example as they were fewer and easier to present to other readers.

3. Searching for themes:

Codebook Phase 3 – Searching for Themes, involved merging, renaming, distilling and clustering related codes into broader categories of codes to reconstruct the data into a framework that makes sense to further the analysis. 65 categories of codes developed from 744 initial codes (24 from the Greek school and 41 from the English school). Appendix Za.4 shows the codebook as an example.

4. Reviewing themes:

Codebook Phase 4 – Developing and reviewing themes, involved breaking down the now reorganised categories into subcategories to better understand the meanings embedded therein. There are 104 codes, consolidated in 19 categories of codes for the English school and 42 codes, consolidated in 11 categories of codes for the Greek school. In total, 146 codes in 30 categories of codes. Appendix Zb.4 - Codebook Phase 4 - Developing and reviewing themes (Coding on) shows this as an example.

5. Defining and naming themes:

Codebook Phase 5 - Refining, Defining, and Naming Themes (Developing a thematic framework), involved conceptually mapping and collapsing categories into a broader thematic framework. 3 themes were identified at phase 5 with 8 subthemes. Appendix Zc.4- Codebook Phase 5 - Refining, Defining, and Naming Themes (Developing a thematic framework) shows an example.

Another Codebook was added with an example of the process of conceptually mapping codes to categories to sub themes for T1 – Understanding and interpreting the term inclusion and social justice. The example of the flow chart was added for clarity of the process (Appendix Zd.4).

6. Producing the report:

A Codebook with an analytical Memo - Phase 6 - Writing the report (Analysis and write up) was also added. Analytical memos were used to conduct a systematic review of the thematic framework developed in phase 6 to analyse, report and ask questions of data. Memos were used to reduce the data from a series of codes to a series of documents

explaining outcomes of analysis of codes. Later, memos themselves were reduced through editing out overlapping and less important content to cohere findings into a cohesive findings chapter. Appendix Ze.4 shows the evidence of that work.

A Codebook – Example of the role of conceptual mapping was also added (Appendix Zf.4). The role of a conceptual map at this point is to help the researcher and other readers to make sense not only of the themes themselves, but also the interrelatedness and the complexity of those. Visualising the outcomes of this study help with the organising of the findings at a higher analytical level and also make it easier for others to inspect. This conceptual map is a little bit different from the map from the conceptual framework chapter, but this was work in progress. The first one shows the progress, the second one the outcomes.

As a researcher I could not always follow the steps in order as I had to go back and forth in the analysis process and review the outcomes (Robson, 2011). A good starting point for the identification of the themes was description. Comparing the characteristics of the themes across various contexts resulted in adding related themes to previous themes that arose (Bazeley, 2013). The four basic concepts (Collaborative professionalism, Leadership, Inclusion and Social Justice) guided me in finding codes in the analysis. Having different points of views in analysing data can offer a deeper understanding of the findings (Miles & Huberman, 1994). The detailed analysis of the identified themes supported by sufficient evidence was paramount to creating a coherent account of the story generated by the data collected (Braun & Clarke, 2021a; 2021b).

Having completed the thematic analysis of my data, the next step was the interpretation of them. This step involved going back to the data, codes and themes and linking and interpreting the data through the “larger research literature developed by others”

(Creswell, 2013, p. 187). As this was a very important step in the study, the connections and interpretations between the data and the literature are discussed in the Discussion chapter (Chapter 6).

4.17 Conclusion

This chapter provided an overview of the methodological approach used in this study. Constructionism as a philosophical assumption for the study was outlined and therefore a qualitative case study design was chosen as the best fit for the research. This chapter focused on the research design in relation to its strengths, the possible shortcomings and how these were addressed, how and from whom. The literature review and methodology were linked to improve the coherence of the study. In chapters five and six, the findings are presented and discussed.

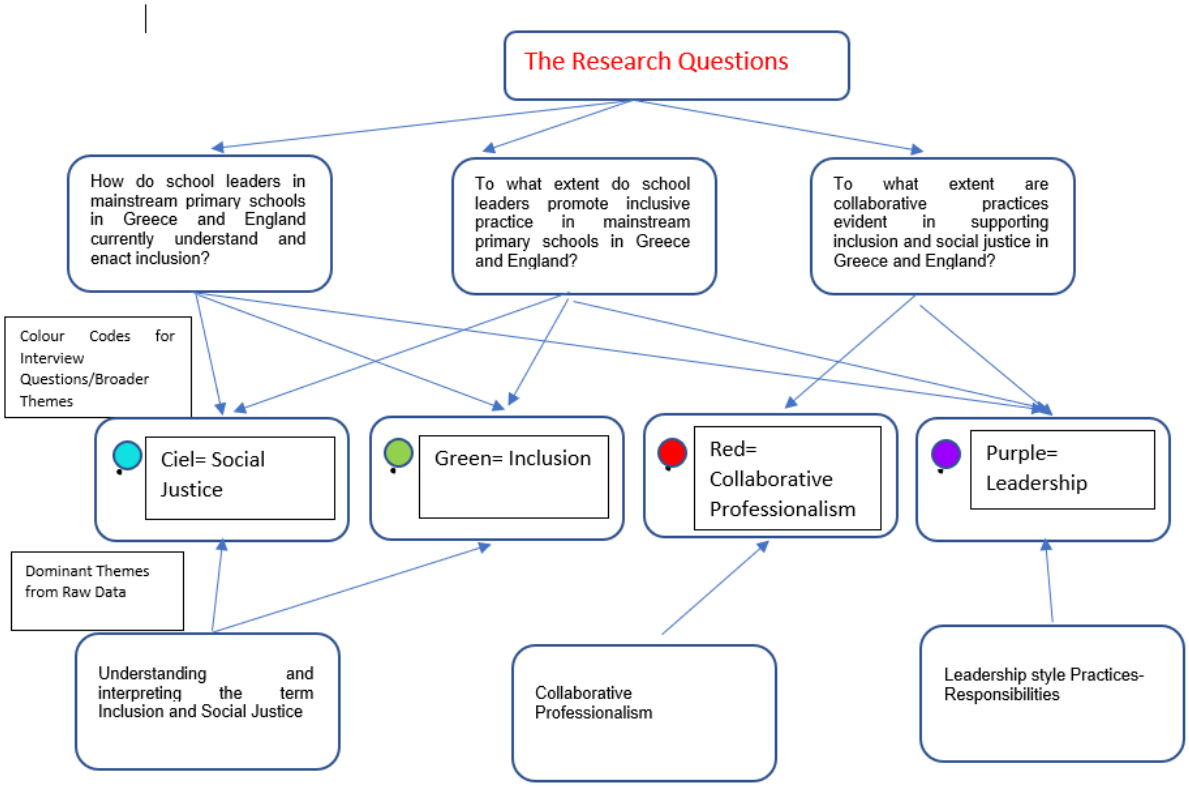
Chapter Five: Findings, Data Presentation, Analysis

This study examined the role of school leadership in promoting inclusion and social justice in a comparative study of two mainstream primary schools in England and Greece. In this chapter data collected from interviews, observation notes, sociogram and other visual methods from both schools are presented and analysed. To facilitate the presentation of findings from this comparative study, the findings from the English and Greek school findings will be explored in turn.

The figure below explains the relationship between the main research questions and how they were categorised in relation to the interview questions, the broader themes and the main dominant themes that emerged.

Figure 5.4

Main Themes



In this chapter the dominant themes and subthemes that emerged are presented. These include: Understanding and interpreting the term Inclusion and Social Justice, Collaborative professionalism and Leadership style, practices and responsibilities. The data from the English context in most themes will be presented first before exploring the Greek context under the same theme.

5.1 Understanding and Interpreting the Term Inclusion and Social Justice

The findings in this chapter will be presented using data and they will be discussed in Chapter 6 using the literature. The sub themes included the definition of the terms inclusion and social justice, the importance of diverse needs in society and the recognition of challenges relating to inclusion and social justice.

5.1.1 Definition of the Terms

One of the main research questions of this study was "How do school leaders in mainstream primary schools in Greece and England understand and enact inclusion and social justice?". In order to answer that question participants were asked to define inclusion and social justice and describe their importance. Participants linked the term inclusion with social justice. Most participants thought of the term inclusion as equality for all students that involved making sure that all students have the same opportunities. More specifically, the EDH1-INT from the English school stated that "*inclusion is not just about academics, it is about attainment, achievement"*. A similar answer was given by the EHT-INT, who said that inclusion was about valuing every single person as a unique individual which "*made teaching so complex"*. She believed that all teachers could deliver a lesson, but it wouldn't be delivered to robots, but to human beings with different needs. She continued that the point is *"to know what their strengths are, what they enjoy, what their talents are, what they need to work on...that's what inclusion is, knowing the whole child"*. The head teacher linked the term inclusion with the fact that the school was a UNICEF school. She thought that the school was

very involved with an inclusive ethos and childrens' rights. She thought that the UNICEF rights charter covered the practice and ethos of the school. She described some of the top rights that even children knew by heart, *"the right to be the best that we can be, every child has the right to go to school and learn to their potential, have the best care taken of them, by the adults to take care of them".* She argued that inclusion was being part of the community, having a sense of belonging, that it was about equality, individual development and happiness.

EP2-INT had a similar view about inclusion. She stated that inclusion was about coexisting, understanding each individual's needs and abilities. She thought of inclusion as being "*positive, kind and tolerant*". Or as EP1-INT put it, it's about "*being emotionally intelligent and respectful"*. Various definitions were given by different class teachers including; ECT8-INT "*is about involving everybody, regardless of abilities, skin colour, religion or gender",* or as another class teacher put it, *"it's about making enough space for diversity".* ECT1-INT noted that the school was inclusive as it tried to connect with the history of the local area. He explained that the school was making sure that *"the curriculum was represented by important women and men in the history of the local area, famous people from this area"*.

Interestingly, students with SEN shared their thoughts about inclusion. They were asked if they thought it would be a good idea for students with different needs (those with SEN) to have a lesson in a different classroom. Mixed answers were received. Three out of five students thought that students should receive help even in a different classroom, if that would be what they needed. Specifically, EST3-INT stated:

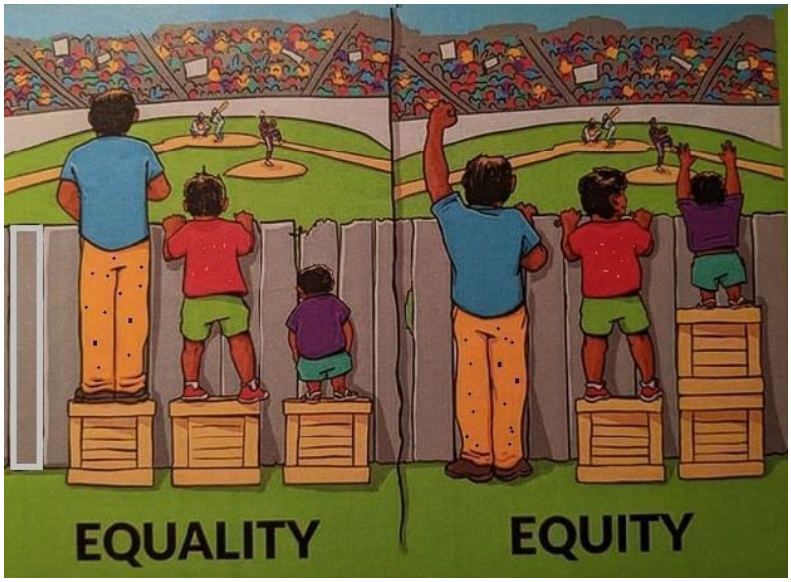
> If we do SFA (the school's literacy programme, "*Success for All*"), some people have to stay out because they're going to another class to do it, or some people, some others stay in the classroom. If they are new, they don't know, they need to start from small and then move up. It is good to go to another classroom.

EST2-INT reported that "*in the classroom everyone should be included, as we are a UNICEF school"*. EST3-iNT stated that "*(students should be) mixed, all together. It's because all together is better. It doesn't matter what (SEN) they have"*.

It seemed that students in the English school had clear views on expecting to be included in the mainstream class regardless of special educational need. Another method of getting the views of the students was with photos. I wanted to understand what the students thought about equity and inclusion. I found a picture online (Figure 5.5 Equality/Equity), modified it and presented it to them. I asked them which picture they thought was fair and which not, and why. The picture showed three people of different heights, given wooden boxes of different and same sizes to help them watch a baseball game. All students from the English school agreed that being given the same size box was not fair, even though that was considered equal. Specifically, EST4-INT reported:

Figure 5.5

Equality/Equity



> It's not fair, they 're just watching the game, they stand in barrels, but the small man cannot see the match because he is small. But the dad did not stand and the boy did the same. It's not fair, he cannot see. The small man should get more so that all can see, the big one doesn't need it. We shouldn't give people the same all the time.

An SEN TA was supporting one of their classmates on a permanent basis. Notes from the observation during lesson time revealed that students were used to the presence of a specialist TA sitting next to a classmate with SEN. She was helping him type with a Braille machine. It was considered normal and students were not staring or asking questions. They seemed to understand that that was what their classmate needed in order to participate in the lesson, so it was seen as a part of his learning.

Participants in the English school seemed to have strong values about inclusion. Their views were more reflective of equity and social justice than the Greek participants´ views. They appeared to be aware of what inclusion is and how it should look in school. And that filtered down to the students. Interestingly, the answers from the participants in the Greek school differed partially.

Greek School

Most of the participants in the Greek school linked the term inclusion with what the teachers were trying to do in their classrooms. The term was linked to their practice. Particularly, GCT5-INT argued that inclusion "*was when teachers try to include students who might have emotional, learning, or cognitive difficulties in the mainstream classroom".* GCT7-INT agreed by saying that "*inclusion in Greece is about learning difficulties"*, or as conveyed by another one, "*inclusion is when something foreign is included in a whole, that could be a learning difficulty or a different nationality or something else"*.

GSENT2-INT of the Greek school stated that inclusion had to be viewed from two levels. The first one was learning. According to him, the role of the school included teaching all students to do the basics, such as reading and writing. He added that If the student had "*mental or behavioural retardation*" which may not have allowed him to fully develop the

cognitive part, then the focus would be drawn to socialising (second level). He went on saying that:

> Apart from knowledge and skills, a student must have a developed social character. What we care for is human coexistence, to include him socially. And that is what we do in the inclusive classroom with some of our students. The inclusive classroom in mainstream schools is the link between mainstream and special schools. The inclusive classroom helps them to catch up academically for the mainstream classroom.

The SEN teacher seemed to be more informed and knowledgeable on SEN, the role of school and the SEN provision than the other class teachers. He seemed to understand the reality and the circumstances under which the school functioned and tried to adjust his teaching to that reality.

GCT3-INT believed that inclusion was about the students who were "*slightly different from the average"*. She reported that what teachers could do, would be *to "help them (the students with SEN) adjust in what is taught in the classroom"*. In comparison to the English school, the definitions given from the Greek teachers seemed to want the students to adjust to them and the teaching as proposed by the Ministry of Education, instead of the opposite. This suggests that the English teachers had a more developed understanding about inclusion than the majority of the Greek teachers. Other definitions of inclusion from the Greek school included being *"able to collaborate with other students, understand what I teach in the classroom and behave like a child of age* or *to include children with problems in the general school environment",* as stated by GCT8-INT. The GDH-INT defined inclusion as "*the participation of students in society, to do what the other students can do"*. Similar answers were recorded from parents. Specifically, GP2-INT, mentioned that "*I think the old term that we used here for inclusion was support. I think it is to help A. (my child) on the subject that she struggles with".*

Interestingly, GP6-INT gave a different answer, saying that:

> For me as a parent it means that my child learns in the same environment as the other students. Children with SEN need support to develop right, like the small trees. Inclusion is acceptance from the whole. If I exclude the child with SEN, then I make the other students see him (the student with SEN) as something different and unknown, therefore they are afraid of him and don't want him.

Students from the Greek school, similarly to the English school, gave mixed responses. When asked their opinion on whether students who needed extra support should learn in the same classroom or not, four out of five students answered that they should all be together. Specifically, GST4-INT replied "*Yes, they (students with SEN) should all be together in the mainstream classroom, so that they can have fun all together". G*ST2-INT replied" Yes*, they (students with SEN) should (all be in the same classroom), because the class teacher knows better their problems".*

Similar answers to the English school were given by the Greek students when they were shown the pictures with the spectators and the boxes. They all believed that equality was not always fair and that people should be treated according to their needs. All in all, regarding the definition of inclusion, the answers from the Greek participants seemed to revolve around school support and less on social justice, acceptance and understanding in contrast to the views of the English Head that believed that inclusion "*is personalised learning, is being part of the community, having a sense of belonging, it is about equality, individual development and happiness"*. The English participants seemed to have more balanced views between school and society.

5.1.2 Importance of Diverse Needs in Society

Most of the participants in the English school reported seeing a link between inclusion in school and social justice in society. Specifically, in the English school, the EPL-INT believed that inclusive environments help bring up more tolerant and understanding adults. She stated:

> They gain that they get mixed in society, they take people for what they are, you know, for who they are…and brought up in a school in an area they have that insight from an early age and then as they grow into adults it just becomes the norm to them, they accept everybody for who they are.

ESENTA3-INT highlighted the importance of diversity of needs, by saying that she, herself, was a foreigner and she knew about tolerance in the outside world. ECT3-INT expressed a similar view by saying that "*when people socialise, they realise they are not the same"*. She believed that everyone should have that understanding of everyone's needs, not just the personal ones. She thought that "*students who go to schools that have the same needs and same abilities, they will not get that exposure to diversity and this might lead to misunderstandings later in life"*. ECT5-INT reported that diversity could give children a better understanding of other people around them and that they could develop empathy, especially at a very young age. Specifically, she stated that one of the first activities that they did in early years was to group children in order to share work with their friends, get to know each other and understand that there are other people with needs around them.

It seemed that there was a similar attitude to those questions, confirming the inclusive ethos and culture that was established in the English school. Interestingly, there were no dissenting voices in this question. The deputy head and the head teacher agreed with the aforementioned views, with the latter reporting that children "*will be more tolerant, will practise patience, will treat people fairly and with equal rights*. She went on saying that *everyone in that school should strive to reflect that diversity of not just the community but society as a whole"*. She claimed to be a strong believer of that. The unanimity in views was evident in parents' opinions. EP1-INT believed that "*diversity was imperative*, because *everyone had a different way of life, different cultures, different religions, faiths, skin, but*

down to the skeleton, we were the same". EP4-INT believed that diversity in needs could create a respectful view of humanity and not a narrow one.

Greek School

What was interesting was that teachers in the Greek school shared the same views with the English teachers. Theoretically, they agreed that having diversity in students' needs could help all students integrate in society and accept everyone as is. The GSENT2-INT explained that the diversity in students` needs "*could give opportunities to the students with SEN later in society*". He believed that "*by educating all students to be tolerant and accepting, it could create opportunities and circumstances for more peaceful and fruitful coexistence"*. The GHT-INT shared similar views about the advantages of having students with SEN in school. She explained that students with different needs "*live together and are not isolated*". She believed that by learning together they could improve some of their skills and that the students without SEN cultivate other skills, such as being tolerant and patient. She argued that "*they (students without SEN) develop that understanding of helping each other"*. What was interesting to note here was that the GDH-INT expressed an almost similar view. Specifically, he stated that in mainstream schools such as that one if students faced only minor difficulties and "*not serious difficulties*" they could be socially included more easily. According to his perception, inclusion could be measured depending on the severity of the student's need.

Evidence showed that parents from the Greek school shared similar views. Specifically, GP3-INT believed that the school was a preparatory step for society later in life. She thought that if students learnt to respect the other students with different traits, then they would have no problems when they grow up. However, that seemed to be a long process, as there were many challenges on the way.

5.1.3 Recognition of Challenges to Inclusion and Social Justice

What emerged strongly from the data was the fact that when participants were asked about the enactment of inclusion, the answers were immediately linked with the struggles and difficulties. This section focuses on the recognition of the challenges in an effort to understand the enactment of inclusion. Having an inclusive ethos requires a lot of effort from all stakeholders and especially from the school leaders. Recognising and understanding the challenges seemed to be part of the development of the school. Many participants from the English school reported significant challenges to inclusion and social justice, some of which included: large class size, lack of time, behaviour management, funding and more.

5.1.3.1 Class Size

Specifically, ECT5-INT suggested that it was practically impossible to cater for the needs of all students due to large class sizes. Specifically, she said:

> I would like to point out the class sizes being the biggest obstacle, having 30 kids… you have to think which group you are going to focus on now. You're not giving everybody 100% when it comes to nurturing emotional wellbeing. Someone will come to you. I'm feeling sad...I haven't seen my dad in three years..and I have 5 minutes left from break. How do I give this child the time that he needs..but at the same time having the responsibilities as a teacher going through the day?….I feel like currently I have the intentions but I don't think that I always manage and I am tired.

Large class sizes in combination with lack of time seemed to be a real struggle for the teachers who tried to keep the teaching quality high and help their students.

5.1.3.2 Lack of Time

Another challenge often reported by the adult participants was a lack of time. Class teachers in particular, spoke of pressure to finish the learning objectives and limited time to meet their curriculum goals or to differentiate for the students with SEN. The only time they

did not have to differentiate was during Maths as they were using the Singapore[9] maths and according to them, differentiation was already built in and the teaching pedagogies for Maths responded to all students´ needs. That could become an example for other curricular areas reporting that lack of time deprived teachers of space to

[9] **Singapore maths**
Singapore maths is a teaching method based on the national mathematics curriculum used for first through sixth grade in Singaporean schools. The approach to teaching Singapore maths is characterised by giving emphasis on mastery-based instruction using a three-step learning process: concrete, pictorial, and abstract (Lindorff, Hall & Sammons, 2019). “Mastery” is understood as creating a strong basis of a particular concept before moving on to the next, in contrast to placing the priority on covering content.

collaborate with each other and with students completing very important work on inclusion. Specifically, ECT2E mentioned that:

> I think the key challenges are time... making the time to liaise with the SENCo, liaise with the 1 to 1 support staff...differentiate the work and the access to the learning plan and provide the resources, meet with the parents and do this more frequently and regularly because those children need that little bit extra.

Similarly, EAH1E said:

> Am I able to meet your need in a society today where we have quite big classes, there's pressure on teachers to achieve certain results…you know the expectations are high and sometimes you feel within a group of 30 children…that actually all I can do is teach to the majority …your time is quite limited and you're up against it.

Furthermore, the EHTE described how paper heavy the SENCo role was, stating that it should be less so. EAH3-INT agreed, believing that the SENCo should have more time to jointly work towards the goals, differentiate the work and the access to the learning plan and provide resources, and meet with the parents more frequently. The limited time stood as a barrier for inclusive practices and social justice. Things seemed to be slowed down by the numerous duties. According to the participants, there was external pressure for results, evidence of work, and possible OFSTED evaluation, and that appeared to impact inclusion and the students´ needs (Southworth, 1999).

5.1.3.3 Behaviour Management

One of the biggest challenges present in the data was behaviour management. Specifically, it was pointed out that many TAs had very traditional views on how to discipline and manage behaviour, which was in stark contrast to the school's behaviour policy and teacher´s methods. ECT1-INT commented:

> This ties with what I said about the TAs…there shouldn't be one rule for one child and another rule for another child…someone with autism is going to have the ability to have time out maybe have a few more warnings than the other children, get away with doing less work than somebody, I think that's the biggest challenge, facing the TAs saying oh that's not the right way to deal with it and the children say why are we being treated differently.

ECT2-INT agreed with the aforementioned view stating that:

> ...helping children to understand that there might be different rules for different people and that is not about being unfair, it's about understanding what everybody needs in order to stay safe and to learn.

Staff being able to understand that there are different needs, therefore different approaches in dealing with behaviours and pass it on to the students, is linked to the notion of equality and equity. The fact that students were reacting to the different behaviour dealing approaches was in contrast with their views on equity/equality during the interviews (photo with the boxes) (Figure 5.5). On the other hand, the differences in approaching behaviour management and therefore the disagreement between staff members could possibly be the result of lack of training for the TAs. Students from their side thought that behaviour from their classmates could have been better. Specifically, when EST1-INT was asked what he didn't like about school he replied that "*sometimes the kids were mean, they were rude"*. The student expressed his disappointment in some of his classmates' behaviour towards him for getting more allowances, such as extra time to complete tasks, more time out. Behaviour management can be a process that requires time and according to participants lack of time was thought to be one of the biggest challenges.

5.1.3.4 Funding

One major obstacle that was mentioned numerous times was funding. The school faced difficulties in keeping on top of the professional development of the staff and hiring specialists. EDH1E stated that "*if we had more money we could have employed more people that would support..you know not just more people, but highly trained people and that's what*

we lack". Similarly, the EHTE thought that the school needed more expertise to ensure that every child has the best possible education.

> ...finances can be a big challenge, as budgets are decreasing, things are becoming more expensive…children are coming with less and less support, if they do have SEN or disabilities…so there is a constant balance to be struck between support and how much that support can cost.

An external specialist, ESENTA3, shared the same view on lack of funding. She believed that lack of funding limited the external specialists that were hired for specific students with SEN. She was working with a student with Down syndrome and stated that:

> I feel like the challenges are that there is not enough funding, and there's other kids that are learning in half days because they can't get the funding to have a full day and that's so hard ..and socially as well, it is difficult… It takes a lot of learning especially in the lower end of the school to get the kids to understand diversity and if they are not coming the full days, it costs them socially. She (the student with DOWN syndrome she's working with) just thinks differently. If you say hello, she might not say hello back but it is not rude for her. It is really difficult to explain sometimes, but we try to talk to the rest of the class.

Even the ESENCo-INT admitted having issues with the SEN support and funding. She stated:

> …that I think is the single biggest standalone difficulty that we have...is that the children don't have...their needs haven't been identified as… it's like playing catch up so you hit the ground running… you have to put support in place… obviously that has a financial implication to children.

Lack of funding was one of the biggest challenges the school faced. It affected SEN provision by limiting staff and external specialists, something that affected the students and their inclusion. Participants from the Greek school shared their views on the challenges faced towards a more inclusive school. It appeared that their answers differed significantly in quality.

5.1.3.1.1 Greek School

What was interesting and surprising was the attitude that Greek teachers had in comparison to the English teachers. It seemed that the two biggest problems that hindered inclusion and social justice according to them were the parents and the students themselves. From their perspective, it felt like everyone around them was not trying enough. The difference with the English school, was that teachers did not blame either the parents nor the students or at least not so directly. Further explanation is provided below.

5.1.3.1.1.1 Parents and Students

To begin with, there were partially similar challenges in the Greek school as well. Even though staff in the English school did not mention that part of the problem was the rising number of students with SEN, in the Greek school, staff counted that as a big challenge in combination with lack of staff to support them. The deputy head in the Greek school admitted that the school used to have and still had too many students with higher needs despite the creation of the two inclusive classrooms. That challenge aligned with the issue that the English school faced, the lack of specialist support, something that affected the collective responsibility in both schools. However, the interesting part of this was that the English school staff reported as an issue the large class sizes without claiming that the problem was students with SEN, the opposite of what happened in the Greek school (arguably indicating the medical (Greek school) vs the social (English school) model of disability).

The head teacher backed up the deputy`s view by stating that the number of students with SEN in school had risen. Despite the fact that they were, according to her, a lucky school as they had two SEN teachers that most schools did not, there were too many students with needs to cater for and not many support staff. It seemed that participants in the Greek school believed that support was only as one to one or in small groups in a different

classroom, as it was dictated by the Greek policy (Law 2817/2000), instead of making the mainstream classroom teaching more inclusive (showing the gap on equity and inclusion in the Greek policy). On top of that she also said that parents started demanding more attention for their children. GCT5-INT, similar to the English school, backed up that opinion by saying that *"we, for example, have large class sizes and I cannot spend the time that I would like to help them".*

Unlike the English school, teachers in the Greek school believed that one of the biggest obstacles to the enactment of inclusion was the parents. According to the teachers, parents refused to admit that there was something wrong with their child, therefore there was no diagnosis and no guidelines for the teachers to help them in the mainstream classroom. All ten teachers expressed the same view. Some of the statements that Greek class teachers made included: "*refusing to accept the problem is a very basic difficulty that we face…,* said GCT1-INT*" or "most of the time, the parent does not accept that his child has a problem or that they are at the borderline of normal".* mentioned GCT7-INT.

The GSENT1-INT also reported that parents have told her not to pick up students with SEN from the mainstream classroom to take them to the IC, but to say in front of the class that the head teacher wanted to see them (as an excuse), in order to avoid the stigma of getting pulled out of the mainstream classroom and taught in the IC. GCT2-INT stated "*my only difficulty is parents refusing to collaborate with us. Specifically, I remember cases where parents did not follow the diagnosis process or were not accepting the application for parallel support".* GCT6-INT, who had worked as an SEN teacher before, claimed that "*usually, it's the parents who cannot accept the situation. They just say that their child is mischievous".*

What needed to be reviewed was the fact that the behaviour of the students with SEN was as described possibly because their needs were not met. That linked to the behaviour management that was reported multiple times by the participants.

5.1.3.1.1.2 Behaviour Management

Maybe the most intriguing part of the teacher interviews was the following. Teachers suggested that the biggest obstacle to inclusion in the Greek school was the students and their behaviour. Without any counsellor on a permanent basis in school to support the students emotionally, teachers viewed student behaviour as a problem that hindered their teaching and inclusion. One teacher suggested that students with *"learning difficulties do not mature quickly. I am not even talking about autism. They cannot understand anyway*." (GCT3). Five out of ten teachers claimed that behaviour issues were the biggest challenge to inclusion. GCT10-INT suggested that the student behaviour that deviated from the norm was the biggest obstacle. She went on saying that she believed that learning difficulties was one of the causes for that, indicating a deficit view of SEN and believing more on integration than inclusion. She added that another challenge for her was the difficulty to assess students with SEN. GCT4-INT agreed with that opinion, by stating that "*to put it in a raw way, the child (with behavioural issues) ruins the lesson. Noone can understand the situation, if they don`t experience it*".

GCT9-INT described some rare cases of behavioural incidents that made her believe that behaviour issues were hindering inclusion and teaching especially. She believed that students`bad behaviour was causing problems in the classroom. She said that:

> I had many students with behavioural problems. The child was screaming, shrieking, yelling in the classroom. Another child with autism happened to be in the same classroom that was becoming upset because of the loud noise. There was also a child that was masturbating in the classroom, not just one actually, it was very difficult to keep a balance and cover all needs without support. What I did was just to ignore it, so that other students would not focus there.

Overall, there were similarities and differences between the schools. Both schools spoke of the need to support students with SEN, but participants from the Greek school viewed that students with SEN were the problem to their inclusion. It was obvious from the

experiences of the teachers that inclusion in the Greek school faced many issues that needed to be solved. Participants expressed their opinions and critique of the current situation and gave suggestions on how to make the school more inclusive. It was surprising that only Greek participants talked about suggestions for change so intensely. It seemed that they understood the need for changes, but some of the suggestions were very general.

5.1.3.1.1.3 Suggestions for More Inclusive Practices

Most of the teachers in the Greek school were more than eager to speak about the current situation regarding SEN provision and how this was affecting the students with SEN. When they were asked about the challenges, the answers given were connected with suggestions for improvement. All adult participants expressed their wish to have better school books for the students, more staff, better funding, more free time to plan and collaborate and smaller class sizes. "*For sure we need more staff, more teachers",* said GCT2-INT. GCT8-INT characteristically reported that "*the state school books are leniently unacceptable, they are not for everybody and there are too many chapters which puts a lot of pressure on us"*. GCT9-INT commented that "*the book context is difficult, only the top students can understand the lesson",* highlighting another barrier to inclusion. Other class teachers claimed that the best for students with SEN in this school would be to spend more time in the IC. "*The ideal would be if those students with learning difficulties could spend more time with the SEN teacher", said GCT4-INT*. GCT5-INT said that the best for students with SEN was the parallel support teacher, who could be with them during break time as well. Specifically, he mentioned that "*social inclusion is what is needed here and only the parallel support teachers can offer"*. Others expressed their appreciation of foreign educational systems, claiming that in a different educational system, students with SEN would benefit more. Specifically, GCT9-INT said that *what I have heard is that in England there are two teachers in the classroom and they co-teach*. This opinion was often reported by other teachers as well. Specifically, GCT10-INT said *Ideally, I think a teaching assistant would be*

of great help, especially for the social stigmatisation in the classroom. GCT5-INT said that *It would be a good idea, something like a helper/assistant for the students who have difficulties in the classroom*. GCT6-INT teacher was praising the German educational system where:

> …students from the 4th grade have some form of assessment and they choose whether they will study further or do something more practical. It would be more fair to students with SEN to be redirected in a similar way.

Interestingly, there was only one teacher, GCT10-INT, who thought that what students with SEN needed in order to be included was "*love, in combination with good audiovisual resources for the lesson".* What was surprising from the participants' answers was that most of them thought that the best possible education students with SEN could get would be either with someone else or in a different classroom or setting, reflecting that way a tendency to avoid responsibility, therefore a lower professional self-efficacy (prerequisite for collective efficacy).

In addition, only three teachers, including the head teacher, spoke of an inclusive culture as a prerequisite of inclusion. Only that way teachers could gain the trust of the parents and with the help from the EDEAY team there could be progress. In both countries, lack of funding and specialist staff was mentioned as the biggest challenges to inclusion. However, the Greek educational system with the limited support staff, non-inclusive books, rare collaboration and training opportunities, seemed to impede progress towards inclusion and social justice. This situation was obvious also from the opinions of the participants. Unlike the English school, it could be said that there was a defensive stance from all parties that affected the mood and motivation to promote the inclusive ethos, therefore the collective responsibility (4th tenet) and the big picture thinking for all (10th tenet).

5.2 Collaborative Professionalism

The importance of collaborating professionally in the effort to promote inclusion and social justice has been discussed extensively in the literature review chapter. The following themes linked to CP emerged from the data: Communication and Opportunities for Collaboration.

5.2.1 Communication

This section focuses on the importance of communication among stakeholders. The following sub themes emerged under the theme of Communication; Common goals and welcoming ethos, The importance of Communication, Communication and Clear Guidelines/Role, Communication with the SENCo, Collaboration and Communication with Students-Rights Respecting School and Staff Relationships. Communication, as derived from the findings, can be defined as feeling welcomed, sharing a common ethos, having clear guidelines, having good professional relationships with colleagues. Common goals seemed to play a major role in creating a welcoming ethos therefore affecting the communication of staff, parents and students.

5.2.1.1 Common Goals and Welcoming Ethos

Communication is enhanced when there are common goals and ethos in a school. The role of the headteacher and the leadership team in creating and sustaining an inclusive ethos was reflected in data in the English school. The EDH2-INT expressed her views on how important it was to have the inclusive ethos and vision in place. She spoke of an inclusive culture that the head must communicate. "*If the head does not have that vision and buying into it and holding on to it at all times, then it will fall apart"*. She continued:

> I mean everything starts from the head teacher ultimately...I mean we got a leadership team where there is a lot of shared responsibility ….and that is really important so ultimately if the head doesn't have that ethos, everything else falls down. Here (in this school) we have a strong inclusive culture and staff are committed to it and the ethos as a collective. That is also why we have a high staff retention rate.

She believed that people who worked there had the same views and understood the common vision that existed in the school. She went on reporting that all staff knew that despite the everyday difficulties, there would always be someone there for them to support them. Another interesting finding about communication that linked back to the 3rd tenet of CP (Hargreaves, 2017) that emerged from the data, was that most teachers reported that they occasionally debate about how to best cater for a student's needs, verifying the formal or informal communication between staff. Specifically, ECT1-INT said:

> We do debate actually you know, not so much heated debate as we mostly come from the same place, so...as I said earlier I'm still not sure what is correct but I think if a child... can be included in the class then it should be and I think an effort should be made… should be a real last resort for a child to leave their peers and go elsewhere.- that means also there are different opinions heard and then you make a decision altogether…

The EDH2-INT backed up this view by stating that staff indeed disagreed on some fine details, but "*it would never become a heated debate, as the ethos is similar"*. However, she stated that they did go into deep dialogue. She would characterise the dialogue as "*a fruitful and enthusiastic discussion"*. All classroom teachers expressed the same view on staff debate. They all believed that staff had discussions and not so much heated debates. ECT2-INT specifically said:

> ...The best is to listen to people, their ideas and maybe take their ideas if you want to…for example, oh, my idea doesn't work, I might try what the other said…and it worked, so listening to each other always helps.

Students also gave their opinion on whether they had seen their teachers talking together. EST1-INT particularly stated that "*I have seen my teachers talking, yes*". In addition, as reported by the HT, conversations with her colleagues could have been more creative and fruitful than attending senior leadership training with other head teachers. She added that the culture in the school was of transparency and dialogue and respectful

communication was much more helpful to her as the head "*than going to boring meetings for head teachers*".

Communication is, according to the data, enhanced when there is the same culture, way of thinking and acting. When there is a common ethos in the school, it affects the mood, morale and motivation of staff to start interacting and having conversations. Furthermore, the EDH2-INT went on explaining that the success of that school was that all staff were like-minded, that they all had very similar ethos and beliefs. She reported:

> You could almost say we probably share the same political views. I'm not going to say we vote for the same parties but when it comes down to cooperation and support, we are all very similar people.

She also mentioned that the school leaders would not necessarily hire these kinds of people, but almost all the staff that came to this school and stayed for many years happened to be similar to the leadership style and their ethos.

Despite the leadership trying to establish and maintain that ethos, they did recognise that that could easily change, as there was a big emphasis around data that schools were being accountable for. That was considered a big challenge for the school, as it seemed to stand as a burden for equity and excellence for all. EDH1-INT expressed his concerns and disagreement with the government's policies that required data and benchmarking against other schools. He reported that "*if the leadership team consisted of other people who focused more on data and paperwork, the ethos of the school could have been different"*. On the contrary, it seemed that the school focused more on making the staff and visitors feel welcome when they entered the premises.

Many of the participants spoke of a nice welcoming environment and feeling when entering the school that made them feel comfortable and that was an indicator of an inclusive culture in the school. . More specifically, the HT represented all participants` views when she said:

> I think it's evident when you walk through the door, there's an immediate warmth…the ethos is one of inclusion… seeing the happiness of the children and watching the lessons, watching the way adults interact with the children.

ECT2-INT also backed up that statement about the warm atmosphere of the school. Specifically, she stated that:

> There was a lovely family atmosphere and that everybody did what they thought it would be best for the kids. She highlighted how comfortable the kids in that school were, how much they participated and how happy they were and that told a lot about the ethos of the school.

ECT3-INT spoke about communicating that ethos to the students through conversations and the curriculum, especially local history and local famous people. ECT4-INT spoke about the different nationalities, languages, different SEN and behaviours that several students had and how that was promoted and celebrated in the curriculum for all students to see and learn. He highlighted the conversations they had with the students about these topics. He stated:

> Yeah, I would say definitely it's inclusive…as in the example with the curriculum, we are making sure that it is represented for example by important local women in history and making the narrative of human history being inclusive of all people with practice in it, not just the men that rule.

An external staff member from a local teaching agency, E SEN TA 1 shared her views on the welcoming feeling and atmosphere that existed in the school. She stated that the school was different from the others she had worked at, as staff would show interest in her and her work. They would ask her if she was doing ok, if her student was progressing, if she needed help with resources and other material. She reported that "*it felt more like a family vibe, especially with the staff*". What was interesting to note here was that many of the staff that worked there were people from the local area, who were given job opportunities to work in the school. The school catered for many of the parents who had their children

attending the school and had financial issues at the same time. It seemed that there was practical support from the school, not just information sharing.

Furthermore, the E SENCo added that the school was working with external services, and charities that were food banks where parents with low wages could go and get shopping bags worth 25-30 pounds. More particularly, she reported that:

> ...so, I'm just pointing them to that direction, they could also say no, so parents are coming back and they are pleased, it's just gives them a bit of support, and it was hard to break that at first, because people have their pride so you have to sit down with them to talk, it could be anyone of us that goes there.

In addition, evidence from the photos showed that parents were welcomed to participate in school activities. Getting parents and people from the community involved in school events seemed to be a priority in the leaders' agenda. Visual artefacts showed parents and staff members being included in sports day activities. That confirmed the welcoming ethos of the school. Further evidence from the observation notes (see visual cues, Figures 6.15, 6.16, 6.19, 6.22, 6.23, 6.24) confirmed this finding. Specifically, the ESENCo-INT and the EPL-INT mentioned that the school had chickens (see Figure 20), rabbits and African snails as school pets that were being taken care of by students with and without SEN and that they were also planning to adopt a dog. According to their statements pets helped students regulate their emotions and helped them create a sense of responsibility. Assigned students with the help of the janitor were responsible for cleaning their cages, feeding them etc. It was seen as a part of their social emotional and mental health policy plan, that made students feel welcomed and appreciated in school.

Students themselves also shared similar views on the welcoming feeling of the school and how that helped them feel comfortable in their everyday school life. EST2-INT admitted feeling like "*a part of the school most of the time"*, but others feeling "*lonely and left out"* … "*that should not happen as they were a UNICEF school"*. EST3-INT felt like it depended on

how long the student had been in this school. Specifically, he said that "*if students or teachers have been here for longer, then they are included, if it is my first day, then I'm trying to be included*". Visual evidence from the observation notes (Figure 5.6: Article 36, Figure 5.7: Black History Month Display) provides further evidence of the inclusive atmosphere in the school.

Figure 5.6

Article 36

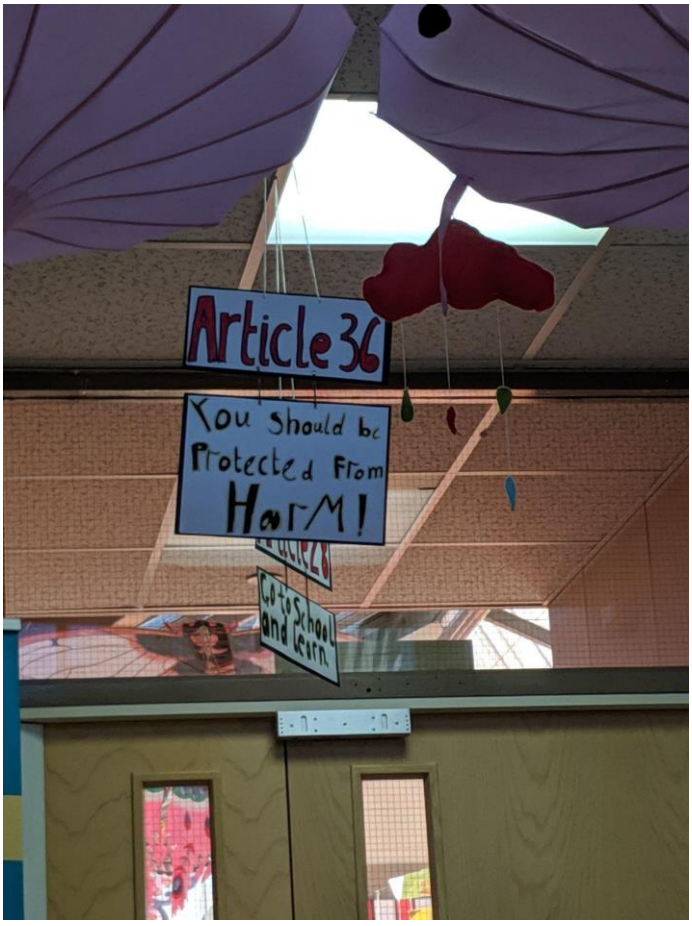
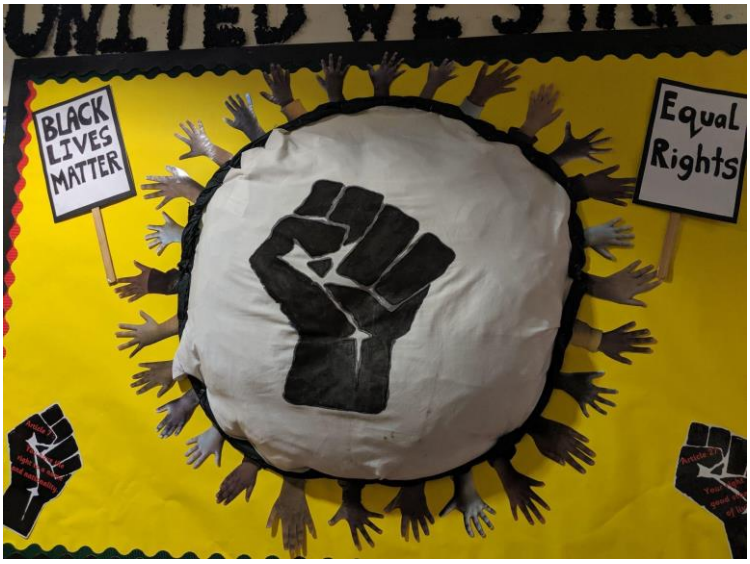


Figure 5.7

Black History Month Display



Another method that was used to evaluate the students` views on how welcoming and inclusive the atmosphere in the school was, was the sociogram. The idea behind this method was to see how popular and accepted students with SEN were in the school by the rest of their classmates. Students were asked to write the names of three of their classmates with whom they liked playing during breaktime and working during lesson time. The findings from the English school (See Figure 5.8: Sociogram/ English school, Figure 5.9 Votes/English school) revealed that students with SEN were at the lower rates of popularity. Two out of the three students with SEN received one or two votes and only one student, who had behaviour issues, did not receive any votes. This showed that most students were accepted by their classmates in and out of the classroom. This finding was confirmed by the observation notes during break time. According to the observation notes, EST5 was not participating in the cricket game during break time due to myo-skeletal visual brain surgery-affected condition. However, that did not seem to affect the student's confidence. EST5 was still playing different games with other classmates and seemed to have fun (EST2 and EST6). The sociograms were anonymised and created using Word.

Figure 5.8
Sociogram/ English School

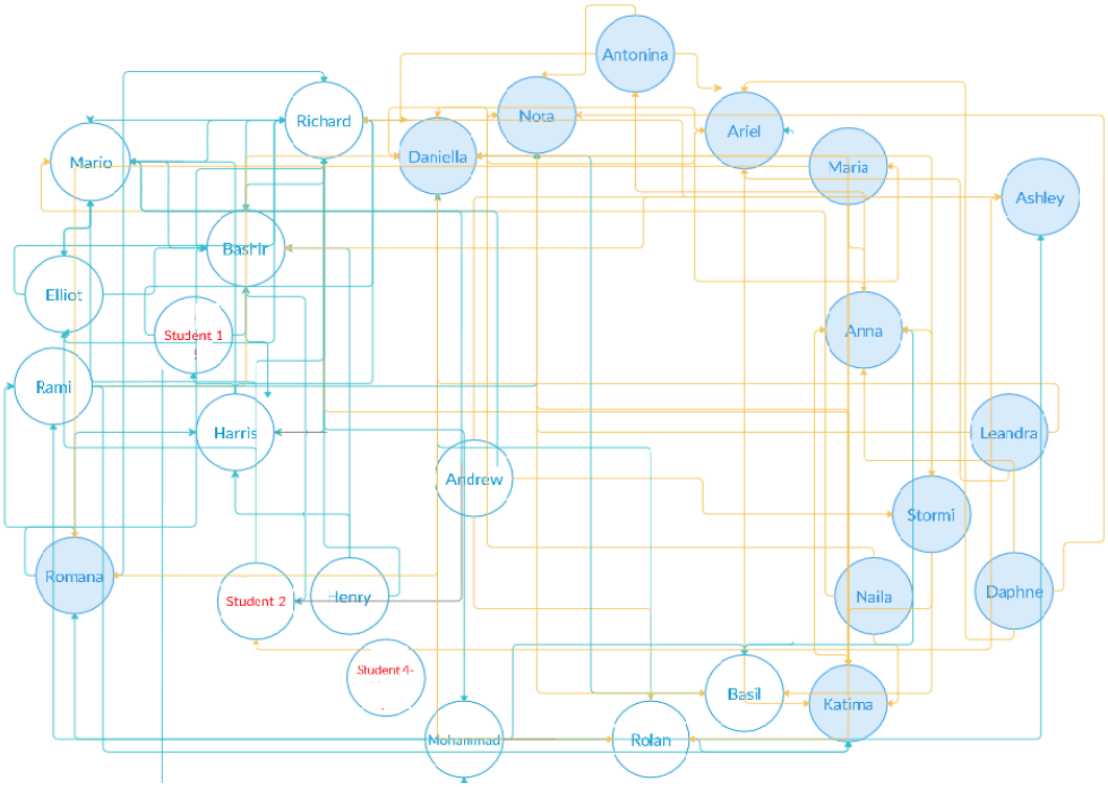
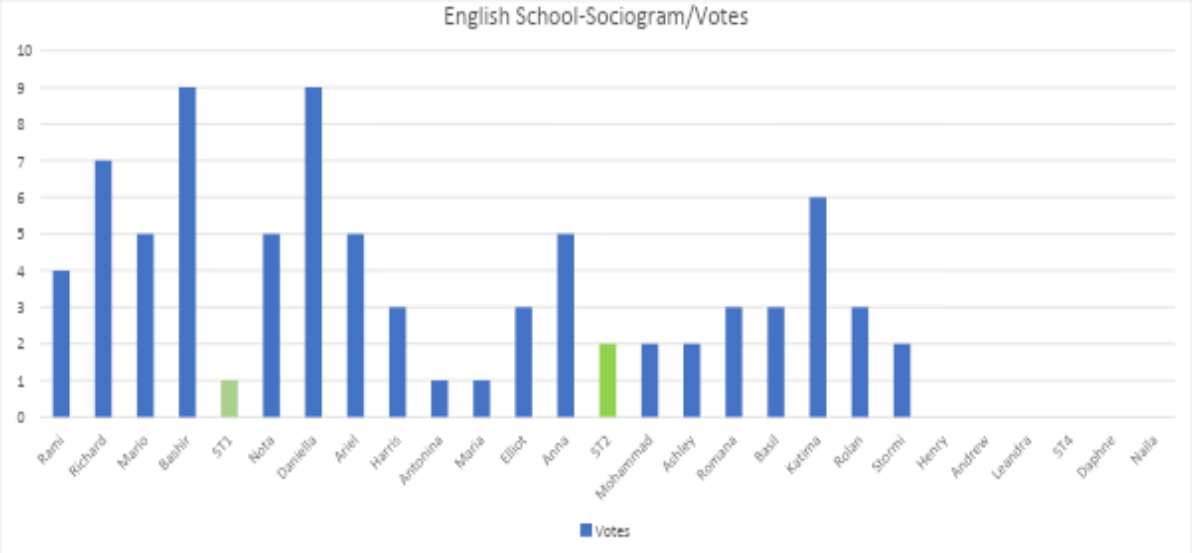


Figure 5.9

Votes/English School



Positive answers were given by the parents as well, who felt welcome in the school. Specifically, EP1-INT spoke about the support from school to parents regarding financial and

domestic abuse issues. Again, visual evidence (photos) from the observation notes in the entrance of the school shows the level of support to parents (see Figure 5.10: Information board 1, Figure 5.11: Information board 2). Specifically, information about support for domestic abuse incidents were available right at the end of the school day waiting area for parents. It was available in different languages that parents spoke. The board also included information about how parents could support their children at home (not only about academics, but also about their nutrition, well-being and overall health).

Figure 5.10

Information Board 1

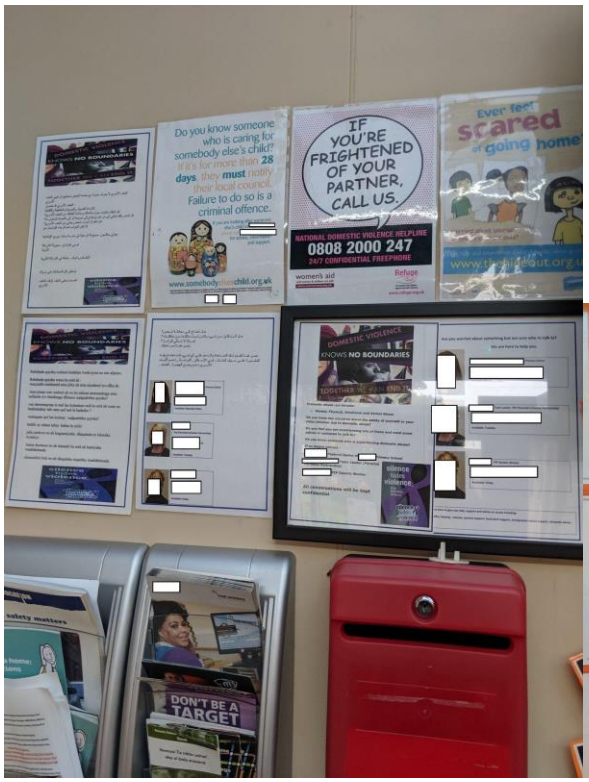
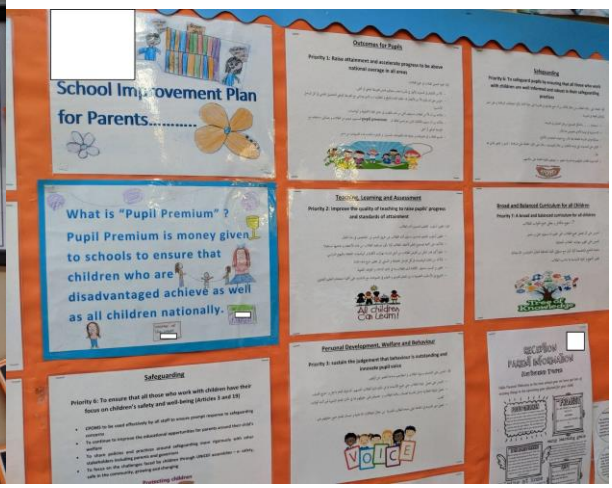


Figure 5.11

Information Board 2



Field notes confirmed the welcoming feeling of the school. Specifically, a whistleblowing policy was available for visitors to read at the reception entrance. The topics available were: how to raise a concern, how the school responds, investigation process, outcomes, recording complaints, false allegations, harassment and victimisation, concerns

about safeguarding, all staff responsibilities, head teacher responsibilities, governing body responsibilities.

In addition, there were different advertising leaflets on staff room boards about church offers (e.g., leadership in a church school). Pupil premium awards were displayed for all to see. The school was a UNICEF Rights Respecting School (awards given every year). The school had been supported by local artists for its themed decoration (connection with local community). As a rights respecting school, UNICEF children's rights were displayed all over the school corridors reminding the students of their rights. In one of the waiting areas of the school, where parents picked up their children there was a School Improvement Plan display board for parents in 3 different languages. Information (via posters, leaflets, messages on screens) regarding the Pupil Premium programme, safeguarding, personal development, welfare and behaviour, teaching and learning, domestic violence, female abuse practices etc) was also available to the visitors as they entered the school. The information was clearly communicated with easy access to all that information showing how important the well-being of children and their families was. Data from the Greek school differed in many areas.

Greek school

What came out strongly from the data from the Greek school was that leaders had a hard time setting an inclusive culture, ethos and common goals, unlike the English school leaders who set those as a priority. Despite most of the teachers' views, which seemed mostly positive, there were some opinions that suggested that there was no strong inclusive culture and ethos set, nor were there common goals for the staff members. According to the GHT-INT, this school had an inclusive culture and ethos that was carried on through the years. Teachers in Greece also expressed their views on the welcoming and inclusive atmosphere and ethos of the school. Specifically, GCT1-INT believed that the inclusive

atmosphere was "*obvious due to the experience that teachers had* and *that it needed no other proof*".

Unlike the English school, the GSENT2-INT reported that having students with SEN in the school "was *an everyday challenge"*. He believed that it was implied that the atmosphere would be supportive in the school. He went on saying that the goal was to minimise the difficulties that those students had. GCT2-INT highlighted how compassionate and sensitive to SEN matters teachers were, how accepting and respecting they were. Several class teachers thought that the school was open and welcoming to students with SEN "*because that's the way the school functioned all those years"*, meaning that it was a culture that continued to exist naturally through the years. The longer serving staff members with the help of the head tried to pass it on to the new ones every year, indicating a small effort to maintain and pass on a culture of inclusion and social justice. Interestingly, GCT3-INT reported the exact opposite. He mentioned that the class teachers were accepting the students with SEN in the school, as they had no other option, indicating that staff was lacking common goals and an inclusive ethos. Specifically, he said that:

> …if teachers could avoid it (having students with SEN in their classroom), they would. Surely, as he said, no teacher would want to have them in their class, when there is the SEN class. It just makes their life more difficult.

Despite staff claiming that there was a welcoming feeling in the school, field notes from the observations showed that the welcoming feeling was limited to the participant` opinions. The walls of the school were empty in comparison to the English school. Even though Greek schools do not have reception desks or staff, each class had small display boards but were not always complete or regularly updated. Plus, there were no weekly assemblies as in the English school for frequent school gatherings. GCT4-INT thought that accepting and including a student with SEN depended on the personality and the views on society of each teacher, that it was something personal. "*For example, it would depend on*

whether a student was a foreigner and whether the teacher didn't like foreigners". She went on saying that accepting and welcoming students with SEN in the school would be a decision that the Teachers' Association would make. She mentioned that in her previous school it was proposed to create an SEN class, but the class teachers blocked it, because they wouldn't want more students with SEN to join after the creation of the SEN class, as that would result in the creation of another SEN class. That showed that the creation of an SEN class depended on the head teacher's and the Teachers' Association's attitudes towards inclusion. The more understanding and open-minded views, the more chances of creating an SEN class and including students with SEN in the school. She explained that it was a decision that the head teacher could not make or alter, reflecting the limited power head teachers have over Teachers' Association in Greek schools (whenever that association exists).

Another interesting finding about teacher communication and common culture was the fact that teachers in the Greek school, unlike the English school, mentioned that they hardly debated. That indicated that there were limited opportunities for inquiry and reflection upon the issues faced. Specifically, most of the participants mentioned that the only opportunity for a deep dialogue would be during staff meetings, and even so not many people would participate as they would know that there would be very little that could change. In other words, they wouldn't bother getting into a debate as "*it would be pointless as very little could change",* as specifically stated by GCT6-INT. In the centralised system, teachers appeared to have very little agency which arguably showed a top down only leadership style. According to the GHT-INT, staff meetings were the time for announcements and possible debate. She mentioned that class teachers were using break time to consult with each other, so there would possibly be debate there too. Communication with parents was also limited. For example, GP5 insisted that "t*eachers should be the ones calling them to school for whatever information sharing, but it didn`t happen so often or invite them to training for debate"*. The difference in the attitudes between Greek and English participants

was obvious. Having scheduled time to collaborate and discuss possible problems and topics seems to help discussions begin. Another interesting note here is the fact that unlike the Greek staff, the English staff had a common ethos and culture that helped them have a common approach to SEN provision, without having too heated debates.

Despite the plethora of different opinions and views of the teachers, almost all of them agreed that the students of the school were all embracing the students with SEN. The GSENT1 conveyed that the students, with the help of the social workers and psychologists, helped solve possible problems by informing and talking to the classes. GCT5-INT believed that only a small percentage of students with SEN progressed academically. He went on saying that "*I can't prove it as there isn't an evaluation tool, but intuitively I know that students with SEN gain more emotionally than academically, as there isn't going to be any progress in the latter*". Teacher expectations for inclusion and social justice seemed to differ a lot in comparison to the English school. It seemed that due to the lack of common goals and lack of proper SEN training about inclusion, teachers had low expectations of what the students could gain from their lessons.

GCT9-INT agreed with the opinion of the aforementioned teacher, saying that students with SEN "*definitely were respected, but probably were not progressing"*. Unlike the English teachers, teachers in Greece believed that the progress or even the suitability of the students with SEN in that school depended on the severity of the special educational need they had, confirming the medical view of disability. Specifically, GCT7-INT stated "*yes, they make progress, when the special educational need is "light ". I am not so sure about the severe cases… I don`t know if they should be in this school either… for example, if a child has "DOWN Syndrome".*

Clearly from that statement, teachers in Greece did not have a unanimous view on inclusion, showing that there was limited training, nor was there a common vision for all

students agreed by the school leaders. This was something that arguably hindered the inclusion and the success of all the students in that school. Students were also asked about how comfortable they felt in school. Most of them answered that they liked going to school, they enjoyed hanging out with their friends and having lessons together in the mainstream classroom with them. Two out of five students reported that they only had difficulty in specific lessons, such as maths. GST3-INT stated, "*What I find difficult in school is maths, because it's hard. If a maths problem is difficult, I cannot solve it. I have told my teacher".*

Students` views were again confirmed by the sociogram, as presented in Figure 5.12: Sociogram Greek school. According to the findings as presented in Figure 5.13: Votes/Greek school, students with SEN received between one and three votes, showing that they would be chosen to play or work with during the lesson and break time. It seemed that there was an inclusive atmosphere between the students.

Figure 5.12

Sociogram/ Greek School

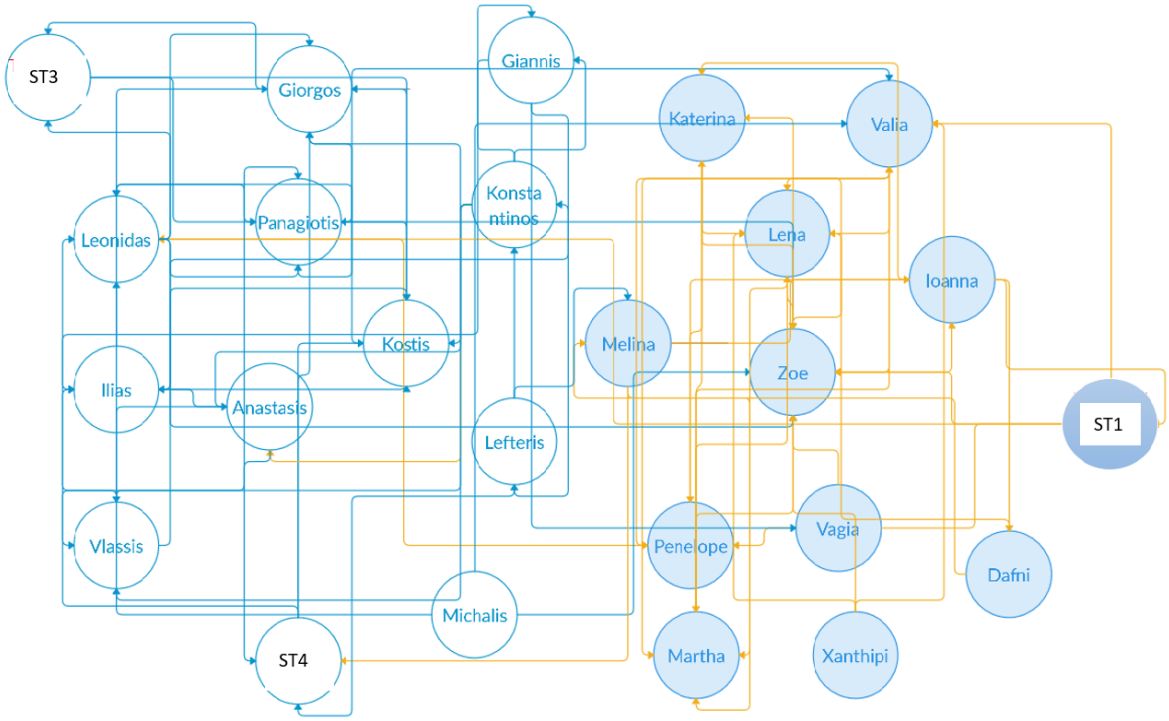
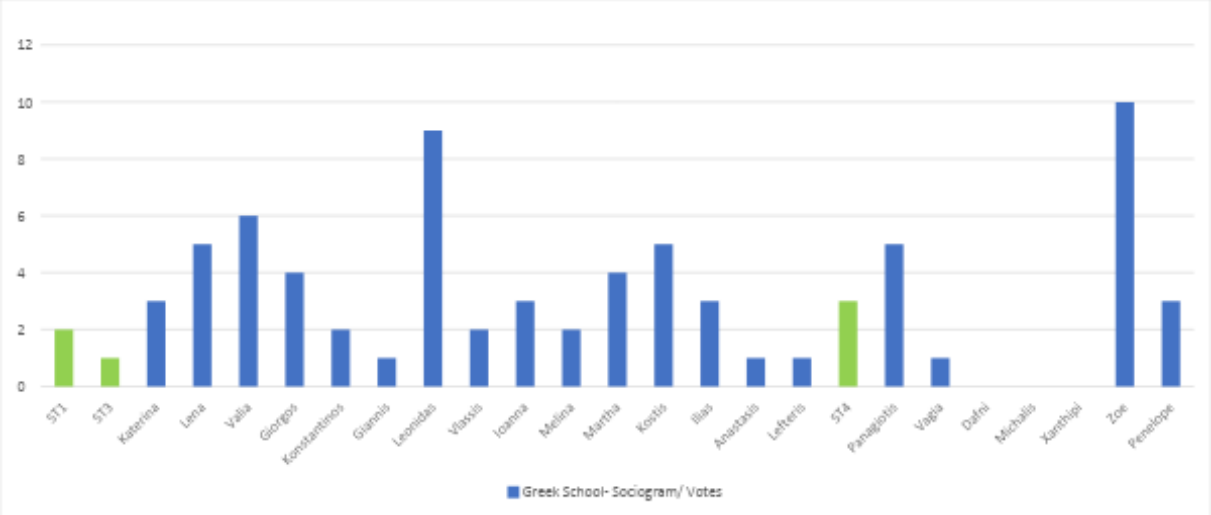


Figure 5.13

Votes/ Greek School



Parents felt that teachers worked together to create a safe and inclusive atmosphere in the school and that was reflected in their answers. Specifically, GP5-INT, who was a staff member and mother to a student in school, explained:

> I have worked here for many years and I can tell that teachers do not exclude or treat students with SEN any differently. On the contrary, teachers and students do a really good job. I see students with autism here being supported by their classmates…school leaders help a lot as well. They provide them with audiovisual material.

Again, it seemed that parents' views aligned with the teachers` views about how inclusive the school was, even though there were no evaluation tools to justify their answer. It seemed that parents reported that the school was inclusive based on their intuition and on their children's feelings.

Another parent, GP6-INT expressed a similar opinion, stating that "*in that school there was a non-written rule of responsibility, egalitarianism and equity*". It appeared that participants from the Greek school believed that the school was a very inclusive place and that communication played an important role in that.

5.2.1.2 Importance of Communication

Communication between staff members is essential on many levels. Interviewees from this study spoke of how important communication was for the promotion of inclusion. Many participants from the English school stated that the low socioeconomic profile of the area, where the English school was located, seemed to affect the behaviour and inclusion of some students. According to EDH1-INT, part of the role of the leadership was to communicate discreetly with staff about relevant issues, such as "*domestic violence, debt or eviction, putting food on the table, single parent bringing up the family, privacy, chaotic lifestyle"*. Sharing that kind of information prepared the staff and all the people working around the children for unexpected behaviour and therefore helped staff to plan to support them appropriately. The EAH1-INT backed up that statement saying that being given the proper background information about the students was important, and all staff worked really hard to help develop "*the whole child"*, especially those with behaviour issues. Specifically, she said:

> ….and taking into consideration the socioeconomic profile of the area, you could see the results in how politely students talked to adults, in the way the staff welcomed people in the school, and in how much more the parents got involved in the school life.

In addition, ECT5-INT also expressed her views on the hard work that needed to be done taking into consideration the profile area and how that affected her teaching abilities and the way she dealt with difficult behaviours. Specifically, she said that when she was an NQT teacher in KS2 she had very little idea of how to cope with students who showed aggressive and violent behaviour. She could see how the socio-economic profile created different needs for her students. She mentioned:

> It has always felt like a social work job as well as a teaching job, but with constant communication with staff members it became easier with the years and you wouldn't believe the progress of some of those students.

A similar answer came from interviewing a mother, EP1-INT, who lived in the neighbourhood and whose child had several behaviour issues. She stressed how important sharing information about the issues faced was and how easily there could be a "*communication breakdown that might affect the inclusion of the student"*. She spoke about either failing (the needs of the student) or struggling to meet them because there was not enough, sufficient communication within an organisation, "*the head not talking right down to the tail and vice versa"*. She stated that people were not seeing in the beginning how much her son struggled, doctors and local organisations were not understanding her son`s issues. She highlighted the importance of the role of the parent in the whole communication process. It should be as transparent as possible from day one. "*Getting to know the teachers is important, seeing the surroundings, spending a few sessions in the classroom with the children and just be as open as you can, be on the same page as possible"*. "*Having frequent visits to see who the child is interacting with, interacting with his teachers"* is some of the ways this parent felt she could help. More specifically she stressed that:

> My son is talking to the head teacher and one of the deputy heads because they realise that he does have a few issues that we can't or haven't resolved so far...they have an open-door kind of situation...he feels the need to come and talk...so that was brilliant.

Even the student himself, EST1-INT, mentioned speaking to school leaders and them supporting him, listening to him and being there for him. When asked which lessons he enjoyed the most and why, he answered that he liked the sessions with the Pastoral Lead (school leader) as she was his friend and she was supportive, more than his other teachers in the classroom. Specifically, he stated that:

> I have been playing games with students every single Monday and she`s been helping me even when people are not there. She is always helping me, even if I get in a fight and Miss R. helps me sometimes.

The cycle of communicating the struggles and the issues of the student who lived in that neighbourhood was evident and proved how important it was to share information with the other staff members so that everyone together could help the student. The holistic approach of assisting the students with SEN, that involved constant communication and sharing information with a distributed/transformative leadership approach (parents to head teacher to class teachers and the opposite), showed that it could have tremendous benefits for their emotional health. In the aforementioned case the contribution of the class teachers, the school leaders with the open-door policy, the parents and the students confirmed the positive outcomes in the inclusion of the student with SEN. What came as a surprise was the different approach to the answers from the interviewees from the Greek school.

Greek School

The GSENT2-INT from the Greek school reported that the area where the school was situated had both students from a wealthy background, but also students from a less affluent background and that they had many students with different behaviour issues. The level of support for all students was more or less the same, despite the diverse profile of the area. He stated that:

> The area is very strange. It is an area of inequalities, a very rare case of a school where from one side you have the children from the workers side of the neighbourhood and from the other you have the children who live in the new fancy buildings.

The process of communication and active support of the students seemed difficult compared to the English school, because as teachers put it "*there was not much they could do*". It seemed that, unlike the English school, the Greek school lacked organisation from the top and teachers seemed to draw more attention to the early stage of referring a student for SEN (the process of which had very specific steps), than the stage of actual support of the student. The information about the socioeconomic and other background of the area in

relation to the profile of the student seemed to play a role in the very beginning of the whole process of support for the Greek school, while it played a major role throughout the whole process of supporting the students in the English school. Again, unlike the English school, there were not many scheduled opportunities to discuss behaviour issues. The only thing, according to the SEN teacher, that could be done was for the teacher to show interest in the child's case, communicate with the parents and create this atmosphere of understanding between the stakeholders. The head teacher would then be informed by the SEN and the class teacher and if the parents gave their consent, the EDAY team would be included in the process after a few months. According to the GHT-INT, the delayed involvement of the EDEAY team was expected every year, due to the delayed restaffing from the government. "*This year the EDEAY team came around February, while we were expecting them from September"*, reported the GHT-INT. They would try to ring the parents and let them know of the progress. After that, the child would have sessions with the EDEAY team on a weekly basis and with the SEN or parallel support teacher. Almost all teachers and the head and deputy head teacher agreed that all staff members were eager to help and assist the students in any way they could. Specifically, the GHT-INT reported that it was among the responsibilities of the school leader to organise the meetings with the parents and the teachers to solve the problems. She said that very often parents and teachers had arguments about students with SEN, whether they should be in the mainstream classroom or not, reflecting again lack of common understanding and common ethos (lack of 8th tenet of CP, common meaning and purpose). Similar to the English school, the Greek head teacher mentioned that among the responsibilities of the school leader was to raise awareness about SEN matters, cultivate a culture of inclusion among staff members and have a good relationship with parents and staff.

Another interesting point in the interviews in regards to communication came from a mother, GP6-INT, with a child with pervasive developmental disorder who suggested that

the school leaders in this school treated students with SEN with respect and this attitude was passed on to the rest of the staff, with some exceptions. Unlike the English school, a parent of a student with BESD thought that teachers should give some minimum information to other parents about students with SEN who might require extra support in the classroom. Specifically, the parent said that "*I think it needs to be made aware of it, we are dealing with it, it's about wording, approach, and delivery"*. Contrary to that, the mother mentioned from the Greek school implied that "*it should not be the responsibility of the school leader (or any other teacher) to provide other parents with full details and information about an SEN".* She believed that other parents did not have to know about a certain special educational need, as this way "*it is like having them in your house",* meaning that in that way they might know too much about a certain child. In other words, they would link all the possible traits of the SEN with the specific child. The mother insisted that parents did not have to know everything about the need, meaning the title of the diagnosis as it was personal data. She believed that that information would turn out to become a label with gossip and it would harm the student in the end. She mentioned:

> For example, do they have to know that I am getting a divorce? That we break everything in the house? No! So, I will inform the teacher up to a certain degree. For example, I can share with him that he will have a student who might be a bit upset sometimes, but that's it. There is personal data here. Of course, you cannot hide his uniqueness, but it doesn`t need to become a label.

In contrast to the Greek school, school leaders in the English school raised awareness about specific SEN. Training days were organised and facilitated by the school leaders. GP2-INT from the Greek school expressed his complaints about the lack of communication regarding the progress of his child. "*The people who support the student should show greater interest and inform the parents. They should know the way to approach us"*, said the father. He went on characterising the relationship and communication of the teachers with the parents as indifferent, "*as you can rarely find the class teacher at all here"*.

It was strange but often common that class teachers communicated with the parents when there were behaviour issues, but not so often when they had to communicate with them about the academic progress of the student. One reason for that could be because class teachers unofficially used to leave the building when they had no more classes to teach (even though according to the law, they should stay the full 8-hour shift in school). What seemed to make their communication even more difficult was the fact that the Greek policy did not facilitate the internal communication of the staff. Teachers in Greece did not have laptops or tablets, email addresses or even access to the internet for communicating with each other or with parents, making this way face to face interaction the only way of communicating with them.

A similar attitude to the English school was detected from the Greek students. They reported that they liked their relationship with their class teachers. Only one out of five interviewed students admitted that he hadn't shared the difficulties he faced with his teacher on a specific lesson, revealing the level of trust among them. This indicated that their communication and information sharing to other stakeholders seemed easy. However, in this case the students did not have the same level of interaction with the school leaders. Nor was there an easy access to talk and bond with the head teacher as in the English school, with their open-door policy. On a different question, again one out of five students answered that they had never seen their teachers talking together and collaborating with the SEN or parallel support teacher, as opposed to the English school, where all students stated that they had seen their mainstream and SEN teachers talk to each other. Communication among stakeholders holds great importance in the inclusion of students. In both schools, students seemed happy with their teachers, however the communication among their teachers seemed to be more frequent and evident to the students in the English school.

5.2.1.3 Communication and Clear Guidelines/Roles

Good organisation and communication come with clear posts and guidelines from the leaders. In the English school, most of the participants spoke about clear responsibilities and roles among staff members. Specifically, the EDH1-INT stated that in that school there was a clear procedure for reporting school issues and an order of referring students for possible SEN diagnosis or just in class support. Many class teachers exchanged information about students at the end and the beginning of the school year. Staff members felt accountable for inclusion, despite their different roles, all of the participants seemed to understand the importance of having clear roles, responsibilities and the same goals and ethos, as conveyed by the EAH3-INT:

> …we are all very clear of these posts, and yes there is a particular person that might be involved in ...you know…I mean the SENCo, but it really filters the room, because it's not just them, its them, the class teacher, the phase leaders, so it becomes this wider circle of communication and of support.

The EPL-INT expressed a similar view on clear guidelines. She mentioned:

> Yes, we agreed that all staff do that…if there is something that I think the staff will benefit from I will put forward to Mrs M. (the head teacher) and then we will put time for the staff to do that. Everybody knows the way.

Interestingly, ECT4-INT from her side reported that:

> Everybody is making sure that everyone is included and accessing learning. It is down to the teacher to make those decisions, even if it is about assistance for a specific lesson they have to teach.

She went on saying:

> There’re no guidelines, there's no kind of…obviously as a teacher, part of the teaching is to make sure that everyone is included and is accessing learning...that differentiation is a part of that so, that's part of the teaching, but there’s not kind of from an SLT like a guideline to tell you exactly what to do...it’s down to the teacher to kind of make those decisions.

Teacher agency and autonomy (1st tenet of CP, collective autonomy) appeared to be prioritised in the English school. Teachers arguably were given general and individualised support if needed. However, it was obvious that they were trusted to take initiative and act as they personally thought appropriate. So, there was teacher autonomy in delivering the lesson and if support was needed, then they would contact the leaders. ECT4-INT went on describing one example in the past, before they taught Singapore Maths, where she needed help with a group of students with SEN that could not access the maths lesson. She said that she communicated with the maths lead and that they taught that lesson together. The objective was the same, that group would still be in the same class but have a different approach on the very same objective. The roles and responsibilities of the staff members seemed to be clear. What seemed less clear and was stated by this teacher was the actual lesson delivery and how that could be facilitated from the beginning of the school year in order to accommodate the needs of all students. Interestingly, according to this teacher, the support from the school leaders was evident and helpful. ECT2-INT claimed that "*every solution started with a discussion and a meeting"* (reflecting the 3rd and 6th tenet of CP, collaborative inquiry and mutual dialogue). In particular, she mentioned that most students with SEN have IEPs and that staff have to follow that and that after that they would meet regularly during a term to discuss other problems. She stated:

> We have meetings regularly for student progress and we discuss that with our SENCo and Pastoral. We have it regularly, we discuss it professionally...I would say it happens termly...we sit down for 2 hours, we discuss the problems, the progress, the needs, the issues, the support, anything we are struggling with in depth...and the SENCo, pastoral, and the head are always there….it happens in a very deep and organised manner.

Visual evidence from the observation notes (Figure 5.14: Staffroom board) in the staff room also confirmed the clear communication in terms of responsibilities and posts of people and the happening of different events in the school. The figure showed the school's weekly

cover, duty and availability schedule. It was updated weekly and it was available for all staff members, external specialists and visitors to see.

Figure 5.14
Staffroom board

Staff needed to be aware of the procedure to report an issue, refer a student or just keep track of the progress and communicate with others. When there are clear guidelines on the roles and responsibilities of the people who are around a student with SEN, then the inclusion of the student becomes easier.

Greek school

When staff in the Greek school were asked if there was a clear procedure or guideline from the school leaders, they talked about the referral process and the fact that they had to differentiate their lesson.

Unlike the teachers in the English school, staff in the Greek school explained that only in the beginning of every year class teachers could discuss about their students, their struggles and the way of supporting them. As most schools in Greece do not have permanent staff and every year there is new staff for mainstream and SEN classes, the only opportunity to share that first valuable information with other class teachers was given in the first weeks when the students start their school year; the opposite of what happened in the

English school, where teachers had more frequent end of the year meetings to pass on information. Specifically, the GDH-INT stated that:

> Yes, in the beginning of the school year we meet with our students and evaluate them, we see what struggles they might be having, we consult with the EDEAY team and the SEN teachers and set up their IEPs, timetables and our term meetings. If they require further support, we send them to the KESY centres for a diagnosis.

Parallel to that, what was brought up quite often was the contribution of the parents in supporting the students with SEN. Even though the head teacher stated that the parents played a major role in organising the support, what was mostly recorded by the class teachers was that their participation was limited to providing written consent. After that they did not seem very present. Unlike the English school, where staff members highlighted that parents were expected to attend the termly meetings, school assemblies, attend their school trips and were welcomed every day in school, regardless of SEN, for the first reading session in the morning.

Evidence in the Greek school showed that class teachers and leaders had predetermined roles and responsibilities from the MERRA, so theoretically they were clear on who does what and how much work one does. Unlike the English school where staff stated that they knew where to go if they needed support and that there were clear guidelines, mixed responses were recorded by different staff members. Some of them mentioned the contribution of the EDEAY team and SEN teachers and how teachers relied on their advice for supporting the students with SEN. GCT8-INT said "*The first thing I do is to see if a student has learning difficulties or a combination with other issues. Then, I talk with the school leaders in order to decide in which class the student should go".*

Others felt that they were left alone, without support. GCT10-INT, quite defensively, spoke about the lesson differentiation and indicated that it was difficult for her to do it every day, showing that that was a responsibility of the SEN teacher. She mentioned:

> There is some procedure in supporting them, I know who to go to, but that is what the SEN teachers do. And I am helping them, I will offer something different, ok? But that cannot happen every day, alright?

Despite the efforts of the teachers to differentiate their lessons, the communication with the SENCo played a major role in supporting students with SEN. Teacher autonomy (1st tenet of CP) and differentiation of the lessons in this case was up to the teacher to decide whether they will do it or not, meaning that they could decide if they will follow the curriculum in the books or/and add differentiated worksheets.

5.2.1.4 Communication with the SENCo

The SENCo (Coordinator of the Special Educational Needs/Disabilities) in English schools plays a significant role as it determines, with the support of the head teacher and the governors, the development of the SEN policy in a school. Therefore, SENCos are of vital importance for the inclusion of the students with SEN and for assisting teachers achieve more inclusive practices within their classrooms. The EAH2-INT in the English school reported that the communication with the SENCo was of vital importance for including students. She added that the SENCo in that school was extremely busy, she had regular meetings with staff, with parents, and held monitoring sessions. She could be reached by text messages or phone calls when she was not in school. In addition, it was reported that whenever she was not there, there would always be someone (usually the pastoral lead) who could answer for her, confirming their good relationship.

Four out of eight participants stated that they had received support from the SENCo. ECT2-INT highlighted that she was "*very supportive, she would give ideas, if anyone had a*

problem, they would go to her". She added that she would do learning walks (to watch the lessons and provide advice), or order resources and if needed she would consult with the educational psychologist on SEN issues. ECT4-INT described a system that the SENCo put in place for the enhancement of the communication with her. Specifically, she described a programme which helped teachers logging any incidents or concerns, but was mostly used for child protection. The incidents were sent to either the SENCo or the Pastoral lead. This, according to the teacher, helped them intervene sooner and keep track of the incidents. Specifically, she said:

> …so...if a child comes in with suspicious bruises or something like that..you can document it and they get those alerts straight away…the SENCo would see that straight away, and often that is quicker than trying to get her on the phone.

The EPL-INT also expressed a positive view about her relationship with the SENCo. Parents from their side thought they had a good relationship with the SENCo as well. Particularly, EP1-INT said "*Oh yes, we have a very good relationship with Mrs X (SENCo). She has made a great effort to help us…she has genuine interest to help my son".*

Another mother, EP2-INT, said:

> At the moment there is no special education teacher, only the SEN TA and the SENCo. They have a very good understanding of my son's needs. They interact with him on a weekly basis. When there is a problem, they will speak to me at the end of the day, to me or his dad.

The EPL-INT of the school also described a characteristic example of successful communication between the SENCo and one parent. She spoke about a mother of a student with Down syndrome who was very scared to ask for help for her child and who felt very alone. The mother had stated that back in her country, they used to keep kids with DOWN syndrome at home and that that was what she felt she had to do. She used to keep her child

at home as she felt embarrassed. The school embraced the mother, organised regular meetings with her until she opened up and felt more comfortable. She became aware of the various services that could be provided to her child, organised by the school or the LA, as she admitted that she was not aware of any opportunities for additional support. The mother then started coming to school for her child, she started joining class trips, letting her son join the class trips and be included. The school also helped her link with other parents of children with the same needs. She discovered the possibilities for her child as she developed a friendly relationship with the school. "*It changed things for her and that's what it is about…all working together*".

What was interesting, was that many class teachers did not share the same experience in their relationship with the SENCo. It seemed like the school leaders in the senior leadership team were supporting their colleague and presenting the positive side, while there were many comments-complaints from the class teachers about how often the SENCo visited their classroom. Specifically, ECT1-INT said:

> The pastoral lead is very useful very… you always have contact time, she is very present…the SENCo is less so and less ready to be there and have contact ..I feel less in communication with the SENCo than I do with the pastoral lead...I sometimes I feel like they (school leaders and specifically referring to the SENCo here) 're able to explain how they're including the different learning needs through the curriculum, but when it comes to actual classroom strategies, sometimes you re lost in what you should do.

Two more class teachers questioned their teaching abilities regarding their particular students with SEN in their classes, due to lack of guidance from the SENCo. They suggested that they got the information about their special needs from the previous teacher in an informal way, as there was no official transition meeting from the SENCo to facilitate that.

Specifically, ECT1-INT:

> I feel like I have mentioned that boy in my class. I never really know if I'm doing the right thing, but then I have a lot of support with SEN yeah… I didn't really have the …transition meeting with the previous teacher, so I got information from her (another class teacher) and I know the information from the 1 to 1, not from the SENCo…. I don't know that might be just my views that the SENCo should give you extra information.

The same class teacher went on saying:

> The last years we had quite a few autism and SEN trainings, but then I feel like we're just left to do it…and I feel like their role would be to check in the beginning of the year, see how they're getting on, see how their new class teacher`s finding it…I don't feel like we get any of that support.

ECT3-INT agreed that *"the level of support that you get was sometimes lacking"*. She went on saying that "*many teachers felt the same"*. An external SEN TA, ESENTA2-INT, expressed the same view. She believed that the SENCo was great at doing things, but she felt that:

> She (the SENCo) was a bit disjointed...like if she asked her where M (student) was, she wouldn't know, but it would be just because she was just so run off by things. However, there is a lot of trust put in the 1 to 1 staff (referring to the 1 to1 TAs).

From the participants` views it seemed that there were mixed feelings about the enactment of the SENCo role. There were people who were satisfied with the way she interacted with them and others who felt neglected and on their own. This showed that there were issues with the role that affected the communication of the staff members and therefore the inclusion of the students with SEN. In Greek settings, communication of the teachers with the people responsible for SEN differed significantly.

Greek school

What is important to note at this point is that there is no SENCo role in the Greek schools. There are only SEN/Inclusion teachers and parallel support teachers who follow the

guidelines of the student IEP (when there is one), the principal, the SEN region advisor and EDEAY team. It is up to them to create their own resources based on the needs of the students. So, there are obvious major differences not only in the curriculum and actual teaching, but also in the structure of the SEN provision in relation to staff and management. The roles of the SEN teachers and the SENCo in both schools present significant differences. Unlike the Greek SEN teachers, SENCos in English schools are part of the leadership team and their role is to coordinate the development of the SEN provision. They are considered the experts in their department, in many schools they do not teach at all, only give guidance, supervise sessions, organise training and give advice about SEN matters. On the other hand, SEN teachers in the Greek schools have a full-time teaching timetable and they do not have the authority to supervise sessions, make changes in the mainstream curriculum, create a plan or organise the provision for the whole school. The system is centralised and everything has to be approved by the head teachers, who are not experts on SEN matters. Everyone has to follow the guidelines from the Ministry of Education.

The following table provides a summary of the SEN provision in each school.

7

SEN Provision Summary in both countries

	English school	Greek School
School leaders (formal leadership roles, Higher Leadership Team	Head teacher, Deputy head teacher, Assistant head 1,2,3, SENCO, Pastoral Lead	Head teacher, Deputy head teacher
SEN staff	SENCO, SEN TAs	SEN Teacher 1,2, Parallel Support Teachers, EDEAY team (external), SEN Advisor (external-advisory role only).
Support Provision	SEN TAs provide in class support, in small groups or in one to one, next to the student or outside the classroom. SEN TAs sit next to the	Support is provided either in class with a parallel support teacher for one-to-one support (after parental request) or In a separate classroom called inclusive classroom.

	student or work with a small group in or outside the classroom. The material is usually prepared by the class teacher or is created after collaborating with them. In the specific English school, most of the SENTAs were not permanent staff, but had short time contracts with external educational agencies.	The parallel support teacher sits next to the student in the mainstream classroom during the lessons and provides adjusted material for the specific student. The parallel support teacher needs to make sure there is good collaboration with the class teacher, there is an inclusive atmosphere, the student does not receive bullying. The parallel support teacher follows the student during break time as well. She needs to make sure the student is socially included as well. In the case of the inclusive classroom, a small group of students, receive a similar but differentiated lesson in a separate room. They focus on specific goals that are written in their IEPs.

With that in mind, the responses from the Greek participants focused mostly on the provision for the SEN (mostly on what the head teacher was able to do for the students with SEN), and less on the relationship and support from the SEN teachers. Most class teachers` responses were surprisingly concise, as there wasn't much to report suggesting that there were no high expectations and little awareness from both sides. When class teachers were asked about their interaction with the SEN teachers, the response was that there was some communication with the SEN teachers and that some meetings were happening during the year. In comparison to the English schools, there seemed to be less meetings in the Greek school, than the English school. GCT4-INT specifically reported that she was chatting with the Special Education teacher not only for students with a diagnosis, but for all students with

SEN as she would like to have more information on SEN, suggesting this way the limited access to training or other PD and the teacher's willingness to learn about SEN. However, another class teacher said she wasn't going to spend an hour or so talking only about one student, she would focus on the basics like how he was, if he progressed or not. Specifically, she reported that "*you don't need to say much, you can see the progress and the gaps in the classroom and then you can judge what is most needed".*

Another interesting point at the interviews was when a class teacher implied that the head teacher often visited the IC in order to watch the student activities. The good relationship and friendship of the SEN teacher and the head teacher was highlighted by many staff members during the interviews. Like the English school, many class teachers spoke about the good relationship they had with the head teacher. Particularly, GCT6-INT conveyed "*we are lucky to have such enlightened and sensitive leaders*", highlighting the good atmosphere among staff members. They stated that the head teacher would give some autonomy to the staff. She would often ask if anyone needed anything, if there were problems with the classrooms and what could be done. She would give freedom to the staff to act as they wished on specific matters such as; discuss and create their own timetable, buy resources that they wanted, if budget allowed. A bazaar was also organised by her to raise money to buy projectors for the classrooms, something that was considered an extraordinary event for the benefit of the school. Like the English school, the Greek GDH-INT and GSENT1-INT stated that the school leaders (head and deputy head) tried to raise funding from any source possible. Since the economic crisis in Greece, there has been limited funding from the government. "*The current school equipment is very old and the school asks potential sponsors for financial assistance",* said the GHT-INT*.* She went on saying that *at least the IC has been equipped with EU funding"* and that they were very grateful for that. GCT9-INT mentioned on the same topic that:

> We have great flexibility and I believe that if we had these school leaders and the funding that the government used to give to schools in the past, we would be in a much better position than we are now.

It was obvious that the staff members had a good relationship with the head teacher, who unlike the English school, had a bureaucratic role, such as ordering equipment and hardware. The GHT-INT did everything that was within her responsibilities, even though that seemed not to be enough for the enhancement of the communication of the teachers and the inclusion of the students. In other words, teachers seemed to have very low expectations of the role of the school leadership, therefore having a good relationship with the head teacher seemed to be enough for them. They considered the head teacher's role as the best that could be done for the inclusion and social justice of the students with SEN.

There are major differences between the role of the school leader and specifically of the head teacher in both countries. The centralised educational system and the fact that staff's roles and responsibilities in the Greek school were limited and predetermined seemed to stand as a barrier to the communication of the teachers and therefore stand as a burden in the inclusion of the students with SEN. The next section presents findings related to the significance of communicating and collaborating with students.

5.2.1.5 Collaboration and Communication with Students- Rights Respecting School

Another short but important theme that emerged was the communication with the students. EDH1-INT from the English school represented the views of most school leaders when he said that student voice was more evident than ever, being a rewarded Rights Respecting UNICEF school. There was an open-door policy to staff if students needed to talk, along with child friendly versions of safeguarding policies. He mentioned that "*we (the staff) will listen to them (the students), we will take into consideration their likes and*

dislikes…when it comes to teaching and learning to…everyday school improvement, whether it is behaviour, their voices must be heard". Staff members and students also spoke about the work on children's rights, their participation in pupil parliament and other future goals like campaigning and putting into action what they have been talking about (effort to add it in their curriculum). The goal was for students to understand their rights and their responsibilities. The deputy also spoke about an effort to raise awareness about the environment and other global goals. The effort the staff put into raising awareness about UNICEF rights was depicted on the display boards of the school around the corridors as well.

ECT3-INT shared a similar opinion about supporting all the students of the school and voicing their opinions. Specifically, she mentioned that as a UNICEF rights respecting school they dedicated a lot of time working around the rights of the children. She mentioned that teachers tried to embed the rights in the lessons as well. She went on saying that the school was working with global goals, specifically about the environment. She admitted that students were quite good at vocalising and talking about their rights. Specifically, she stated "*…we've got the pupil parliament that's being set up ...that has to do with children's rights...we're thinking about campaigning, putting into action what we've been talking about in school for a long time".*

The EPL-INT shared a common view on that topic, by saying that "*I have noticed over my years here that children's rights have changed, they are more forward thinking…they ask more, they know how to speak, they listen, which I think is great".* Despite the consensus about student voice and working with them, the EDH2-INT admitted that the school could be using the student voice more in the curriculum. She mentioned that the students do surveys about their happiness, about how they feel around school, but they could be using their voice more about what they learn. She explained that:

> I think currently we ´re not using student voice as much as we should do...I think student voice is strong through UNICEF but in terms of making decision about the curriculum and what they would like to learn, not so much...but this year the head made a suggestion which was really good about getting a curriculum team of children…to filter out what we want to learn about...to be more child lead…which would incorporate student voice naturally in the curriculum.

Staff from the English school seemed to put great emphasis on student voice and made great plans to implement their voice in the curriculum. Allegedly, there was work in progress. On the other hand, there was hardly any mention about communicating with the students and implementing their voice in their learning progress.

Greek School

The only time when students, specifically those with SEN, were asked about their opinion about implementing something that they liked in their learning was during the creation of the individualised curriculum the SEN teachers create for their lessons. Specifically, the GSENT1-INT mentioned that in the beginning of the year, the SEN teacher, the psychologist and the social worker meet to decide whether a student with SEN needs an individualised quarterly curriculum or not. If they do, they meet with the student and talk about their goals. Particularly, she said:

> Here, look! (She handed out a copy of a former student´s quarterly curriculum). Here is the psychologist's report, the learning goals, what activities I used with him, depending on his likes, social skills and how we approach these goals.

Communication with the students was a significant indicator of inclusion. Student voice was considered the ultimate end-point of student engagement. The next subtheme revealed the importance of staff relationships and the impact it had on the inclusion of students.

5.2.1.6 Staff Relationships

Another interesting note was that some staff members suggested that they had strong friendships in school. Usually, staff reported being close with colleagues from the same posts in school. Specifically, ECT4-INT added that:

> ...because we became assistants at the same time, so we really worked together to sort of get our heads around the role...and I think we looked at people we feel comfortable with, there's lots of people that I feel supported but I have a particular relationship, bonding with her.

ECT3-INT also emphasised the good relationship with one of her colleagues. There seemed to be trust among them that reflected in the class. She said:

> I have a really good relationship with my TA, I would call her a friend...she is very good with kids, very instinctive, she just...you could ask her to set something up and model it, and she would naturally do something exciting for the children, and very educational…she is like a great mum in the classroom.

Another class teacher, ECT4-INT confirmed that she also had a good relationship with a colleague and that was beneficial for her role. She explained that:

> I do see her (the Y3 class teacher) outside school…I ve got quite a few friends who we see inside and outside school and have that conversation and feedback about our work.

Spending time outside school with colleagues, getting to know them better seems to lead to a more trusting relationship, therefore sharing more easily advice about expertise and information about students. The reality for the Greek teachers seemed to differ.

Greek School

In Greece permanent staff who were working in that school for more than 3 years, reported going out as a group on different occasions, such as celebrating the retirement of a specific colleague. Other than that, there was no mention of teachers developing friendships. That was because every year there were new teachers employed by the government with

temporary contracts, varying from one month to maximum nine months. It appeared that developing friendships could create a more relaxed professional environment, where teachers feel more eager to share ideas, observations and make suggestions for their students. Apart from the relationships of the staff, there were other opportunities for collaboration that were reported.

5.2.2 Opportunities for Collaboration

This section includes the opportunities for collaboration, as mentioned by the participants. These included SEN Training days/Seminars and Services from external Specialists.

What emerged strongly from the data from the English school was the PPA (Planning, Preparation, Assessment) time that class teachers were given in order to prepare the week`s lessons and collaborate with other class teachers. Some members from the senior leadership team did not have PPA time, as they were not teaching. For the PPA time, every teacher was given one afternoon off class per week. That was the standard scheduled time off to share ideas, plan and work alongside the other class teacher (the school was two form entry), the subject leaders and practise their expertise. It was considered the biggest standard opportunity for collaboration and was often mentioned first by staff members. As described by ECT3-INT, all staff members had conversations unofficially during lunch time or in the mornings as well. What was interesting to note was that all teachers unanimously agreed that they were free up to a certain degree to make their own decisions and personalise their planning. However, despite the consensus in claiming flexibility to plan as teachers wished, one class teacher recognised that the freedom teachers had to take initiative and personalise their planning happened mostly in early years. As the class years went higher, the planning got more restrictive due to schemes of work for literacy and maths. According to the EHT-INT, school leaders felt successful in having new teacher groups

together that would not just share the workload, but would discuss ideas. The leadership team was not expecting lots of paperwork and typed up plannings, but mostly discussions:

> so…the discussions are around…what are we asking children to do in this lesson…what are we expecting the challenges would be, where do you think we need to stretch them that kind of thing…so it's professional dialogue...it's probably the biggest part of PPA in this school.

ECT2-INT`s opinion reflected almost all staff`s views:

> That's part of the ethos here…we do just kind of work together and help each other out…its just built in to the everyday routines….like in the classes everyone always checks on everyone rather than just being…oh that's my class, I'm just focusing on them…everyone does...chip in and help each other in that way…I feel that it is very collaborative. You could say we are like a family and it is one of the reasons why I stay here.

Surprisingly, there was one teacher, ECT5-INT, who felt that the collaboration with her PPA colleague could have been different. She claimed that she found it difficult to find freedom in her own practice when she was working with him. "*You can call it a character mismatch, he is very dominant, but also approachable. Also, he doesn't get emotional nuances*". Alongside PPA, the EDH2-INT spoke about the SEN weeks, where staff, under the lead of the SENCo, reviewed the progress of the students. She admitted that she would love to have many more opportunities to collaborate, but they used lesson study which was all about collaboration reflecting some partial collaborative inquiry (3rd tenet) and joint work (7th tenet) (for evidence for lesson study see figure 6.25: English School Lesson Study Debrief). Those lesson studies were attended only by the SENCo and the teachers, but not the TAs. She mentioned that it didn't happen very often as it was time heavy. Specifically, ECT1-INT said:

> Yeah, definitely…so working with Mr Mt and Ms Nn and in lesson studies it felt very collaborative and open…they treated me like as an equal...it was a lot of mutual…sort of ….I taught the lesson that they planned…you feel like when you teach a different lesson that you planned it reflects on your own planning and then if you have a good relationship with them you can bring that to them, discuss what went well what didn't…so yeah I feel there is a lot of good relationship.

What was worth noticing was the definition of collaborative professionalism that ECT4-INT gave. She described it as:

> I'm not going to say collaborating because it is in the actual question…it's about working alongside professionally, using the strengths of others to support you within whatever process you are doing so that you get the highest possible impact. Also, as well the collaborations are really important because we want to learn and the only way to learn is by working alongside those who have strengths.

It was obvious that staff from the English school understood the importance of collaboration and tried to create opportunities to do so as part of their school ethos. Apart from the PPA and the lesson studies, staff had other opportunities to collaborate that included the student progress meetings, learning walks (conducted by the SENCo or other school leaders), all organised by one of the deputy heads. Additionally, as stated by the EDH1-INT they tried to have as many staff meetings as possible for their policies, training around inclusion as "*they needed to put a reminder for constant dialogue around it"*. What was highlighted was the open-door policy for sharing expertise. Staff was used to observing other colleagues' lessons, having people coming in from other schools, especially in maths. As reported, they were a teaching school and pilot school for Singapore Maths. Phase leaders produced data reports at the end of each observation stage and were in charge of thinking about what the needs of the teachers were. Lesson studies took place in order to plan together for the next teaching steps.

Greek School

According to the data, staff in Greek schools organised their collaboration mainly during unofficial opportunities such as chats during break time or after school. Unlike the English school, that seemed to be the only way to exchange expertise in Greek state schools. There was limited or no official scheduled time for planning or professional collaboration possibly due to the lack of organisation. Staff were given a few opportunities to

meet and talk. Despite the fact that staff were suggesting that they had opportunities to talk, most of these were not happening in an organised way, scheduled within the time table, but during breaks and only if there was enough time. Class teachers argued that having good relationships with each other was the most important element in collaborating and that that would reflect on the students' progress. GCT2-INT stated that:

> There are opportunities, this is standard. It's happening even during the free periods, because teachers have to stay in school even when they don't teach. So, they are having conversations, they are reorganising their lessons. The special education teacher chats with class teachers during break time. There is good collaboration, but it depends on whether both sides have free time. It happens, but informally I would say. We do have some formal scheduled meetings where we talk about our students with SEN, usually 3 per year, last year it happened 4 times. Our special education teacher discusses with the class teachers' ways on how to help the students' progress.

When interviewing staff about collaboration opportunities and training, it felt like they were trying to present a better school situation than it actually was and that they felt indifferent and satisfied with the whole support. Staff seemed to be split between those who had a good relationship with the head and those who felt neglected or were just uninterested in creating those bonds with colleagues. GCT7-INT said "*Because I'm a mainstream class teacher, she is not interested in anyone but the special education teacher. She often visits that class to watch their activities".*

There were mixed responses about the relationship and communication of the head teacher with the rest of the class teachers. This statement showed that the head teacher indeed cared about the SEN department, that she was aware that students with SEN needed the investment of her time and commitment. However, the headteacher was the only one who provided support for SEN matters. From 2018 and under the Law 4547/2018 (Eurydice, 2019) the EDEAY team visited the school every Wednesday. The team consisted of the school head, as coordinator, the SEN teacher, a psychologist, a social worker and the mainstream classroom teacher. Many class teachers noted that the EDEAY team were

visiting classes to talk about SEN to all the students, specifically about emotion regulation methods and have meetings with each referred child. Even though their support was in an organised weekly based way, their contribution seemed not to be enough. Staff and parents reported wanting more training and seminars. Even the head teacher herself admitted that if there is good will, you can search online and you can find lots of information about SEN on your own, reflecting individual and collective autonomy (1st tenet of CP).

5.2.2.1 SEN Training days, PD, Seminars

What emerged forcefully from data, particularly from interviews with school leaders in the English school was the SEN training that took place that year and the previous years. More specifically, staff remembered the training day around Autism, Pathological Demand Avoidance (PDA), hearing and visual impairment training and additional medical needs. The head spoke of SEN specialist visitors, but also training that took place outside school. According to class teachers, there were general SEN training days for the whole staff, but whenever teachers had students with needs that staff was not familiar with, they were given days off to train on the specific special needs. The EHT-INT stated about the organisation of those meetings:

> ...so we have a very clear structure with our teaching assistants support be covering classes over that period and we release staff as a part of the professional development to facilitate any change that we might have…so it's really important that we give time and space to the teachers to discuss it to have input to contribute all of those things for it to be successful.

There seemed to be a structure in releasing teachers to join the PDs for SEN. The school leaders seemed to support the class teachers in relation to SEN training. However, their statements from the interviews gave the impressions that there was not the same approach for providing off class time for SEN training to the teaching assistants as the class teachers.

Greek School

Unlike the English school, participants in the Greek school spoke about the limited opportunities for collaboration and training, both for them and particularly for the parents. As mentioned before, there was no designated time for teachers to collaborate like the PPA time in the English school. Collaboration happened only and if teachers wanted and had time outside their teaching hours. As for training opportunities, class teachers were blaming the parents for not being involved in the SEN provision. Many interviewees agreed that training would be useful both for them and the parents if they were organised. Specifically, a class teacher said that if parents were participating in those seminars they would be prepared and would be able to support their children psychologically and calm them down in case of an emergency. Another class teacher felt the same way. She expressed her worries that parents did not participate in seminars. Despite having worked in different schools for many years, in all schools "*there was never participation from parents, maximum 4 or 5 people each time"*. This opinion was also shared by GP5-INT, a mother and staff member of the school. *She said: parents do not participate at all and that is a big issue. They don't participate in anything. Just imagine that this year there was no Parents´ Association at all"*. She also spoke of miscommunication between staff and other parents, for example when it came to priorities for the needs of the students with SEN (e.g., what they need to learn first and what second). However, she admitted that her personal experience was excellent. Teachers kept her up to date with the tasks, homework and what the following steps in her son`s learning plan would be.

In terms of inclusion and specifically of SEN awareness, teachers reported that organising training and seminars about SEN could possibly be something that the head could play a role in, but they would usually happen after working hours (unlike English school) so it would be unusual for the head teacher to propose or organise it. "*They (the seminars) used*

to happen in the past, but the participation was very low. They used to take place in the evening or at night", said GCT10-INT. What was interesting here was that the class teacher also implied that the parents of children with SEN should understand and admit that there is an issue with their child. The teacher went on suggesting that parents should be the ones who have that first talk with their children about SEN matters. "*If they connect SEN with "stupid kids" to put it in a very raw way, they will never want them around them",* the class teacher said. This showed that there were issues in the teacher parent communication. Teachers wanted parents to talk to their children about SEN issues, but at the same time they did not trust them to do it right as they were not trained for that. Another class teacher agreed with the previous one about sending parents to seminars and trainings on SEN, but gave a big emphasis on how these trainings should be organised. "*They have a big responsibility from the early years"*. She clarified that the state should pass on the responsibility to the teacher or the head teacher, but they should send teams with psychologists, social workers more often to prepare the students for what they might face later in life. Similar to the English school, one class teacher reported that the special education teachers regularly invited (without specifying how many times or what happened during those visits) students from the neighbour special education schools (e.g., with hearing or visual impairment) to join their assembly and those meetings helped students become more familiar with the students from the special school.

Contrary to the English school, another surprising fact was that not all teachers remembered having any form of training, showing the rare opportunities organised by the school leaders and the educational system. Some teachers reported that they never had any training in this school, while others remembered a few of them. The GHT-INT mentioned a few past seminars, some organised by the husband of one of the class teachers and advisor on SEN matters. "*The school leadership maybe…what if I told you that I don't even remember that, maybe we had one training in the past"*. GCT3-INT replied strictly with one

word “*No*” to the question whether they ever had any training or seminar. A parent claimed that the head teacher might generally talk to the parents whenever is needed, but she would very rarely inform them about seminars regarding SEN run by the municipality. Only one parent, GP1-INT, specifically commented on the quality of those seminars, suggesting that the goal of those seminars shouldn't be just the certificate of participation. “*A seminar should be about meeting people, exchanging ideas, being focused and feeling creative during that time”*. She went on expressing her opinion that these seminars should be organised both by the municipality and the school leaders together.

Evidence from the visual cues from the observation notes showed that at least one seminar was organised by the municipality and was advertised to all schools of the area (see Figure 6.26, 6.27, 6.28 *Announcement/Participation form about Autism seminar for parents*). All in all, it seemed that unlike the English school, the Greek school lacked organisation on training and PDs, very few people participated, including the parents and generally there was very little awareness of those seminars or training days. Participants seemed uninterested to participate and unwilling to get informed about the seminars. There appeared to be little awareness around the organisation and the importance of the training and the actual advertisement and also there seemed to be a lack of funding that impeded the frequency of those trainings. That might have had a negative impact on the knowledge standards of the teachers and therefore on the quality of their lessons. Another major difference was the fact that very few external specialists were involved in the process and that there were limited opportunities from the municipality to inform and raise the standards about SEN. Organisation of training days seemed to be useful for the teachers. Many participants, including teaching assistants, spoke about how useful the contribution of the external specialists was in relation to the SEN school provision.

5.2.2.2 Services from External Specialists

Services from external specialists in the English school included speech and language therapy, occupational therapy and physiotherapy, CAMHS (*Child and Adolescent Mental Health Services)*, PRU (*Pupil Referral Unit*). As a school that claimed to value inclusion and social justice, for the students with significant special needs, the school had services coming to school. An example included the City Sensory Support Service. According to the ECT1-INT, teachers wanted external support "*to bring new experiences for the students"*. The SENCo spoke about the easy access to information regarding a specific SEN need in the city they lived in. As the school was located in a big city in England, it was easy to find another colleague to look for services in the city centre. She stated that the school was in the heart of the city partnership that organised termly SENCo meetings. The SENCo herself felt that she could collaborate with other SENCos and leaders of inclusion. In her school that position was unique, although there was a lot of crossovers with the pastoral lead`s work. She explained that:

> …for example, there was a child that came around nursery with a condition called William Syndrome...so I googled it, the William Syndrome Society came up, you will always find information…there's always a way and somebody who can support you.

According to the staff interviews, there seemed to be plenty of information and support that parents and teachers could get, organised or promoted by external specialists. Communication among staff members about SEN matters seemed to be enhanced by the opportunities available in the society and the willingness of people from school to set up liaisons with external specialists. Unlike the opportunities for support from external specialists, in Greek school, apart from the support from the EDEAY or the KESY diagnostic centres, there was no other external specialist help.

Supporting the staff seemed to be a big part of leadership. Participants in this study were asked to define leadership and the responsibilities of the school leaders.

5.3 Leadership, Practices and Responsibilities

This section includes the following subthemes: definition of leadership (English school only), Responsibilities of a Leader/Enactment of Leadership and Issues reported regarding Leadership.

5.3.1 Definition of Leadership-English School only

Leadership was one of the three major key themes that emerged from the data. Leadership seemed to play a crucial role in promoting inclusion and social justice in both schools. In order to better understand the views of the participants, one basic question that was asked was the definition of leadership. Seven participants from the English school reported that leadership meant to become a role model. EAH3-INT reported that leadership was about "*setting the tone for the expectations for inclusion, while working closely with the SENCo",* reflecting this way the need for a common meaning and purpose. ECT4-INT expressed her view by saying that leadership was a key thing in any organisation. According to her*, "leaders have to communicate with the staff, making them feel welcome and giving them the tools to meet deadlines, be a part of the whole team"*. This showed how aware staff was about the duties of the leader. The definition of leadership was closely intertwined with the responsibilities of a leader. Many participants shared their views on the responsibilities while trying to give the definition of leadership.

5.3.2 Responsibilities of a Leader/ Enactment of Leadership

As the data showed, school leaders in the English schools were the ones that coordinated all departments of the school and managed the finances. School leaders had plenty of responsibilities, some of which included analysis and assessment of data, student progress, overview of safeguarding, attendance and behaviour, facilitating the rights

respecting agenda and more. However, almost all of the participants focused on specific responsibilities regarding inclusion. All members of the senior leadership team reported that their responsibilities included ensuring that the school ran smoothly and effectively. Specifically, the EDH2-INT stated that her responsibilities as the deputy included curriculum development and curriculum design. One of the most frequent answers about the responsibilities of a school leader was setting the indicators for inclusion. According to ECT5-INT that was setting the vision and the inclusive ethos. "*If leadership became divisive, that would filter through the children, impacting therefore their school life"*.

A similar response was recorded by an external member, ESENTA2-INT, who believed that school leaders played a major role in promoting inclusion as "*they could control the quality of the teachers within the school,* and *how much they believed in inclusion".* Within a decentralised system, the employment of staff who had a similar mindset about inclusion and social justice was feasible, as it was the school leaders who chose who to employ. According to EP3-INT the English school, leaders were absolutely important in promoting inclusion. She argued that "*they should have a lot of knowledge as they have power and they can make things happen because people trust them and looking at this school for example people respect their opinion*". She went on saying that members from the senior leadership team were the ones who could recruit people who believed in inclusion and then give them the means and the platform to make school a more inclusive place. That could mean organising training, chances for discussion, resources and support for their ideas. Also, they could organise and celebrate special needs days or months, raise awareness over differences, like black history month. The same view was expressed by the ESENCo-INT about the responsibility to hire people "*who believed in inclusion and were constantly moving forward"*.

The EDH1-INT reported that teaching students' human rights along with other principles and values was one of his priorities. That showed that the school leaders cared for developing students with inclusive and socially just ethos. Specifically, he stated that "(*we care that children learn) ...how to show respect, how to treat each other, so we can all move on as society, whereas outside this school is becoming more and more desperate, that concerns me a great, great deal*". It appeared that the key aspect of leadership in the English school was promoting the values and principles related to inclusion. One of the greatest responsibilities that school leaders had was supporting and trusting staff members. As the EAH2-INT said, "*leadership is massively about relationships"*. She claimed that in order to properly support a colleague, the right relationship must be built, and that was the most challenging thing in leadership. A similar answer was recorded by the EHT-INT, whose words proved that the school leaders understood the importance of having an inclusive ethos in supporting colleagues and students. Specifically, she stated that *"good leadership is looking at where people's talents are, knowing what they want to achieve and making sure everyone knows that they are supported to move in that direction*". Interestingly, she stated that she believed that anyone in their organisation would be supported to become a leader, showing how open the school was to give opportunities to become a leader and reflecting collaborative professionalism. She particularly said:

> …so, leadership I believe comes from every staff member…it might be around different things, different times but I would expect and I know that this happens that all of our staff are responsible for the success of our school.

Her response clearly reflected collective responsibility (4th tenet of CP). She carried on saying that the leadership team emphasised developing the curriculum, learning and teaching in a child centred way. So, it seemed that the student voice and the rights, needs and desires of the child were at the centre of their philosophy as school leaders. Her

statements also showed that the style of leadership, as characterised by her as “distributed”, made all staff members responsible for the inclusion of the students.

The EAH2-INT expressed her view on leadership by saying that as a leader she was being asked to think more, to look at all classes and to become more strategic. She believed that all staff members were accountable for all students’ learning (showing collective responsibility) and even though they had different positions, they were all clear on everybody`s roles and duties and frequently worked together (in grade level meetings or trainings or staff meetings). She went on saying that their style of leadership was distributed and that the head teacher was clear on giving people opportunities to develop, reflective of the importance of collective autonomy. Specifically, she said:

> …everybody understands what the vision is...so we ‘re all on the same page but I think because we’ve got this leadership model that people can go to, staff feel supported because they know that’s the next point of call...if it doesn't work out, then we do the next, we do this...there is a constant stream of what we do.

The ESENCo-INT shared her view on leadership and responsibilities, by stating that everybody knew what was happening, they all had a clear starting point and clear objective. As she said, “*everybody had ownership, a sense of responsibility and everybody was valued”*. EP1-INT shared her positive experience with leadership by saying that she felt *supported* by the senior leadership. Her son felt like the school leaders were there for him, especially when he was upset. At the same time another responsibility that school leaders had, that was connected with supporting the staff members, was holding teachers to account for their performance. Specifically, the school leaders in the English school wanted their colleagues to be aware of their job and responsibilities. They wanted them to be aware of each child's progress so that they can put in the necessary correct interventions within the classrooms. Arguably, the standards for inclusion were set for a possible OFSTED

evaluation as well. The school, even though it had an outstanding evaluation, was held accountable for maintaining its outstanding status. The EDH1-INT particularly conveyed that if class teachers wouldn't support the suggested way of moving on, then he wouldn't get in an argument, but he would have challenging conversations with staff in order "*to get them on board",* reflecting the dialogue (6th tenet) and inquiry (3rd tenet) needed from collaborative professionalism.

He went on giving an example. He stated:

> …so, for example I will be speaking to a teacher on Thursday about a performance and I will be making it very clear on why they aren't (moving on) but at the same time the whole point is to make them realise it…and if they can`t realise it then we will have a problem, but myself as the leader is to do it in a way to make them realise it.

The fact that school leaders in the English school wanted and expected the staff to take responsibility for their actions showed that they wanted their communication to be based on honesty. They wanted their staff to be autonomous and to take action. In other words, a relationship of trust seemed to be of high priority in their school, reflecting the importance of collective autonomy as part of CP. According to the data, school leaders in the English school seemed to care about having a strong professional relationship with their staff. They wanted to support them, but at the same time they tried to provide them with opportunities to be autonomous and take action. A relationship of trust seemed important to them. The EDH1-INT stated "*We trust the staff to get on, to make the right decisions like we have learnt and to put them in emergent opportunities where it will take them out of their comfort zone and make them think like leaders".*

As reported by many participants, financial shortages pushed staff to take initiative (reflecting the promotion of collective initiative. 5th tenet) and come up with solutions to the issues they faced. In other words, they had to become resourceful while having a lack of

resources (Slee, 2013). ECT3-INT reported that staff were encouraged to share their ideas and thoughts even if they wouldn't work out. As there was shortage of staff and limited budget, the school needed to "*cope with what they had* and e*ncourage staff to come up with solutions as it wouldn't cost a thing"*. ECT4-INT stated that "*the best is to listen to people, their ideas and maybe take their ideas if you want to, give it a go*". Participants reported that they felt free up to a certain degree to take initiative and do what they thought best to do in school. Specifically, ECT3-INT explained that as a school they were quite good at implementing. She spoke about having conversations about current issues with children and how free they were to do that, reflecting collaborative inquiry. She carried on saying that as a UNICEF school, even if those current topics were not in the national curriculum, they would link it to the children's rights. EDH2-INT also agreed with that statement, saying that she absolutely believed that "t*eachers were given the autonomy to take action"*. ECT2-INT expressed her views by saying that as a teacher she had the right to decide, she felt free to take action. However, she believed that teachers had to check with the leaders if what she was doing was right, if it was done properly. She welcomed any learning walk suggestions from other staff or leaders. Another class teacher argued that: "*so it's up to the teachers to decide what to do...you're free to do whatever you want, as long as… you know, your planning and preparations gets done, that's fine*".

Greek School

On a different note, comments about leadership from the Greek school differed on quantity and quality. As previously mentioned, the responsibilities of the school leader are determined and announced by the Ministry of Education. Once the school leader positions have been covered, people are just expected to do their duties, without really any proper evaluation of professional performance, either of the school unit or the leaders or teachers themselves. The role of the school leaders in the Greek mainstream school seemed to be

limited to secretarial and office duties. The question to define leadership was only asked during the pilot phase and on the first adult participant. The response I got from both was not satisfactory, meaning that they didn´t want to answer it as it was too theoretical, it could never happen in real life, because they thought that if the change was not coming from to down, it would never happen, so they would be no point in discussing it. I understood that they got a bit bored/ annoyed with it. Therefore, the question about the definition of leadership was not asked to the rest of the participants. It would seem a very theoretical question, just asking them about what could have been done or happened if the school leader role was different, therefore I understood that it would be something that they would engage in and would not be interested in talking about.

The GHT-INT in the Greek school has very limited time teaching (4 periods or no periods at all). Her tasks usually included bureaucratic paperwork and coordination of the everyday school life to ensure everything runs smoothly and issues are solved. She was responsible for building maintenance (e.g., for calling the municipality workers for painting the building, water or electricity problems etc) making sure the hardware/equipment/gear is updated, repaired and ready for use.

As reported by GCT5-INT, the school leaders in that school acted in a positive way in regards to inclusion. Specifically, she said that "*they created an IC and they bought computers for all the students. Really, they did whatever they could*". She went on stating that their role was limited in regards to inclusion. Specifically, for the parallel support she reported that if the school leaders delayed asking for a parallel support teacher until Christmas, it would be extremely difficult to get them for the rest of the year. Some parents paid for a private parallel support teacher to join the mainstream public school, as they couldn't wait until Christmas for the MERRA to send one. On the other hand, in the English system, the school leaders, based on the school's finances, could hire a SEN TA or teacher

for the whole year or just for a few hours per week. GGCT2-INT from the Greek school claimed that the role of the school leader was to organise whatever was provided by the MERRA. She explained that, unlike the English school, if the MERRA did not send any teachers on time, material or funding for equipment, then the school leaders' hands would be tied.

GCT2-INT believed that the role of the school leaders in the Greek school was *"formal and informative"*, meaning managerial and informative as their role is to give information and guidelines. She believed that what teachers had to do would be just to be sensitive on SEN matters. They would have to keep a positive relationship with the parents, calm them down, inform them about any possible change and reassure them that everything would be ok. Or as stated by GCT2-INT, the school leader's role was *to create an atmosphere of trust among the parents*. Sensitivity on SEN matters was recorded in both schools. However, it seemed like the English school leaders had more responsibilities and more freedom to manage their duties,

Interestingly, GCT3-INT in the Greek school claimed that the head teachers abroad were managers (like CEOs), while in Greece they were still teachers. He went on saying that in the Greek school, head teachers might teach a class a few hours per week. However, he believed that if they had too many responsibilities to handle, they would not perform adequately. In terms of staff management, some participants claimed that the role of the school leader should be to be in constant contact with the teachers, evaluate their practice and organise meetings with SEN topics. GCT3-INT reported that the school leaders' role nowadays was mostly administrative, rather than educational. He blamed the structure of the educational system for that. He believed that if the structure of the educational system was

different, possibly more distributed, there would be a completely different culture among staff and that would be carried over in the classroom.

The GHT-INT herself admitted that the school leaders' responsibilities in the Greek educational systems were, as the policies demanded (1566/85), mostly administrative. She went on saying that the school leaders were also responsible for the everyday balanced function of the school and being in contact with various public services. She also added that despite the laws and policies suggesting the head teacher`s intervention in the classroom (in a colleague`s lesson, as part of evaluation or just giving advice), she said that she couldn't do it. She said:

> Sure, the policies and laws suggest it (intervening), but we can't intervene. We cannot intervene…it's like an informal law, let's say. We cannot go in the classroom. It is implied that there is trust in the staff. If anything extreme happens, then of course we will intervene.

Unlike the English school, this showed how limited the role of the school leader was for one more time. It felt like the role of the head teacher in the Greek system was left "powerless", without any support from the Ministry to carry out evaluations or give advice to the staff. The fact that they did not intervene or tried to, implied that they did not want to create any tension among staff.

The head teacher talked about responsibilities that she had as a school leader and specifically as the head. As previously mentioned, she believed that one of the top responsibilities was to have a positive relationship with the parents and also create an inclusive culture among staff. About the latter, she mentioned that that could be achieved by having meetings with staff and parents and urging teachers and parents "*who lack knowledge on SEN matters"* to get more training. Lastly, a similar view was reported by

GGP4-INT. She believed that the school leaders were responsible for providing support to the students who actually needed it, if the lessons were conducted without any problems for all students and as she said they were responsible *"for the supervision of inclusion in the school"*. All participants interviewed talked about issues that they faced and how they could solve them. Interestingly, the issues reported were not connected directly with leadership and the role of the school leaders, as in many answers from the participants in the English school. That showed that the role of the school leader in the Greek school had limited responsibilities and power to solve these issues. It seemed that no one could link those issues with the school leader's duties.

5.3.3 Issues reported regarding Leadership

During the interviews in the English school, many issues about leadership were recorded mostly by class teachers. Specifically, one class teacher argued that there was quite a big clump of middle leadership people. The problem was that communication from the head got lost in translation with so many phase level leaders. Particularly, with a slight sense of irony she stated:

> …if you `re the head and you're very very busy, so she's handing ...you know...what's it called? ah! delegating...she's delegating a lot of things to those people, which sometimes works, but sometimes things get sort of lost in translation or in miscommunication and you don't know what to do.

Another issue that was brought up was the lack of sufficient specialist support. ECT1-INT explained that "*in that area that needed development"* and not particularly the school, staff needed more guidance, more practical tips. He went on saying that despite the numerous training he had been on, he still lacked the research or training to be able to discuss or explain why he needed to use this strategy to a TA and generally back up what he was doing. He explained that "*a lot of the time I do feel that… there isn't enough in class strategies given to you*". He described a situation where he was given a general approach

and he was just thrown in the classroom to do it. He stated that he was told to be positive with the students, have a visual timetable, but not actually what would happen if a specific behaviour would appear. He said: "*So personally, I think there are people who I can talk to, but I don't think they would help*".

Another issue, that sounded more like a complaint, came from ECT2-INT, a class teacher who described an incident where the senior leadership team did not inform the staff in the school about a job advertisement and that gave a negative impression to the already hired staff who hoped to start taking more leadership responsibilities. Interestingly, she was the only teacher to talk about this incident. She claimed that the advertisement was not opened up to school and that it didn't personally bother her, but there was staff that wanted to apply as a next step and didn't get the chance. That showed that despite good relationships on an everyday basis, trust could be easily broken. On this matter, she stated:

> It's funny to say that because then we didn't have phase leaders back then…. now we do…I think a few people wanted a bigger role and… which is great but then they advertised the job for phase leader outside the school and they didn't tell anyone inside the school.

Even though the majority of staff reported that they were given opportunities to become school leaders, it seemed from that statement that that didn't always happen. Another issue with communication with the school leaders was described by ECT2-INT, who was not informed early enough that a student with autism, who had repeated the previous year in her class, was moved up a year. That was a decision made by the school leaders. She reported that she was not informed properly, that she did not know whose decision that was and that no one spoke to her for updates. She stated that:

> …you know what I mean…maybe it is my responsibility to chase it up…but at the beginning of the year…the 1 to 1 TA didn't know; the parents didn't know…. even though the year had started…imagine the damage. I feel like that the leadership needs to have a more specific knowledge of each child to then know.

The same staff member expressed her doubts about the suitability of specific school leaders in supporting staff. She felt like if she went to the writing lead[10] with a writing problem, he wouldn't listen to what she would say, he would just talk about the grammar and what needed to be done rather than giving suggestions. She mentioned that "*he's obviously very passionate about writing, and doing the best for the kids, he's brilliant…but I don't feel like he would be the best person to go to*". She went on saying that if she found things difficult, she would just talk to her partner teacher and see what she could do to support her. This statement showed that relationships were a major factor in the enhancement of communication between staff. ECT5-INT expressed the same views, but for the SENCo. Particularly, she said "*I feel like she (the SENCo) supports it in a way of saying "oh you're doing a great job just keep doing what you're doing" ...and it gets to that and it's nothing more*".

Interestingly, another issue that came up from a few participants was the contribution of the TAs in the process of inclusion and how the school leaders dealt with that. To begin with, many interviewees spoke about how important their job was. They understood and valued their contribution and how much work with the students was done because of them. The EDH1-INT particularly stressed how much the contribution of the teaching assistants (TAs) has evolved, in regards to the ethos of the school and their own vision. He said "...we are in a really strong position now where the TA is in the class to support the teaching and learning…and to support the achievement and the attainment of the children", reflecting joint work (7th tenet). ECT4-INT insisted that:

> We got a lot of TAs who understand the context because they live here and, in their roles, they are really passionate about it, they will fight tooth and nail to make sure that every child will be the best that they can be.

[10] A class teacher, who is responsible for the writing lesson across the school. Usually, it is a junior school leader's responsibility.

An ESENTA3-INT, highlighted how much parents trusted the TAs and that many times they wanted to talk to them. She said that "*a lot of the TAs talk with parents in the playground, in the corridor and it's more… free… so we look for the needs of the parent and the child*". The ESENCo-INT expressed her views about the TAs, by saying that:

> …they (the TAs) are the people who basically hold the most knowledge around the children they support, so it's a case of sharing their ideas and resources, strategies, tactics with the class teacher and the class TAs…. that just creates an ethos that kinda moves up and down, kinda of the hierarchy of management if you like...

What was worth noting was that only ECT1-INT reported that the senior leadership team put a lot of energy into middle and high leadership, creating inequality problems in terms of funding and support to the TAs. He said that "*there's been a lot of… kind of energy put into middle and high leadership and... some funding and support taken away from the TAs basically*". Even though only one teacher mentioned such a thing, it was considered important to be noted. Despite the appreciation that staff members showed to the job of the TA, it seemed that they were not offered the same opportunities as the class teachers. Funding for the TAs that could go to further educate them, was allegedly used for the middle and upper leadership. Theoretically, staff seemed to collaborate and according to their statements collective responsibility was a priority for the school leaders and the rest of the staff members. However, there appeared to be a need for more support in communication and collaboration approaches in the bottom to top staff members. The next section describes the issues regarding inclusion reported in the Greek school.

Greek School

Interestingly, the issues reported by participants were very different to those in the English school. Greek participants did not really engage in talking about issues regarding

leadership. The reason behind it was that they knew that the school leaders had a minimum influence towards change (e.g., they could only request purchases to the Ministry of Education). They considered their role very limited, therefore they just diverted to other issues that they thought more important (related to teaching for example). They seemed to believe that because the school leader role was limited, talking theoretically about what they could ideally do was pointless, as it was not feasible. Participants spoke about needing more assistive books, more material to support the students with SEN. Specifically, the GDH2-INT claimed that they needed "*more computers and more generally more money"*. He continued saying that it would be of extreme help to have a permanent psychologist and social worker. He mentioned that the support to students with SEN could be better organised if the MERRA sent them from the beginning of the year and not after Christmas.

A similar answer was recorded by GHT-INT who argued that, ideally, she would like to have more space and classrooms in the school. More specifically, she explained that the ideal would be to have a smaller room in every classroom, so that students with SEN could spend time with assistants or the class teacher on 1 to 1 session. She added that school books at the moment were not as inclusive as they should be. "*School books are hard; they are targeted for the students who are above average"*. She also suggested that more audiovisual equipment would help. At the same time, she admitted that after the economic crisis the funding has been more limited than ever, therefore they had to keep their old equipment, asking for volunteers and organising charities to raise money.

Lastly, GP5-INT raised her concerns about the issue of stigmatisation. Specifically, she mentioned the lack of supporting staff and how that could stigmatise the students who were taken out of the mainstream classroom. She added that if the Ministry of Education could send more SEN teachers who could work next to the child or in groups in the

mainstream classroom, there wouldn't be a need to bring them in the IC, as that causes stigma. “*The other students see that and it's hard*”.

Overall, this chapter presented the three main findings that emerged from the data; Understanding and interpreting the terms Inclusion and Social Justice, Collaborative Professionalism and Leadership, Practices and Responsibilities. Participants´ views on these key themes were discussed and compared. The next chapter discusses the above findings in light of the literature.

Chapter Six: Discussion of Findings

Greek centralised system and culture Vs English decentralised system and culture, Communication, and the Importance of comparative research in the two systems. The sub themes are presented before each major theme.

6.1 Greek Centralised System and Culture Vs English Decentralised System and Culture.

The sub themes discussed under this theme are: Understanding Inclusion and Social Justice, Setting the ethos, Promoting Inclusion and Autonomy VS Hierarchy. The section begins with comparing the views of the participants in both countries on the terms inclusion and social justice and highlights context as key influencer for the differences in their opinions.

6.1.1 Understanding Inclusion and Social Justice

The terms inclusion and social justice were understood very differently in the Greek and English schools reflecting the literature which shows that consensus around a definition and understanding has not been reached (Brennan, King & Travers, 2019). Context has been cited as a key influencer on how inclusion and social justice are understood and enacted (King, Travers & McGowan, 2021). Liasidou (2012) characterises inclusion as a `semantic chameleon` that adopts a different meaning based on different times and contexts. The English school in a decentralised system appeared to adopt a social model of understanding inclusion and disability (Oliver, 1996; Skidmore, 2004). For example, teachers suggested that inclusion and social justice was about involving everybody, and treating everyone the same, regardless of disability, reflecting the idea that difference is an essential aspect of human development (Pantic & Florian, 2015, p. 341). At the same time, teachers' definitions on inclusion echoed equality and not equity, as treating everyone the same way is

different to giving everyone what they need (Angelle & Torrance, 2019). However, the beliefs and attitudes of the English participants overall appeared to have a deeper understanding of the terms inclusion and social justice, therefore more inclusive practices (Malinen & Schwab, 2020; Pappas et al., 2018). In other words, there appeared to be a common culture of ethos and principles. That could be the result of the various PD that staff claimed to have over the years (Kunz, Luder & Kassis, 2021). Arguably, having a UNICEF status played a role in forming the participants' views. Another English school not being attached to the UNESCO status mightn't be indicative of such a social model of disability.

Meanwhile, the Greek school, in a centralised system, seemed to align themselves with a medical view of disability (Koch, 2001; Valle & Connor, 2010; Armstrong & Squires, 2012; Forster, 2012; Peaston, 2011; Runswick-Cole & Hodge, 2009; Vlachou-Balafouti, 1999; Zoniou-Sideri, 2000). Expressions such as "slightly different from the average" or "parents and students are not trying enough**"** confirmed a normative view on disability and revealed that inclusion for them looked more like integration, as they wanted the students to adjust to their lesson and not the opposite (Slee, 2006). The fact that Greek teachers linked the term inclusion with what they were teaching in class, also showed that there was a lack of 'common understanding and goal' (8th tenet of CP), reflecting the lack of leadership of an inclusive culture in the Greek school. Greek teachers did not feel fully responsible for their students, signalling the lack of the 4th tenet, 'collective responsibility' (Matteucci, Guglielmi & Lauermann, 2017). Teachers seemed to blame parents for not accepting the "disability" and students themselves for not being able to follow their lesson. What was interesting was that parents in Greece seemed to have a more social view of disability, believing that the perception of disability was a social construct (Gallagher, 2014).

Staff beliefs seemed to be shaped and affected by the lack of leadership but also the lack of PD and lack of understanding of disability and special education needs. According to other studies, staff who engage in PD for special needs education for a prolonged period of

time are more likely to display positive attitudes towards inclusion (Kunz, Luder & Kassis, 2021; Ainscow & Sandhill, 2010; Mac Ruairc, 2016, de Boer, Pijl & Minnaert, 2011). In this case, the absence of a clear school leader role, responsibilities and guidelines from the MERRA (despite Greek policy (Law (1566/85) stating otherwise) in terms of staff development or parent PD (as everything has to be approved by MERRA, as it is centralised) resulted in no one organising such events long term (no common inclusive culture). This resulted in the outdated perceptions about inclusion and SEN in comparison to the English school. Understanding inclusion is a clear prerequisite for setting an ethos for inclusion.

6.1.2 Setting the Ethos

Setting the ethos, vision and values plays a major role in the promotion of inclusion and social justice. Inclusive and social justice ethos can be described as a set of morals and principles that are centred around the wellbeing of the student in relation to equity and justice (Liasidou & Svensson, 2014). Inclusive and socially just ethos can be achieved only when school leaders believe it in, and have the skills, time and resources to create and promote it. And for that, they need an educational system that allows them to act so. School leaders in Greece theoretically were responsible for setting those principles and ethos. The legislation was there (Greek legislation (Article 27, F353/1/324/105657/D1/08-10-2002), but there seemed to be a gap in practice. The nature of their duties given by the MERRA limits this responsibility. This aligned with the literature review (OECD, 2017; Saliaris, 2009; Balyer, Karatas Alici, 2015) that suggested that due to the nature of the centralised system, the school leaders (in this case the head and deputy head teacher) had mostly administrative/managerial duties and very little power to make decisions and initiatives to make fundamental changes in the school unit for the promotion of inclusion, such as creating and establishing an inclusive ethos. That aligned also with Tsimirika`s small scale qualitative study (2007) about the role of the Greek school principal's role as administrator and

Athanasoula-Reppa and Lazaridou`s study (2008, p. 79-80) stressing the impediments to the effectiveness of the school leader's role in the Greek school. That created and sustained a culture of inactivity, of resistance or reluctance to change established working practices. It also promoted an atmosphere of being professionally unsupported from above and isolated from the expertise of external specialists or other school leaders. In other words, there were major difficulties in promoting collaborative professionalism and inclusion, due to lack of ethos.

Despite the limitations in the school leaders´ role in the Greek educational system, there have been studies that suggest that school leaders could gradually gain autonomy in a centralised system to promote cultures of inclusion and social justice. In particular, previous work (King, Forde, Razzaq & Torrance, 2019) has shown that the gradual devolution of education, from federal to provincial level, could result in more authority to school leaders in local schools allowing them to participate more in the decision making for their school units. Pakistan's government attempts in 2010 (GoP, 2010) to adopt a more decentralised approach to education, with financial assistance from donors and various aid programmes, have contributed to improved teacher and school management and monitoring structures.

Organisations allow its managers with legitimate autonomy and authority to lead. However, there is no assurance that they will lead successfully (Lunenberg, 2010). School leaders in Greece seem to have become over the years accustomed to receiving and following instructions without being able to take initiatives, which confirms the atmosphere of suppression that school leaders in Greece experience. Despite policy reforms (OECD, 2011b; FEK 1340/16-10-02) stating that head teachers should act as leaders of the schools, their role in practice is mostly restricted to management, instead of being leaders of teaching and learning as well. School leaders are not given the means, funding and resources to accomplish what the law expects them to. As defined by the Greek legislation (Article 27, F353/1/324/105657/D1/08-10-2002), the head teachers belong at the top of the school

community and serve as the administrative and educational leaders of the school. They are expected to support the staff with their learning goals, promote collaboration and an atmosphere of solidarity. This happens only in theory; it exists as a generic statement in the law. The school leaders´ role seemed to be in practice double and contradictory. They are expected to behave like executive bodies of a central authority, while at the same time they are being called upon to meet the expectations of students and teachers. According to Koutouzis et al. quantitative study (2008), school head teachers in Greece have 53 managerial responsibilities (46%), 51 bureaucratic duties (44%) and 11 pedagogical responsibilities (10%). The results of this study were also consistent with the literature that indicates that the role of the Greek school leader comes with limitations (Bush & Glover, 2014; Anastasiou & Papakonstantinou, 2015; Salliaris, 2009; Biniaris, 2012). Teachers blamed the structure of the educational system for the limited role of the head teacher and the lack of distributed leadership. The main decision-making centre in Greece is still MERRA. They are held responsible for the creation and promotion of the educational policies and the control of the educational units (Anastasiou & Papakonstantinou, 2014). Among their responsibilities lie the decision of allocating funding, staff hiring or transfer and school operation (Poulis, 2001; Saiti, 2009; Anastasiou & Papakostadinou, 2011). Therefore, head teachers are left with administrative duties and schools without a “voice” when advocating for their rights and asking for support in SEN matters.

6.1.3 Promoting Inclusion

This section focuses on the efforts from each country to promote inclusion, while at the same time the differences and similarities are highlighted. There have been a number of attempts to address the advantages and disadvantages of centralised and decentralised educational systems (Welsh & McGinn, 1999; Cornito, 2021). However, none of these approaches attempted to assess the importance of the centralised-decentralised context of inclusion, specifically in Greece and England.

According to the findings of this study, the educational systems in two different countries seemed to create different working cultures and behaviours that play a major role in the organisation and enactment of inclusion. That could be seen from the different approach each school had towards promoting inclusion. The English school, with arguably more autonomy, emphasised creating a welcoming atmosphere for staff, students and visitors, while in Greece that was not identified as a priority. The literature explored in chapter two illustrated the importance of setting the promotion of inclusion as a priority in schools (UNESCO 2017a; Ainscow, 2020) with school leaders playing a key role (Chapman et al, 2011). Evidence in this study suggested that school leaders in the English school tried to create a welcoming atmosphere for the staff, students and parents and establish an inclusive ethos throughout the school. That was apparent from the welcoming feeling, the corridor displays, the opinions and views of the teachers, parents and students on inclusion and social justice. Findings from this study also suggested that a key difference between the schools was that the English school seemed to promote inclusion and social justice more than the Greek school, perhaps as it was a UNICEF school. Being a UNICEF school meant that school leaders and staff tried to implement the student rights into their curriculum. Students seemed to be more aware of their rights and more ready to advocate for them (Lundy, 2007; Fleming, 2017). School leaders in England used the UNICEF school status to establish the principles and to promote inclusion in the school. That created a basis for principles and a common culture of reference for the staff. Despite the numerous challenges in teaching, staff seemed to have a common ethos and responsibility and it was also obvious from the welcoming feeling in the corridors, signalling the enactment of the 4th and 8th tenet of CP, ´collective responsibility´ and ´common meaning and purpose´ (Hargreaves, 2017). On the other hand, the centralised system in Greece seemed to leave no space for such initiatives. Inclusion and social justice were not visibly promoted. There were no welcoming displays, no mentioning of any rights. That was also reflected in the opinions of the

participants. They did not mention having a common ethos in the school, nor were collaborative practices mentioned, signalling the lack of ´collective responsibility´ (4th Tenet of CP) (Hargreaves, 2017). Arguably, space in that school was not a problem. However, there were no display boards and any initiative from the school leaders to add them. Despite the head teacher suggesting that theoretically the role of the head teacher in Greek schools is to create a culture of inclusion, practically that was not happening. Lack of autonomy and funding were cited as not allowing school leaders to invest in such resources and training for the teachers (Athanasoula-Reppa & Lazaridou, 2008).

6.1.4 Autonomy VS Hierarchy

In this section the key variables that determine the extent of autonomy vs hierarchy (so how the centralised system in Greece with limited autonomy (and hierarchy) differs from the more autonomous system in England) are explored. The sub themes emerged are the following: Knowledge of the local context, school preparation and accommodation of needs, Leadership as responsibility, Understandings of and opportunities to exercise and share leadership.

6.1.4.1 Knowledge of the local context, school preparation and accommodation of needs

Knowing the background of the school and the local context, prepared and equipped the school leaders with strategies to overcome possible issues related to inclusion. The relative autonomy that the English educational system provided to the school leaders, proved to make decision making faster and better planned (Neeleman, 2019). Findings from the interviews suggested that the school leaders from the English school were theoretically and practically more informed of the background of those students with SEN that needed assistance and more prepared with an action plan than the school leaders and teachers in Greece. There was great effort from the English school leaders to connect with the local

community and people (Oldham et al., 2020; Angelle & Torrance, 2019; King & Travers, 2017; King et al., 2021). That could be seen from the events organised by and with the members of the community, such as Sports Day, or the themes of different assemblies. In Greece, where there is hierarchy and every decision had to be approved by the MERRA, that was never an option. Staff was never hired on time and rarely corresponded with the needs of each school unit. That happened because teachers were hired based on a list accredited by points, without taking into consideration the years of professional experience, knowledge of the local area and needs. The hierarchical educational system did not allow school leaders the authority to hire staff, therefore school leaders could not control if the professional qualities of the staff hired by the MERRA matched with the needs and values of the school (Papanaoum, 1995; Saitis, 2009). Nor had the school leaders the funds or the authority to hire private specialists. Inclusion demands knowledgeable teaching staff and consistency in routines and practices (Sloik, 2018). More autonomy in this case might be key to selecting candidates that can answer the needs and values of the school. Teachers in England seem to have the freedom to choose the school unit they wish to work at. They are aware of the diverse background and the needs of the local area before applying for a position. At the same time, the school is also looking for teachers who are aware and want to work in a diverse setting. The results from this study were in accordance with literature that claimed that school leaders need to know and understand the context their school is situated in relation to inclusion, social justice and the students with SEN (King & Travers, 2017). Having that knowledge enables the school leaders to understand and utilise their agency for change. Social justice needs to be viewed as a core value of how people should live in a society and in extension in a school unit. A socially just change focuses on the “least disadvantaged” students by recognising and challenging the structures, systems and dynamics that create these unequal opportunities for these students (Bringhouse, 2009).

6.1.4.2 Leadership as Responsibility

What was interesting in the conversations around leadership was that in both schools, most participants viewed leadership as a separate role and position, and not as a shared responsibility that all teachers hold. This is potentially challenging for developing inclusive schools as inclusion is more about social learning processes (Ainscow & Sandhill, 2010) and collective responsibility (Hargreaves, 2017). In Greece, teachers have very specific roles and responsibilities that include predominantly delivering the lessons prepared in the books (Vlachou, 2006). In the English school senior leadership positions were advertised as separate roles on a higher pay scale, attaching arguably different significance to the positions. English participants seemed to believe that leaders had to have a separate stand-alone role as leaders in order to focus only on their leadership duties and perform the role adequately. There were significant differences with the literature in this regard. Specifically, according to literature, equating leadership with specific positions can only be inadequate (Spillane, 2005). Leadership consists of many leaders, some with and some without formal leadership roles. It is also significantly different from management (Bush, 2019). In contrast to the Greek school, the English school seemed to have both leadership and management as part of the Head teacher role. This popular idea implied that there was hierarchy in approaching inclusion in the English school and that participants believed that some staff were “more” responsible for promoting and enacting inclusion than others. Specifically, a class teacher outlined that the school leaders´ responsibility in regards to inclusion was to set the vision and ethos and that without them leadership would become divisive and that would filter through the students. This was partially in accordance with the literature, which claims that school leaders are the ones that set the tone for inclusion in educational settings (King, 2014). However, inclusion demands a collective effort that without the teacher´s participation, initiative and collaboration, it cannot be achieved (King & Stevenson, 2017; Knowles et al., 2005). A bottom-up approach to leadership with support

from above can result in creating inclusive cultures where teachers are trusted to initiate changes and have higher levels of self-efficacy (King & Stevenson, 2017; Bubb & Earley, 2008; Kitching et al, 2009).

In addition, that statement on the one hand confirmed the common purpose of school leaders´ duties (consensus on prioritising setting an inclusive ethos and principles, signalling the 8th tenet of CP, 'common meaning and purpose'), on the other hand it showed that teachers played a secondary role in decision making about promoting and enacting inclusion. That also raised questions over whether distributed leadership is really distributed or whether there are limitations on its enactment. Commendably, the head teacher´s statement about the term leadership theoretically contradicted the previous beliefs, stating that all staff members were responsible for the success of the school, reflecting collaborative professionalism (Hargreaves, 2017).

As previously indicated in research studies and despite policies stating otherwise, in Greek schools the role of the school leaders was theoretically and mainly described as a position of administrative and managerial duties (Kougias & Efstathopoulos,2020; F353/1/324/105657/D1/08-10-2002, Law 1566/85). Participants in Greece presented the role of the school leader through the bureaucratic duties. The role of the school leader in the Greek schools in comparison to the English school leader roles did not practically involve duties such as setting an inclusive ethos, promoting values; their mission was limited to completing administrative tasks.

The Greek educational system lacked structures that promote distributing leadership responsibilities, therefore teachers were also lacking in taking initiatives (lack of collective initiative´, 5th tenet). Arguably, it could be said that this uniformity in school leader roles, school routines, school organisation theoretically strengthens the equality, democratisation of education in an attempt to modernise it (Kougias & Efstathopoulos, 2020). However, at the

same time it reflects the rigid roots of the current system towards any change in educational processes and outcomes to meet the needs of all students (Papadopoulos, 1997). Moreover, there were many issues reported by participants regarding leadership opportunities that affected the promotion of inclusion.

6.1.4.3 Understandings of and Opportunities to exercise and share Leadership.

Much of the literature relating to inclusion and leadership indicated how important it was to share leadership. Understanding that school leaders were not the only ones that can bring change (Orphanos, 2013) could allow leadership practice to thrive. 'Collective initiative' (5th tenet) suggested that inspiration and ideas from below were welcomed and often encouraged (Hargreaves & O`Connor, 2014, Lumby, 2013; King & Stevenson, 2017). Studies also pointed out the positive feelings that teachers had when their ideas were utilised and change came from them (Hargreaves, 2004). Findings from this study partially agreed with the literature, showing that indeed school leaders from the English school gave opportunities and wanted to give opportunities to classroom teachers, NQT and non, to take more responsibilities (e.g., becoming the geography leader for KS2 for one year). It could be said that teacher agency and initiative were seemingly encouraged in the English school (King & Logan, 2022), signalling the 4th tenet of CP (collective responsibility), 1st tenet of CP (collective autonomy) and 10th tenet of CP (bigger picture thinking for all). However, these responsibilities were limited to the context of the taught curriculum.

There was very limited provision to be expanded to a leadership level, as these positions were only for the school leaders in the management team. Shared leadership (Papazoglou & Koutouzis, 2019) was not evident in the findings from the Greek school, as any new suggestion or idea would have to be approved by the MERRA. Therefore, the roles and responsibilities of the teachers were clear and limited within the classroom. There was limited extension to sharing leadership. The only opportunity for a leadership position would

be to apply for a deputy head position if there was such a role in the school (that usually depended on the size of the school) (Stylianidou, Bagakis & Stamovlasis, 2004). The leadership roles were mainly administrative and the teaching roles have fixed duties. Therefore, applying the idea of a distributed/transformative leadership style where staff are encouraged to bring change for their students seemed like an extremely distant goal. That suggested lack of organisation from the top, as it was not possible to hire immediately or even get additional staff on time. So, it's not just a matter of trusting colleagues and how satisfied they feel with the working conditions, but also about finding balance between influences from below and above to create lasting energy for change (King & Stevenson, 2017).

In the English school, school leaders gave the autonomy to teachers to take initiatives and find solutions for the issues that appeared. Even though this approach reflected ´collective initiative´, ´collaborative inquiry´, ´collective autonomy´ (Hargreaves, 2017), participants reported that they were free up to a certain degree to act as they wished. At the same time, they had to discuss their decisions with the school leaders. That showed that teachers were not completely autonomous on their decisions. Arguably, that could be translated in two ways. One, it could be teachers consulting with their line manager to discuss and get a second opinion on their ideas before implementing them on their teaching (top-down support for bottom-up change) (King & Stevenson, 2017; Cherkowski, 2010), or it could be that teachers were not actually free to improvise, take initiatives and that they had to seek permission from their line manager to move on. Participants from the English school admitted that the school´s focus was not data and paperwork. However, they confirmed that there was external pressure for results, evidence of work for OFSTED evaluation, therefore teachers would have to follow specific guidelines for teaching to achieve the wanted school status. Distributed leadership demands a shift of power from formal leaders (Preedy, 2016),

which can be difficult when teachers are accountable for their performance and in this case in a possible OFSTED school evaluation.

Overall, the educational structure and culture in different countries seem to affect the role of the school leadership and the practice of the leaders, their commitment to inclusion and social justice. Having the autonomy to set a more inclusive ethos in a school community can result in a shift of perceptions as to what inclusion and social justice mean. Understanding these basic terms can result in promoting them more effectively in the school community. The next section focuses on the discussion of another major contribution of this thesis, communication for inclusion.

6.2 Communication

Findings from this study indicate that communication is the means for a fruitful collaboration among all stakeholders. According to the findings, communication should be enabled and promoted for all staff members, school leaders, parents, students and external specialists. The main sub themes include Communication as a Means to Inclusion, Collaboration and Communication with Students, Collaboration and Communication with Parents and SEN training, PD as Collaboration Opportunities.

6.2.1 Communication as a Means to Inclusion

The 3rd, 6th and 7th tenet of the conceptual framework of this study talked about collective inquiry, mutual dialogue and joint work (Hargreaves, 2017). It highlighted how important communication was between staff to achieve higher levels of inclusive practices. Literature discussed in chapter two attests to this, suggesting that the success of inclusion depends on the right communication of the stakeholders and the right dynamic of their relationships (Senge,1994). Findings from the English school were consistent with the literature in this regard. Communication for reporting issues, such as behavioural, was made clear by the school leaders and was followed by most staff in the same way (according to the

school policies). Teachers and TAs were trusted to take action as all staff were trained and informed on these. Findings from the Greek school in this study suggested that there was no guidance or policies on behaviour or other issues, reflecting the findings of Papas et al., (2018) that suggested that despite the legal provisions for implementing inclusive education, what was mainly applied in practice was spatial integration. That indicated again the gap in implementing the legislation, therefore inadequate communication from the government to schools. Communication was not enhanced or organised by the school leaders either. Teachers reported that they would only talk about the way they would personally deal with behaviour in their classrooms during break time. Despite having no common behaviour policy, teachers were still expected to solve their students' behaviour issues, even based on their individual criteria and judgement (Grigoropoulos, 2022). Therefore, it seems that communication in the Greek school was not enhanced by school leaders as teachers were left to act as they thought best. Most training and PDs, whenever these were happening, were mostly offered during non-working hours (Biniaris, 2012). Having no support for professional development from the government on everyday professional issues seemed to create an atmosphere of lethargy and non-motivation. Teachers were aware of the limited or non-existent support, so they stopped asking, communicating with each other or having expectations for improved working conditions. Only those individually interested engaged with PD. In other words, they became accustomed to working under those conditions (Quinn Mills, 2005). The culture of inactivity created and sustained by the educational structure in Greece was leaving teachers in a state where they couldn't react, or even demand better working conditions (Kaparou & Bush, 2015). Teachers were accountable for teaching within the time table they were given, suggesting that they had to blindly follow the instructions from the MERRA. Therefore, the application of the 3rd, 6th and 7th tenet of CP, where teachers would talk together, collaborate, exchange ideas and information was very limited.

Communication is also enhanced when there is a common ethos. Staff from the English school claimed to have common beliefs. What was surprising was that the deputy head claimed that all staff had a common way of thinking when it came down to cooperation and support. On one hand it felt that school leaders have established the ´common meaning and purpose´ (8th tenet), ´collective responsibility´ (4th tenet) in the way they approach inclusion and social justice, on the other hand it felt like they were preserving their status quo, like promoting a false image that all staff were thinking in the same way. Meanwhile evidence from the English school showed that teachers and TAs had a different approach to behaviour management and that was causing tension between them. That contradicted the image the deputy head was trying to project. In addition, even though the deputy head outlined that the school tried to hire new staff that have common principles with the school´s, that presupposes that the school leaders are fully aware of the student cohort so that they can respond to the student needs with the new staff. Knowing the areas of challenge and needs, demands being reflective of all student needs and their possible gaps (Anastasiou & Papakonstantinou, 2015). That also demands strong leadership skills. The lack of common goals, ethos and culture set by the school leaders in the Greek school confirmed the impediment of communication among staff members. Teachers seemed to have no common ground when it came to behaviour management practices, SEN provision (except for the referral process) collaboration with staff, students and parents.

Additionally, the lack of an appropriate organisational climate in the Greek school suggested that a more organised plan for communication and interaction within the community was needed. Also, it indicated that the limited power and influence that school leaders in Greece had could not bring a significant change in SEN provision. A less autocratic and centralised educational system that would allow head and class teachers to take initiative, that would offer more opportunities for communication with colleagues and the

local community, could possibly offer greater flexibility to support the students and their needs.

6.2.1.1 Staff Relationships- Communication

According to literature, respect among staff members, trust and appreciation results in better and stronger professional relationships (Rosenholtz, 1989; Bryk & Schneider, 2002) that can lead to more inclusive practices (Schmidt & Venet, 2012). Teachers feel more comfortable communicating with each other, sharing ideas and thoughts with those they trust, and are more likely to take initiatives as they have no fear that they will be judged (Vangrieken et al., 2015; Pratt, 2015). Findings from the English school showed that almost all class teachers reported having good relationships with each other; some even suggested that they had developed strong friendships. Some others felt they were not a good match with their closest colleagues and their ideas were not heard or taken seriously (King & Ní Bhroin, 2020). That was indicative of how challenging ´collective responsibility´ and collaboration can be among staff, especially when different personalities are involved in the decision making. When teachers are free to try their ideas, they become more experienced and they develop trust in their profession leading to higher levels of self-efficacy. As suggested in other studies (Savolainen, Malinen & Schwab, 2020) the stronger the self-efficacy beliefs and more positive attitudes, the more collaboratively and successfully newly qualified teachers could work together in inclusive school settings. That was also reflected from the definition that a teacher gave about collaborative professionalism. She believed that collaborations were important because the only effective way to learn is by working alongside those who have strengths. Some teachers in the Greek school claimed that they had a positive relationship with each other and especially with the SEN teachers while others felt neglected or ignored especially by the head teacher. Their answers to the interview questions about their relationship with the SEN teachers were again concise, showing that

they believed that there was not much that can be done to support the students other than talking during break time or during staff meetings. Inclusive practices as ideas stopped there.

Teachers felt that talking theoretically about what should be done was pointless as there was no sufficient funding or time to back up their ideas. That would demand teachers being more resourceful with what they already have (Slee, 2013). Sending students to the SEN teachers felt like the best that they could do, reflecting a lack of ´collective responsibility´ (4th tenet of CP) and a lack of self-efficacy (prerequisite of ´collective efficacy´, 2nd tenet of CP). On one hand, it's understood that teachers can utilise the resources they are given to support those students. On the other hand, it shows devolving the responsibility to someone else. It also shows how inclusion is understood and interpreted by those who are called to exercise it. What needs to stay as a priority is that inclusion requires a collective effort and will to make it happen (Ainscow, 2020).

Therefore, it seems that having good relationships with colleagues along with good will alone is not enough to enact inclusion and social justice. Allegedly, it helps having a positive working routine. Interestingly, having good relationships at work is important for the teachers themselves and the students, but how much time does it really take to create these bonds with colleagues? Trust needs time to be built and if school units do not have permanent staff or if the majority of them leave every year, how easy can it be to have those relationships (Alexopoulos, 2019; Stylianidou et al., 2004)? How easy can staff bond, trust and open up to coworkers in order to reach higher levels of self-efficacy (2nd tenet of CP) especially when it is known that the budget is limited?

6.2.2 Collaboration and Communication with Students

Collaboration is a substantial part of a fruitful communication (Kinsella & Joyce, 2008). The leadership style affects the opportunities for communication and collaboration

among staff and parents (King, 2011). An effective school leader believes in creating collaborative teams in the school that will combine the skills of the teachers, and will promote independence and autonomy (Thousand & Villa, 1990). However, in order to do that teachers need to reach new understandings about their work and especially how their work connects with others (colleagues, parents and students) (Fullan, 1991).

6.2.2.1 Differences in Approaching Student Collaboration

Student voice is an essential part of inclusive practices (Hill, 2009). In recent years, there have been many initiatives worldwide promoting the involvement of students` views in matters that concern them, including those with SEN (Lewis & Porter, 2007, Article 12 UNCRC). Collaborating with students and listening to their voice can lead to better student engagement and results (9th tenet) (Hargreaves, 2017). Research also indicated that students could make pertinent suggestions for school improvement (Loyd, 2013) and inclusive practices (Adderley et al., 2015), give valuable feedback for teaching and learning (Kubiak, 2017) and overall contribute to promoting school reform. Collaborating with students in this research clearly showed that in the English school students were given more opportunities to voice their opinions on subjects that concerned them, than in the Greek school. The English school used questionnaires and their UNICEF identity to promote inclusive practices, while in Greece there was no evidence of formal collaboration with the students.

A meaningful engagement of students in the decision-making process requires an opportunity for involvement, space for their voice to be heard and an audience that will listen (Lundy, 2007). Findings revealed that English school leaders organised annual questionnaires asking the opinion of the students on whole school life matters, showing them that their voice counted. Students themselves from the English school confirmed the communication with the school leaders. That in combination with information sharing with the

parents and a common sense of responsibility, shows the intention to support their needs. That was lacking from the Greek school. School leaders or teachers did not seem to collaborate with their students in any way. One student mentioned that his teacher would not know if he found something hard, implying that the communication and collaboration with his classroom teacher rarely happened (Mouchritsa et al., 2022).

Findings from the student interviews in the Greek school emphasised the connection between the sense of belonging and peer acceptance (Mahbub, 2008; Paseka & Schwab, 2019). Students understood inclusion mainly when they were accepted by their peers. Three out of five students admitted that they learnt more when they were one to one with the SEN teacher or their parallel support teacher but preferred the mainstream classroom as they had more fun with their classmates (emphasis on the social aspect of learning/inclusion). This finding was in accordance with Tsakiridou et al. (2019) and Mouchritsa`s et al. (2022) study, which acknowledged that inclusion could enhance children's social skills and support their further social development.

Another difference in student voice approach was the fact that the English school was a UNICEF school. The implementation of the articles with the children's rights into the school`s routines can make a powerful contribution to the creation of a children's' rights culture (Lundy, 2007). Students in the English school were taught their rights and responsibilities from an early age. That seemed to make students aware of what they could expect from school and from society, such as a good education and school life, therefore raising the standards for the quality of education provided.

It seemed that there was more autonomy in the leadership structures that allowed such initiatives in England, while in Greece that didn't exist. Collaboration with students (9th tenet) seemed to be hindered once again by the centralised culture and the strict hierarchical structure of the educational system. Arguably, the lack of embracing agency or the feeling of

incompetence, not being empowered from above (King, 2011) stood as a burden in supporting students. Athanasoula-Reppa & Lazaridou`s (2008) study confirmed school leaders' emphasis on ensuring teachers' compliance with orders and instructions in the Greek school. The fact that teachers were used to being told what to do in combination with the lack of funding and limited leadership authority (e.g., initiative to give out a survey), hindered the collaboration between staff and students.

6.2.3 Collaboration and Communication with Parents

Parents play an important role in enacting inclusive practices through collaboration with their children and their teachers (Hill, 2009; King & Travers, 2017). Parents, teachers and other stakeholders must work together to ensure the education and well-being of all students (Link-Wyer, 2014). Research on parent-teacher collaboration revealed higher levels of student learning, increased social interaction and increased engagement among all students when there was collaboration with parents? (Mortier, 2020). Parents from the English school reported higher levels of satisfaction regarding communication with their children's class teachers. They talked about regular parental conferences, where they would be informed in detail about the progress of their children. However, the communication would be mostly one way, as the parents would expect the teachers to tell them what to do or how to contribute. Despite having regular meetings, there was little reciprocity or parent voice in their child's support plan (Link-Wyer, 2014). Parent teacher conferences or IEP meetings were not utilised as a collaborative tool between parents and teachers, highlighting the gap in collaborative practices (King & Ní Bhroin, 2020). Another interesting finding was that parents in the English school were very open and eager to share information about their children and the issues they faced (Hill, 2009), while in Greece parents were reluctant to share their child's difficulties. This study's findings were consistent with Veroni`s 2019 findings, according to which parents of students with SEN experienced isolation due to their child's difficulties, especially in behaviour, along with higher levels of stress. That showed that there

was a lack of community culture, as parents felt isolated instead of being part of a whole that would support them (Oldham et al., 2020).

Parents in Greece characterised their relationship with teachers as overall positive. One father admitted that he did not even know for how many hours his child attended the IC classroom and what he did there. He suggested that the communication with parents was rather rare and it would happen only if he insisted on meeting them after school. The economic crisis seemed to have an impact on the communication as well, as schools in Greece were not equipped with staff laptops or emails for the teachers (except for the head teacher who had a computer), indicating the difficulty in communicating directly with parents or other colleagues. This seems to have resulted in a poor culture of communication (lack of collaborative inquiry, 3rd tenet of CP).

6.2.3.1 Surveys, Parental Voices and Provision

Surveys as a tool for parental collaboration and communication have been commonly used in research (Bryer, Grimbeek, Beamish & Stanley, 2004). Parents in the English school felt that the annual parental and child surveys helped the teachers understand how they felt. However, they were not completely satisfied with all the staff members. Specifically, a mother of a child with BESD expressed her dissatisfaction with specific TAs and teachers, claiming that they were not the right fit for her child. English teachers were generally happy with the collaboration with parents. The school had welcomed them to come in and read with their child in the classroom, strengthening this way the bond between student and school and underpinning a social justice leadership style (King & Robinson, 2017). The school leaders organised SEN PDs for parents after hearing their voice through the surveys. Moreover, some parents reported that the management team advertised job opportunities, such as school lunchtime organiser positions, and encouraged parents to apply for them. Others were given advice for financial support or information against domestic abuse. It seemed that the school

leaders cared about the parent's overall well-being, as they felt that that affected the wellbeing of the students as well. The pastoral lead reported working alongside with the school's SENCO and other external stakeholders.

In the Greek school on the other hand, there was very little evidence of parental communication and collaboration. PD or training days were not organised or advertised very often. There were no surveys organised either. This was in accordance with Anastasiou and Papagiani's study (2020), which confirms that parental training and involvement was lacking in the Greek schools and could develop further. Despite the existence of Parents' Association in each school and the recently implemented legislative initiatives for parental involvement (Law 449/2007), the degree and quality of it seemed to vary. The next section discusses the opportunities that staff were offered in terms of training and PD.

6.2.4 SEN Training, PD as Collaboration Opportunities

Providing opportunities for professional development (PD) to staff leads to more knowledgeable people around a student, therefore more support for the student (Bačáková & Closs, 2013). The English school organised PD days for the whole staff and individual training for teachers, but not for the TAs. That revealed inequality and neglect in regards to allocating money for specific groups of staff, showing that their training is not a priority (Troeva, 2015). That contradicts the distributed leadership style and collaborative professionalism approach, as it shows that TAs are not valued enough to be up to date with training, reflecting limited trust to staff (lack of ´collective autonomy´, ´collective responsibility´ and ´collective initiative´ 1st, 4th and 5th tenet of CP). It also reflects limited understanding of the importance of the TA support, as they spend, if not more, the same amount of time with a class as the class teachers, and many times they are asked to cover for them. That is consistent with Leslie's research (2018) that attests that many TAs enter the job with no PD, they are left on their own to learn about the students they are working with and that they need PD in order to be more effective in their role.

In the Greek school and contrary to the English school, another surprising fact was that very few teachers remembered attending training for SEN, showing the rare opportunities organised by the school leaders and the educational system (Katsarou, 2018). As it is usually the school leader's or the municipality´s responsibility to organise and promote those and as long as those trainings were happening very rarely, it could be that teachers were not used to being asked to attend those trainings (reflecting instructional type of leadership). That could be a reason for not remembering the training opportunities. However, evidence from this study showed that the lack of awareness on SEN matters, lack of funding and organisational climate resulted in lack of initiatives and organisation of training. Being proactive in PD is a right and a responsibility. PD cannot be organised by each member of staff on a private basis outside school. They should be organised by school leaders and that rarely seemed to happen. The fact that PD happened scarcely and inconsistently must have had an impact on the knowledge standards of the teachers and therefore in the quality of their lessons (Lappa & Mantzikos, 2021). Consequently, if teachers are properly supported and guided through targeted PDs, that can have tremendous change in their attitudes and in their practice (Avramidis & Kalyva, 2007).

6.3 Importance of the Comparative Research in the two Systems

This section focuses on the advantages and challenges of both systems and gives suggestions about ameliorating educational practices in both countries, such as having scheduled meetings, having more organised PDs. As stated in the literature review chapter, it is no use looking for a prototype inclusive school to copy, as there is none (Ainscow, 2000a). The comparison of the two educational systems in this study confirmed the above statement and showed that both systems can benefit from each other, by adopting or changing practices.

The Comparative Case Study (CCS) approach is a reminder of how much we could achieve through comparison (Bartlett & Vavrus, 2017). We can gain a deeper understanding

of one's system by examining other educational systems (Crossley & Broadfoot, 2007). I believe that my background as a teacher who has studied and worked in both countries enabled me to see clearer and gain a deeper understanding of the culture and structure of each educational system. Having the professional experience from both countries has given me the opportunity to view the participants' answers from a more critical point of view, while at the same time being mindful of the date reflecting their perspective. I strongly believe that my national and professional identity and experience has given me the advantage of having a more valid stance towards the two contexts.

6.3.1 Advantages and Challenges in Both Systems

What can be drawn from this thesis is that both educational systems have advantages and challenges. Each educational system has characteristics, structures and routines that could in the future affect each other positively and could possibly be implemented or avoided for the benefit of the students, such as creating a welcoming environment, having scheduled meetings and PDs.

6.3.2 Creating a Welcoming Environment

Even in a centralised system such as Greece`s, there might be plenty of opportunities for using agency that is not thought of. For example, creating a more welcoming inclusive environment for all students like the English school is something that can evidently promote inclusion and social justice (from posters about welcoming refugees, to display boards about SEN and behaviour). Promoting an inclusive ethos is another prerequisite for creating this welcoming environment. School leaders need to have a strong value system that is based on inclusion and social justice in order to promote it to the rest of the staff. Results from this study are consistent with research that suggest that creating an atmosphere of mutual respect and synthesising a welcoming experience help students strengthen the sense of

community, encourage positive relationships with their classmates and promote cooperative learning (Bucholz & Seffler, 2009).

6.3.3 Scheduled Meetings

Scheduling meetings during working hours as in the English school, where teachers reflect on their challenges as a team and brainstorm ideas for solutions for their classes can result in a more inclusive teaching agency. In particular, previous work has shown that leaders and staff working within shared leadership structures with various meetings for reflection, modelling practices, teaching and learning questions can make inclusion a possible education reform strategy (Carter & Abawi, 2018). In such staff meetings teachers and teaching assistants` voices, opinions and experiences are heard and members are encouraged to work together in trying out new approaches (Chapman et al., 2011). Teachers are empowered to trust their own skills and work for the benefit of their own class and consequently the whole school`s (King & Stevenson, 2017). In Greece, school leaders need to understand and value the importance of opportunities for collaboration and set it as a priority at the beginning of each school year. They could start with small steps, such as creating their timetable with them, in order to make sure that all grade levels can meet for joint work (7th tenet of CP).

6.3.4 Leadership of PD

Moreover, organising PD for staff members during working hours and/or after school hours for the parents as it happens in the English school can raise awareness about diversity and student needs and help teachers gain confidence with their practices. Raising awareness about SEN helps create a culture of inclusion which promotes the collaboration among the stakeholders and creates a deeper bond between them. Considerable effort has been devoted to estimating the effect of PD in creating inclusive cultures. According to research, teachers displayed reduced concerns about teaching students with SEN and felt more informed and confident about their practices just after one week of training on SEN

(Forlin et al., 2014). Findings from this study agree with Grothaus` (2010) study that suggest that the communication and collaboration among teachers and parents is most effective when they have common educational and social values and when their voice is heard and appreciated.

Another possible benefit for the Greek school in terms of leadership and PD would be adopting the student and parental voice strategy that the English school follows. School leaders in Greece do not need permission from the MERRA to set up surveys for listening to the voice of staff, parents or students and organise training for them. In the English school, leaders collected student and parental voice through the surveys and that contributed to their collaboration and promotion of inclusion (Bryer, Grimbeek, Beamish & Stanley, 2004). This could be possibly implemented in the Greek school practices. Furthermore, Greek policy could be updated to support the head teacher to become an instructional leader in a more organised way. Policy could suggest learning walks as informal evaluation for raising the standards of inclusion in the school. Additionally, their workload for administrative tasks could be significantly reduced and replaced by more pedagogical duties.

6.3.5 Differences in School Cultures reflected in Policies

The different educational structures in each country seem to affect the way people organise their work, collaborate with each other and understand terms, values and principles, in regards to society, education and human rights (King et al., 2019). For example, the Greek system has always been a strictly centralised system that allowed very little authority to the school leaders to initiate change, while in England schools have the relative freedom to manage their finances and act as independent units. Two different educational systems can create different cultures that can affect teaching practices and vice versa (King et al., 2019). The difference in cultures can be also seen from the fact that the term social justice was mentioned and understood differently in each context. In the Greek school, it was not mentioned almost at all, while in the English school it was more connected to the term

inclusion and was mentioned significantly more. That was reflected in the policies as well. For example, the “Children and Families Act” (2014) focused and promoted the collaboration between the LAs, health and social care stakeholders, parents and students themselves for a more holistic approach to inclusion and social justice. Programs such as Pupil premium were introduced in 2011 to encourage the admission of students from disadvantaged backgrounds in order to improve their academic and social life (Shu & Lin, 2019). Similar statements can be found in the Greek law, 3699/2008, that refers to the inclusion of the students with special needs and disabilities into the social system and social life. It also refers to their inclusion by mentioning *“mutual acceptance in a balanced coexistence in society”*, without giving, however, any more information or practical guidance on how to achieve it (Alevriadou & Lang, 2011). The idea of social justice as a social phenomenon in relation to education and SEN was mostly reflected in the answers and practice of the English participants in this study. Their ideas showed that they understood its importance and value and that was also more evident in practice (e.g., UNICEF status, celebration of diversity of needs in assemblies), in comparison to the Greek staff`s answers and practice. What could possibly be a good starting point would be to change the policy and provide more details and practical guidelines on the provision for the social inclusion of the students with SEN. Offering ideas such as “implementing inclusive games” during breaks or raising awareness by watching “educational films” or playing interactive games during theatre education lessons could have a positive effect on the inclusion of those students.

6.3.6 Comparing the Systems through the Axes

A comparative approach encourages paying simultaneous and overlapping attention to three axes of comparison, horizontal, vertical and transversal (Bertlett & Varvus, 2017). The horizontal axis has to do with how similar policies or phenomena happen in locations that are connected. For example, we can notice the delay in educational policies and laws for

inclusion and social justice in Greece in relation to the English system. Greece was theoretically and practically behind (Zoniou-Sideri et al., 2006) in developing policies and laws about inclusion (with the first law (2817) being published in 2000, in comparison to England where this started to happen more intensely around the 1990s (Florian, 2005). The vertical and transversal axes trace the phenomena across scales and time. This study focused on the policies of the two countries about inclusion (the phenomenon) and SEN through the years (timeframe). It showed the differences in policies and practices and highlighted the current implications for each educational system (horizontal axis). Despite both policies promising changes and better results, and after their implementation, there were still gaps identified regarding implementing more inclusive and socially just practices (vertical and transversal axes).

Previous work typically focused on either centralised or decentralised systems (Bush & Clover, 2014; Normand, 2014; GoP, 2010). This study advances previous work by comparing the two different structures of the English and Greek system and provides evidence that could help both systems self-evaluate their structures and positively influence each other for more inclusive practices through comparing the role of the school leadership. Findings from this study may help other centralised systems open a dialogue about the role of the leadership in relation to inclusion and social justice that leads to ameliorating the policies and therefore the systems. Findings here will help other centralised systems evaluate their own practices and school structures, as well as the role of the school leadership in relation to the promotion and enactment of inclusion and social justice. The investigation and comparison of the two systems may help other systems by highlighting and adopting the practices that promote inclusion, such as the creation of an inclusive atmosphere and culture like in the English school. Additionally, it stands as an example for

avoiding practices like giving less opportunities for collaboration with the wider community, including parents, specialists or students themselves as it happened in the Greek school.

On the other hand, the autonomy and freedom that school leaders in the English school have, in combination with a head teacher/principal who believes and advocates for inclusion, leads to the creation of an inclusive and social just culture and ethos. Consequently, with an adequate budget, this autonomy leads to more PD sessions on SEN, more resources, greater awareness of SEN, reflected also in people's opinions, more ideas exchanging with scheduled meetings and more collaboration between teachers, parents and students. Finally, as mentioned in the literature review chapter, one of the goals of comparative education is to underline the importance of exploring different educational systems and their relationships and functions as a means to promote cooperation between nations (Cowen, 1996). The debate and ideas exchanging lead to opening dialogues between the countries for improving educational and social policies and laws (Booth & Ainscow, 1998; King et al, 2018) and this is what this study has done, comparing the results from different levels in specific contexts.

Chapter Seven: Conclusions

7.1 Introduction

Chapter 7 concludes the thesis by reflecting upon what the study sought to investigate. A summary of the study, including a synthesis of the research findings, is presented. This chapter also points out the contributions and limitations of the study. Finally, recommendations and implications are offered for research, policy and practice related to leadership for inclusion and social justice for Greece and England and beyond.

7.2 Summary of the Research Aims and Approach

This research study set out to explore and compare the role of school leadership in promoting inclusion and social justice in Greece and England. It aimed to investigate the extent to which inclusive and social justice practices were promoted and the extent to which they were evident in both schools. The conceptual framework, Collaborative Professionalism (CP) (Hargreaves, 2017), provided the lens through which the study was explored. This study was underpinned by a predominantly qualitative comparative multi case study design. The methodological approach employed semi structured interviews, passive participant observations (in the form of field notes), sociograms and visual methods. The qualitative data analysis method encompassed the six-step approach to thematic analysis by Braun and Clark. Braun and Clarke's updated step-by-step guide for thematic analysis, reframed and refined their original seminal work (Braun & Clarke, 2006, 2021a, 2021b). NVivoR was used as the analysis tool.

While inclusion has generally been globally accepted and endorsed through legislation and government policies, it is still a distant reality for many countries (Florian, 2014; Shevlin et al., 2013). Greece in 2012 and England in 2009, have agreed to the UNCRPD and its conditions that set educational and social goals to bring the countries

closer to inclusion and social justice. Both countries theoretically have agreed to the vision of inclusion and social justice, but in practice this study highlights some strengths and gaps. Close to inclusion and social justice is leadership (Chunoo et al., 2019), which is often intertwined with school improvement and attempts to provide all students with a higher quality of life inside and outside school. Policies alone, without the guidance of effective leaders cannot help create and sustain effective inclusive and socially just cultures (Robinson, 2010). Literature suggests that the success of inclusion is directly linked to the style of leadership (Leithwood, Harris & Hopkins, 2008) which ought to be collaborative (Ainscow, 2020). This thesis adopted the ten tenets of collaborative professionalism (Hargreaves, 2019) as a lens for means of exploring collaborative inclusive cultures.

School leaders and other staff members were given the opportunity to reflect as individuals and as teams, discuss their challenges and review the ethos and the policies of their school setting. The following research questions were posed for investigation:

7.3 Research Questions

- How do school leaders in mainstream primary schools in Greece and England understand and enact inclusion and social justice?
- To what extent do school leaders promote and enact inclusive practice and social justice in mainstream primary schools in Greece and England?
- To what extent are collaborative practices evident in supporting inclusion and social justice in Greece and England?

7.4 Summary of the Key Findings in relation to the Research Questions.

The primary research question underpinning the research was “What is the role of the school leadership in promoting inclusion and social justice in two mainstream primary

schools in Greece and England?". The study was explored with collaborative professionalism as the conceptual lens. The question was broken into 3 sub-questions, summarised above.

This study produced three main findings in relation to inclusion and social justice, collaborative professionalism and leadership.

7.4.1 Inclusion and Social Justice

Firstly, the educational system and structure of each country seemed to create different working cultures and behaviours that play a significant role in the promotion of inclusion and social justice. The views of the participants in both schools differed significantly. In the Greek centralised system, there appeared to be a lack of common understanding and purpose related to inclusion and social justice, as evidenced by school leaders and teachers having mixed views on understanding inclusion and social justice. Most of the participants in the Greek school linked the term inclusion with what the teachers were trying to do in their classrooms, arguably reflecting a more individualised approach to inclusion and social justice. They appeared to believe that the problem lay with the student, reflecting the medical model of disability (Koch, 2001; Armstrong & Squires, 2012). In contrast, in the English decentralised system, there was a unanimous view on inclusion and social justice among the participants that reflected a more social model of disability. Overall, the views of the participants in the Greek school were linked with SEN only, while the views of the English school participants seemed to reflect a broader understanding of the term inclusion linked with social justice. The UNICEF status in the English school provided a strong basis for getting familiar with and advocating children's rights. Staff and parents appeared to be aware of what inclusion is and what it should look like in school, signalling the enactment of the 4th, 7th, 8th and 10th tenets of CP: collective responsibility; joint work; common meaning and purpose; big picture thinking for all. Despite these differences in the two countries, participants in both contexts also highlighted the challenges to inclusion and

social justice. Large class sizes, lack of time for collaborative practices, lack of funding, behaviour management and parental stance were among the greatest challenges recorded in both schools.

7.4.2 Collaborative Professionalism

The second main finding answers research questions two and three in terms of exploring the extent to which school leaders promote inclusive practice in mainstream primary schools in Greece and England and the extent to which collaborative practices were evident in supporting inclusion and social justice in both countries. The centralised system in Greece allowed very little space or autonomy for teacher collaboration in contrast to the English school system where collaborative practices were encouraged and promoted by the school leaders (1st tenet of CP, collective autonomy). Consequently, there were fewer opportunities for collaboration around inclusive practices in the Greek school.

Additionally, teachers in the English school were given greater flexibility and more opportunities to collaborate, such as the scheduled PPA time, lesson studies, PD. Most staff in the Greek school could not recall engaging in PD about including learners with SEN. This is in contrast to the English school class teachers who were given time off for PD on SEN. Noteworthy, teaching assistants in the English school seemed to be treated slightly differently and were not given as frequent time off as the class teachers for PD. They were not granted time off during working hours even for the interviews. Arguably, it could be said that TAs were not treated equally as members of the collaborative professional team, affecting therefore negatively the overall collaborative professionalism and inclusion in the English school. Linking the research question with the ten tenets, the enactment of the ten tenets of CP were predominantly happening in the English school, rather than the Greek

school, despite Greek policy stating otherwise. The English educational system appeared to give more autonomy to the school leaders to provide teachers (but not the TAs, so not all staff members) with opportunities for collaborative professionalism and shared leadership. The UNICEF status provided them with a strong basis for building a common inclusive culture, ethos and aiming for the same goals.

Central to this were the opportunities for communication that affected the frequency and level of collaboration. Communication was found to be enhanced when there was a common ethos and goals in school, especially when that came from the head teacher. Having fruitful relationships and conversations with class teachers, along with friendly debates, often led to collaborative and more inclusive practices in the English school. In particular, it was found that the communication with the SENCo, despite the complaints and requests for more support, collaboration with external stakeholders, parents from the community and even students themselves was more frequent and meaningful as all parties shared the same inclusive views and goals. They also were very clear on the roles and responsibilities of the staff members and followed clear guidelines. On the other hand, in the Greek school there were very few organised opportunities for collaboration and communication, not only among the staff members, but also with parents, external stakeholders and the students themselves. Staff had predetermined roles and responsibilities which they did not question.

What was also found was that in the Greek school there was no provision for a SENCo position. The duties of the SENCo were carried out by the SEN teachers. Additionally, communication problems were evident in the Greek school. For example, there was a delay in appointing support staff (parallel support teachers) on time. Support from EDEAY team was also significantly delayed. Lack of communication from the beginning of the school year and difficulty in getting information about the gaps in all the public schools in

Greece resulted in late SEN support staff appointment (Alexopoulos, 2019). Staff rarely shared their challenges and ideas related to inclusive practice, signalling the lack of mutual dialogue, 6th tenet of CP. Additionally the right respecting identity and all the work around student right activities showed that the English school seemed to theoretically put great emphasis on student voice and made plans to implement their voice in the curriculum. Greek student voices, on the other hand, were rarely recorded. Moreover, collaboration with external specialists was evident and easier in the English school. That is because there were many options of external specialists to choose and work with. Their collaboration had to be approved only by the head teacher. In the Greek school, the options were limited and had to be approved by MERRA, therefore a lot of paperwork was needed. This finding answers the 3rd research question: to what extent are collaborative practices evident in supporting inclusion and social justice in Greece and England).

7.4.3 Leadership

The third major finding is related to research question two about the extent to which school leaders promote inclusive practice. The style of leadership affected by the structure of the educational system played an important role in the promotion of CP and the enactment of inclusion and social justice. Arguably, a more distributed form of leadership was performed in the English school (more autonomy to teachers, more collective responsibility, common meaning and purpose), while in Greece a more instructional form of leadership was dominant (where teachers waited for the instructions/updates of MERRA or the head teacher and have minimum or non-existent contribution to leadership). The views of the head teacher seemed to filter down to the staff and students. The more inclusive views the head teacher had, the easier the inclusive cultures were formed. Also, school leaders' duties differed significantly. School leaders in England had more autonomy and were responsible for appointing staff, while in Greece that was a responsibility of the MERRA. School leaders in Greece had

limited responsibilities in relation to teaching, learning and inclusion. The duties of the Greek school leader mainly included scheduling meetings and purchasing school equipment. Despite the policies stating that the head teacher belonged at the top of the school community and served as the administrative and educational leaders of the school (Article 27, F353/1/324/105657/D1/08-10-2002), the role in reality was restricted to mainly administrative/managerial tasks. The head teacher in the Greek school had very little power to make decisions and initiatives to make fundamental changes in the school unit for the promotion of inclusion, as these were mainly the responsibilities of the MERRA. Therefore, head teachers were left with administrative duties and schools without a "voice" when advocating for their rights and asking for support in matters about inclusion and social justice. However, small steps towards a more inclusive and socially just school could be taken, despite the restrictions of the centralised educational system. Mutual dialogue with colleagues in a designated scheduled time could be organised. In those meetings, high priority should be given to establishing a common understanding and vision about inclusion and social justice, creating a welcoming environment for students, staff and parents, setting the ethos and enabling more communication opportunities with them.

Lastly, many issues with leadership were recorded. Participants in the English school reported communication issues with school leaders in the English school, as there were too many middle school leaders and lack of support from the SENCo. On the other hand, the issues with leadership in the Greek schools were not really related to the role of the leaders. Participants spoke about the need for better communication with parents, more audiovisual material, more staff, more computers, but surprisingly there was very little mention about establishing ethos or shared vision.

7.5 Contributions to new Knowledge

7.5.1 Introduction

This study contributes to the knowledge of inclusive and comparative education by exploring the current educational systems in Greece and England and investigating the role of the school leadership in promoting inclusion and social justice through collaborative professionalism. It is the first study to contribute to the existing literature by adding and pointing out practices and ideas from both countries that can be avoided or used to further develop inclusive and social justice practices in both countries but also to inspire and influence school practices and policies around the world. Exploring the background of both countries, their policies and legislations (chapter 2) regarding SEN provision, it seemed that despite the progress in terms of welcoming students with SEN in mainstream schools, there was still great progress to be made in regards to inclusive practices and social justice.

7.5.2 Inclusion and Social Justice

The connection between opinions that reflect understanding of inclusion and social justice with more inclusive practices has been highlighted as well in the literature (Malinen & Schwab, 2020; Pappas et al., 2018). Staff who engage in PD for special needs education for a prolonged period of time are more likely to display positive attitudes towards inclusion (Ainscow & Sandhill, 2010; Mac Ruairc, 2016, de Boer, Pijl & Minnaert, 2011). These results of the study are consistent with the literature that showed that the absence of professional development in inclusive education resulted in opinions that did not reflect the understanding of inclusion, the rare existence of co teaching along with the limited time for collaboration with other staff members (Travers et al, 2010; Kunz, Lunder & Kassis, 2021). The absence of a clear school leader role in a centralised system, with lack of autonomy and managing funding, does not allow school leaders to invest in resources and training for the teachers (Athanasoula-Reppa and Lazaridou, 2008), that help develop that ´common meaning,

purpose´ and school ethos that promotes inclusion and results in more inclusive views and opinions.

Considerable effort has been devoted to the advantages of setting an inclusive ethos and culture in a school setting. The role of the school leadership played a significant role in filtering their ethos and principles to the rest of the staff and to the students and parents. According to literature, school leaders need to take the responsibility to create an inclusive ethos, an atmosphere where trust is high, teachers are encouraged to share leadership and there is constant feedback among staff members and training on SEN matters (Mitchell & Sackney, 2009). However, this study also stressed the impediments to the effectiveness of the school leader role. Findings showed that the school leaders in Greece (in this case the head and deputy head teacher) had mostly administrative/managerial duties, therefore very little power to make decisions and initiatives to make fundamental changes in the school unit for the promotion of inclusive ethos and practices. This promoted a sense of being unprofessionally unsupported from above and created a culture of inactivity, resistance and reluctance to change established working practices. Therefore, the structure of the system hindered providing opportunities for the promotion of inclusion by limiting the duties of the leaders.

The literature explored in chapter two illustrated the importance of setting the promotion of inclusion as a priority in schools (UNESCO 2017a; Ainscow, 2020) with school leaders playing a key role here (Chapman et al, 2011). This study builds on the importance of inclusion and social justice by providing evidence with practices and ideas for change that have proved to be successful. Creating a welcome environment and atmosphere, with the help of a right respecting identity, could lead to more inclusive practices.

7.5.3 Leadership

Much of the literature relating to inclusion and leadership discussed in the literature review chapter indicated how important it was to share leadership. Understanding that school leaders were not the only ones that can bring change (Orphanos, 2013) could lead leadership practice to thrive. Findings from this study partially agreed with the literature, showing that indeed school leaders from the English school gave opportunities and wanted to give opportunities to classroom teachers (but not the TAs) to take more responsibilities (e.g., becoming the geography leader for KS2 for one year). Shared leadership (Papazoglou & Koutouzis, 2019) was not evident in the findings from the Greek school, as any new suggestion or idea would have to be approved by the MERRA (Bagakis, 2007a; OECD, 2017). This study contributes to the literature by showing that a different form of leadership, like in the English school, might be more effective for inclusive practices. Adopting a distributed or transformative type of leadership, where teachers and TAs would be given the opportunity to lead and bring change from below with the support from the above and staff, parents and students would be more aware of their rights might have a greater impact in the inclusion and social justice of the students with SEN.

7.5.4 Collaboration and Communication

Literature in chapter two attests to the importance of communication between stakeholders as a means to inclusion. The success of inclusion depends on the right communication of the stakeholders and the right dynamic of their relationships (Senge,1994). Findings from the English school were consistent with the literature in this regard. Communication in the English school was made clear by the school leaders and was followed by the staff. Additionally, most school staff also reported having good friendly relationships with each other, something that enhanced the communication and collaboration. The only finding that was contradictory to the values of collaborative

professionalism was the fact that TAs seemed to be treated slightly differently than the class teachers, as they were not given the same time for PD or the interviews. Findings from the Greek school suggested that there was no guidance or policies on behaviour or other issues (Vlachou, 2006). Staff relationships were typical, as it took time to develop. Communication needs to be promoted, suggested and organised by the school leaders. The structure of the educational system could not allow the Greek school leaders to organise training and PD, therefore a different approach to leadership is needed.

Research also indicated that students could make pertinent suggestions for school improvement (Loyd, 2013) and inclusive practices (Adderley et al., 2015), give valuable feedback for teaching and learning (Kubiak, 2017) and overall contribute to promoting school reform. Findings from the English school agreed with the literature (Tsakiridou et al., 2019; Mouchritsa`s et al., 2022). School leaders gave students the opportunity to voice their opinions. Using questionnaires and their UNICEF identity promoted inclusive practices. The Greek school lacked evidence of collaboration and communication with students.

There have been a number of attempts to address the importance of parental involvement in school practices. This study partially agrees with literature that highlights the importance of quality in communicating with parents. Parents from the English school reported having regular meetings every term with teachers. However, their contribution would not be significant. During the IEP meetings they would be told what to do or be presented with their child's IEP. There wasn’t reciprocity in their communication and collaboration. Parents in Greece on the other hand, despite characterising the relationship with teachers overall as positive, complained about the low frequency of those meetings. This was in accordance with Anastasiou and Papagiani’s study (2020), which confirms that parental involvement was lacking in the Greek schools and could develop further for the promotion of inclusive practices.

7.5.5 Context

This paper adds to the current literature and extends the information about how context influences inclusive and social justice practices in schools. King, Travers and McGowan`s study (2021) revealed that local contextual factors impacted the principal`s perception, actions and self-efficacy as social justice leaders. It suggested that social justice leadership cannot be supported by a top-down managerial school ethos. Sobe and Kowalczyk (2013: p.1) have additionally stated that "*The field of comparative education still remains hobbled by unsophisticated and inadequately theorised notions of context*". This study is adding further clarity to the importance of context in micro (school, community), meso (society) and macro (national policy, laws) level in enacting inclusive and social justice leadership. It contributes by suggesting that knowing the background of the school and the local context, both at a micro, meso and macro helps the school leaders be prepared to tackle challenges related to inclusion. Specifically, evidence from the English school demonstrated that background information about the students helped significantly to develop a "*whole child*", especially those with behaviour issues (meso context (socio-economic-cultural background) informing the micro context (learning goals, student, classroom). Developing students who knew their rights and were ready to advocate for them contributed to the welcoming atmosphere and inclusive culture of the school (micro level). At the same time, findings from the Greek school revealed that knowing the local background information about the students, even in centralised systems with limited support from the government, informed the referral process and contributed to a more accurate and effective IEP, therefore more inclusive and socially just practices.

Another interesting finding was that the participants expressed limited ideas about the term social justice. Social justice was a term that was not mentioned almost at all from the Greek school, possibly due to lack of information from the participants. This made

comparison with the English school uneven. Findings from this study agreed with the literature review in this regard. Participants understood the need for more school funding from the government, but seemed to find it difficult to relate the austerity measures due to the crisis with the changes in society and therefore in education. The social changes in the Greek context (unemployment, significant cutbacks) due to the economic crisis (OECD, 2016b) affected the educational provision.

The same happened for the definition of the term leadership. Leadership in the Greek schools is performed by people in specific positions with very limited roles and responsibilities. Therefore, the interview question to define the term leadership sounded like a very theoretical concept that could never happen in real life. Participants did not spend a lot of time thinking about the importance of leadership and therefore they did not engage in answering that question as the participants in the English school.

7.5.6 Comparative Education

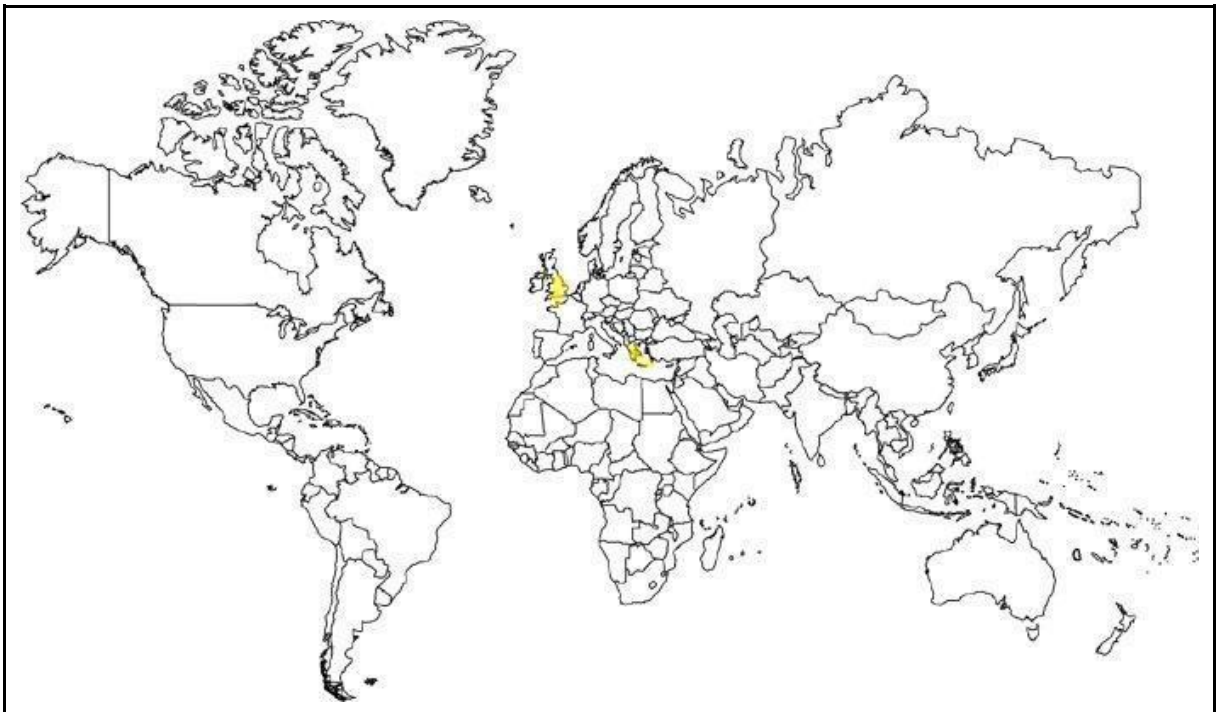
Another contribution of this study is the importance of comparative research in the two systems. As mentioned in chapter four, the results from this study could help build a database. That database (Table 7.1) would be the outcome of many studies from many countries that would help with promoting and further developing inclusive practices and social justice. Taking into consideration the challenges and advantages of each educational system, further research and actions can be taken in the future and bring significant change into several different educational systems and structures around the world.

Creating a welcoming environment, scheduling meetings during working hours (for the Greek school), changing how the school looks to reflect promotion of human rights could

bring significant change in school environments, in the way people understand and enact inclusion.

Table 7.1

Database



Educational System and Structures for Inclusion and Social Justice		
	England	Greece
Inclusive practices	● Welcoming environment ● Inclusive cultures ● Display corridors with human rights ● Meetings ● PDs ● Distributed/transformative leadership	● Services from external services (EDEAY team)
Challenges	● Large class sizes ● Lack of time ● Behaviour management ● Funding	● Collaboration with parents and students ● Behaviour management ● Large class sizes

Recommendations for improvement	● More targeted PDs for all staff (including TAs) ● Collaboration with TAs. ● Parental voice in IEP planning.	● Better use of contextual factors of education for inclusion and SEN, before implementing new policies. ● Focus on opportunities for collaboration, creating common ethos and vision for all ● PD to raise awareness on SEN ● more autonomy to school leaders with flexibility to take initiatives.
Recommendations for research	● Empowerment of teachers to act as leaders (what specific responsibilities can they take) ● Less heavy duty schedule.	● Deeper understanding of advantages and limitations of centralised systems in relation to context. ● Gap on role of school leadership, policy and practice in relation to inclusion and social justice.

7.6 Limitations

As this qualitative study was conducted in two school settings only, the findings of this study were not meant to be generalised to the wider population. Nevertheless, the research findings can provide recommendations for improving policies regarding the education of all students.

Miles and Huberman (1994) suggest that purposive sampling is preferred in qualitative research because random sampling might cause biases especially in a small number of cases. Sampling has also been related to the conceptual framework. Firestone

(1993) argues that the most useful generalisations from qualitative data are analytic (i.e., inductive) and not" sample-to-population" (i.e., deductive).

In addition, the qualitative nature of the research has limitations due to the subjectivity of the participants` answers, opinions, attitudes and perspectives, which can contribute to bias (Cohen et al., 2011). Despite the attempts to present participants` views reflective of their truth (Bryman, 2008), qualitative analysis draws on people's perspectives and experiences and it might not be objectively factual (Cohen et al., 2011). For that reason, triangulation of the data was employed to enhance their validity.

In this research, I was faced with a practical problem which was beyond my control and prevented me from conducting all the interviews originally planned. For example, in England the head teacher allowed me to conduct the interviews with the teachers/SENCO during their PPA or any other time (upon consent). The same did not happen for the TA s. TA s were not given time off for the interviews. They were allowed only after school or during their break time, if they wanted. Getting parents to agree to participate in the study was also challenging. Despite the SENCO's efforts to invite them and convince them to participate in the study, only 8 in total (4 from the English and 4 from the Greek school) agreed to participate. Furthermore, despite having scheduled a meeting, due to unexpected personal reasons 3 class teachers (1 from the English and 2 from the Greek school) had to cancel their meeting with me.

Another limitation in this study is the fact that the duration of the study was limited. As this was not a longitudinal study, the work of different school leaders could have potentially resulted in a different overall picture of the school (different school culture and ethos, different frequency of PD, different collaboration opportunities, different connections with local community and external specialists), therefore different results. Developing

collaborative practices with all stakeholders is a process that takes time to establish and this study happened to collect the data at a time when school leaders acted in a specific way.

My positionality has been described in the previous chapters. Despite the efforts to be completely objective and present the truth as it is, as a human being with my own personality that lives in this world, I realise it is difficult to happen. Therefore, I tried to comply with ethical considerations and to be as honest and objective as possible (Cohen et al., 2011). Transparency in data analysis has been granted and can be confirmed in the previous chapters. The interpretation of the data was informed by my professional experiences, which may be a limitation in the research.

Despite these limitations overall, the project contributes to further investigating the role of leadership in promoting inclusion, social justice through CP in both countries. More specifically, the significance of the study derives from the comparison, that depends on reviewing the literature but also extends to evidence from experiences, ideas, opinions and practices.

7.7 Recommendations and Implications

7.7.1 Recommendations for Practice

Both educational systems have advantages and challenges. There are plenty of ideas and opportunities that one system can provide that the other could adopt and benefit from. For example, creating a more welcoming inclusive environment for all students like in the English school. Creating an atmosphere of mutual respect and ethos strengthens the sense of community and promotes cooperative learning (Bucholz & Seffler, 2009). Scheduling meetings during working hours where teachers can reflect on their practices and brainstorm ideas can help the Greek school leaders organise their agency as well (Carter & Abawi, 2018). It would additionally benefit each school to adopt a social justice learning style that

advocates for their rights (such as the UNICEF school status). Students would be aware of their rights and would advocate for them in the future. That would require leaders, staff and parents to engage in PD and seminars about SEN. School leaders with the help of local authorities (e.g., Municipality in Greece) could help organise such events for themselves and others.

According to Bronfenbrenner's (1979) ecological concept of the school as a microsystem embedded within a macro-regional or national education system, at a micro and meso level, knowing the background of the school in combination with a less autocratic and centralised educational system would allow head and class teachers to take initiatives that would offer more opportunities for communication with colleagues and the wider community. School leaders need to be aware of the needs of their students and their school context (micro level), the background of the society and local community (meso level) and also be aware of the international policies (macro level). Top-down approaches do not support inclusive and social justice practices. Giving opportunities to leaders from below with the support of above may help to create a culture where teachers feel trusted, empowered to bring change (Bubb & Earley, 2008) with high levels of self-efficacy (Kitching et al., 2009); components that are necessary for lasting change.

7.7.1.1 Collaborative Professionalism as a Recommendation for Practice

Developing collaborative professionalism should be a high priority for both countries and educational systems. Collaborative professionalism with the guidance of the ten tenets could help build a collaborative culture among all stakeholders. Collective autonomy, collective efficacy, collaborative inquiry, collective responsibility, collective initiative, mutual dialogue, joint work, common meaning and purpose, collaborating with students, big picture thinking for all could provide guidance to teachers and other stakeholders for collaborating more professionally. Teachers can stay committed to improvement, they can share expertise

and work closely with the people the profession serves. Collaborative professionalism is an organised, evidence based, but not data driven, way in which colleagues support each other with constructive feedback, demanding dialogue and joint work. Teachers could stay committed to transforming teaching and learning to develop fulfilling lives of meaning, purpose and success (Hargreaves & O`Connor, 2018).

Only when there is a system where teachers are supported from above to take initiative, are supported with frequent PD, there is a climate of mutual goal and understanding, colleagues who truly believe and try to promote inclusion, then cultures of inclusion and social justice can be established and thrive (King & Stevenson, 2017). Communication and collaboration with external specialists and parents can then become meaningful and the student voice can be heard and taken into consideration. Both countries could ameliorate their practices and policies by implementing collaborative professionalism practices in their everyday routine. Starting with small changes, could secure a smooth implementation.

7.7.2 Recommendations for Policy

It is important to note that this study supports the view that adopting or importing international policies and concepts without careful consideration of the local cultural and social factors is not likely to bring about the expected effects. The case of Greece is an example. Governments have tried to implement foreign policies without taking into consideration the local context and factors that would affect their application and success. Additional attention should be paid when adopting other countries' policies and practices. Riggs (1964, p. 11) criticises the process of importing models for their dependence on prescription rather than description:

> I wish only to point out that prescriptions which are valid in one context may be harmful in others…in other words, we need a pretty complete

> descriptive and analytical understanding of what now exists before we can make useful judgments about what we ought to do, what changes should be made.

In this study the detailed description of the policies and laws highlighted the value and need for understanding of context in both countries. In terms of national policy, developing a national inclusive educational policy calls for collaborative teamwork, same ethos and vision from all stakeholders. Feedback and ideas need to be shared between the government, students with SEN, families, teachers, school leaders, non-governmental organisations to other health and social educational professionals. There is a high need for research between the international policies and the guidelines of UNESCO and the local researchers in order to make sure the local context can be applied in each country.

Even though the policies in both countries seem to theoretically agree with the vision of inclusion, at a practical level staff members and many parents express negative attitudes towards SEN. In Greece, most of the participants` views reflected the medical model of inclusion. This could be tackled with PD and seminars, organised from the government and schools. Raising awareness on SEN topics for the staff members during working hours and for the parents during/after working hours can result in shifting their perceptions towards a more inclusive and respectful attitude. This could also enhance the creation of inclusive and socially just cultures.

Also, organising and engaging in PD or other collaborative projects on SEN (Nugent, 2012), with external specialists where participants would share their expertise, experiences, resources for professional growth in SEN matters and improving the student outcomes is something that should be deeply explored or even promoted by law. Moreover, more focus is needed on the provision for implementing inclusive practices in school contexts even at a pre-service level (university modules on and permeation of SEN). This would lead to better prepared NQT staff. Additionally, governments should also consider using teaching assistants for inclusion specifically, not just to support the teaching process. That could

possible lead to higher student outcomes and student engagement (Blatchford, Russell, et al, 2007; Blatchford et al., 2009) and should also be further explored.

Lastly, more autonomous school structures with school leaders that have the flexibility to take initiatives, share the leadership with other teachers could lead to better decision making in SEN matters, update and promotion of educational school policies (King, 2011). Collaborating in a more organised manner and more professionally could be the key to improve and transform student life (WIldmark et al, 2011).

7.7.3 Recommendations for Research

This study links with many disciplines, such as comparative education, inclusive education and SEN, along with educational reform. There are some areas for more investigation. For instance: further studies on centralised educational systems would provide greater knowledge and deeper understanding of the developing inclusive practices and the design of the SEN provision in schools in Greece.

This study has identified gaps between the theory and practice of the role of the school leadership in promoting inclusion and social justice. Further studies should be made to investigate further the role of the school leadership in centralised systems and how school leaders perform their professional responsibilities. Focus should be given as to how the leaders in these systems empower their teachers to develop inclusive and collaborative practices, develop an inclusive ethos and atmosphere in the school. Specifically, further studies should also look into the effects of having a less duty heavy schedule to staff and the effects on stress levels, work productivity and efficiency. Finally, the lack of opportunities for teachers to become the leaders themselves, lack of PD, a non-inclusive curriculum, a lack of planning time and time for sharing expertise and liaising with staff and the wider community hinder the creation of those inclusive cultures in schools and should be further investigated.

7.8 Concluding Remarks

This study has provided interesting research findings regarding the role of school leadership in promoting inclusion and social justice through collaborative professionalism. My journey began as a primary school teacher in Greece and then as a university student and teacher in English. This transition provided significant insight into understanding and interpreting the participants' experiences and opinions. This research will be important in addressing the difficulties and point out the advantages in each country's system. Both countries can then take time to reflect on their practices and proceed to changes for improving their policies about SEN. I hope that this work will benefit the school leaders, students themselves, teachers, external specialists and all stakeholders who wish to engage in collaborative approaches in order to provide all students with better, higher quality life experiences inside and outside school.

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Figures

The following pictures were taken from various whole school community activities and were used only for the student interviews in the English school.

Figure 6.15

English School Sports Day

Figure 6.16

English School Sports Day 2

Figure 6.17

Class activities

Figure 6.18

Assembly with Staff, Parents, people from the Community

Figure 6.19

English School Sports Day Activity with adults

Figure 6.20

English school pets/Chicken

Figure 6.21

English School Inner yard Fruits and Vegetables

Figure 6.22

English School Sports Day 3

Figure 6.23

English school Sports Day 5

Figure 6.24

English School Sports Day 6

Figure 6.25

English School Lesson Study Debrief

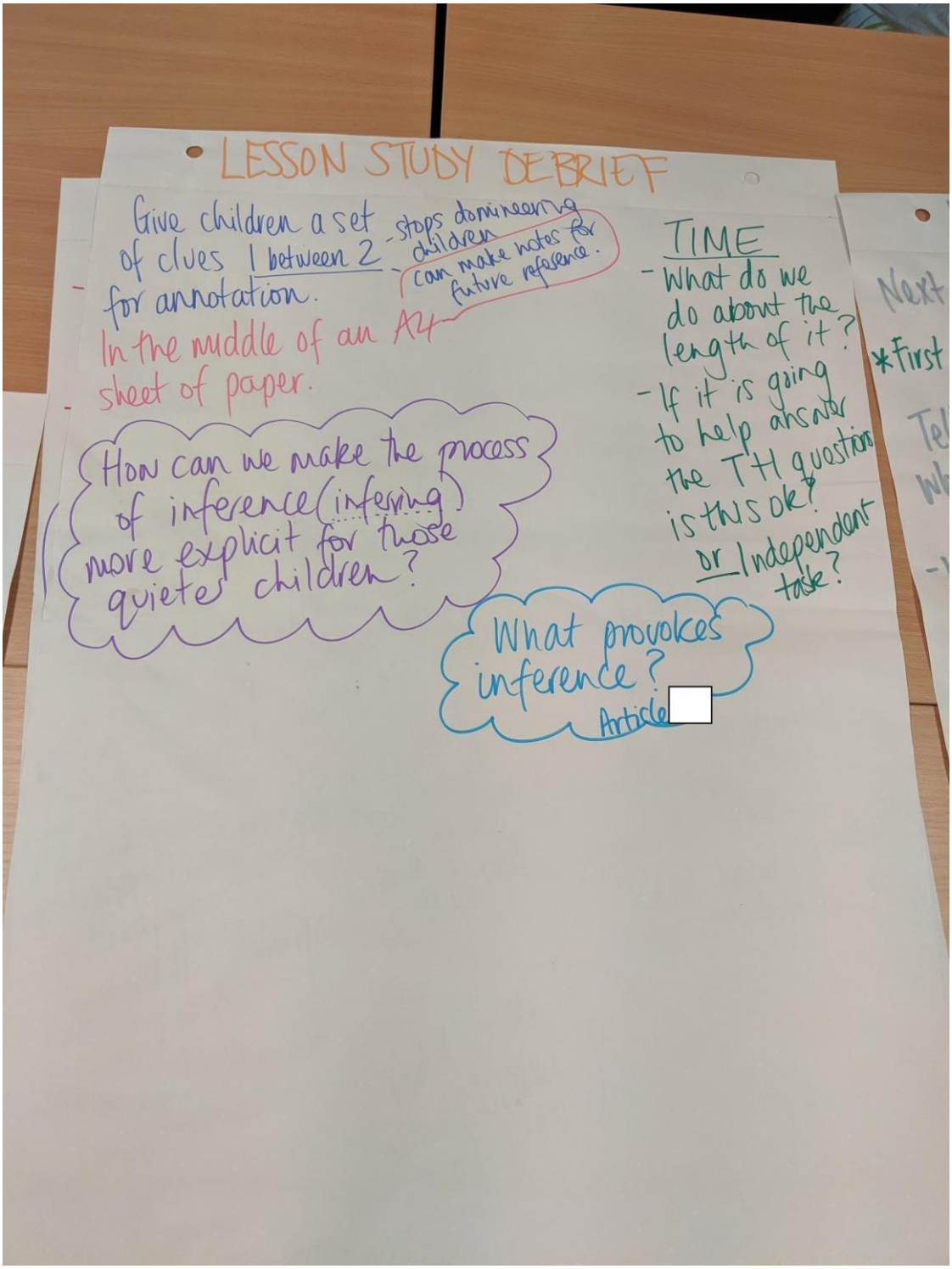


Figure 6.26

Greek School Autism Training for Parents 1

ΔΕΛΤΙΟ ΤΥΠΟΥ

ΣΥΝΕΧΙΖΟΝΤΑΙ ΟΙ ΑΙΤΗΣΕΙΣ ΓΙΑ ΤΟ ΠΡΟΓΡΑΜΜΑ ΟΜΑΔΑ ΣΥΜΒΟΥΛΕΥΤΙΚΗΣ ΣΤΗΡΙΞΗΣ ΜΕ ΘΕΜΑ «ΓΟΝΕΪΚΟΤΗΤΑ ΚΑΙ ΦΑΣΜΑ ΑΥΤΙΣΜΟΥ ΣΤΗΝ ΠΡΟΣΧΟΛΙΚΗ ΚΑΙ ΣΧΟΛΙΚΗ ΗΛΙΚΙΑ (4-12 ΕΤΩΝ).»

Συνεχίζονται οι αιτήσεις για το πρόγραμμα Ομάδα συμβουλευτικής στήριξης με θέμα:¨Γονεϊκότητα και Φάσμα Αυτισμού στην Προσχολική και Σχολική Ηλικία (4-12ετών)" που υλοποιείται από την Αντιδημαρχία Κοινωνικής Πολιτικής δια της Διεύθυνσης Κοινωνικής Προστασίας και Δημόσιας Υγείας σε συνεργασία με την Δημοτική Περιφερειακή Βιβλιοθήκη [redacted] στα πλαίσια του προγράμματος "Ομάδες Συμβουλευτικής Στήριξης Κατοίκων"

Η ανατροφή ενός παιδιού στο φάσμα του αυτισμού έχει πολλές προκλήσεις και ιδιαίτερα για τους γονείς, των οποίων ο ρόλος έχει αποκτήσει ένα νέο νόημα. Η στήριξη της οικογένειας με άτομο στο φάσμα του αυτισμού είναι πολύ σημαντική για τους γονείς και ιδιαίτερα για τους γονείς που είναι οι φροντιστές των παιδιών στην πλειοψηφία των περιπτώσεων.

Στην ομάδα θα συζητηθούν θέματα που θα αφορούν την αντιμετώπιση της διάγνωσης της αυτιστικής διαταραχής, τη θετική προσαρμονή της οικογένειας (συζυγική σχέση, αδελφική σχέση, σχέσεις με την ευρύτερη οικογένεια και το κοινωνικό σύνολο), συνεργασία με τους ειδικούς, στρατηγικές διαχείρισης συμπεριφορών, οδηγίες αντιμετώπισης του στρες και της κόπωσης των γονιών στοχεύοντας στην ενίσχυση της ψυχικής ανθεκτικότητας και την ποιότητα του τρόπου ζωής των οικογενειών τους. Ο συντονισμός της ομάδας γίνεται από ψυχολόγο του Τμήματος Κοινωνικής Πολιτικής και Ισότητας των Φύλων, του Δήμου [redacted].

Το πρόγραμμα απευθύνεται σε όλους τους κατοίκους του Δήμου μας. Το πρόγραμμα περιλαμβάνει 8 δίωρες ομαδικές συναντήσεις. Οι συναντήσεις θα πραγματοποιούνται στην αίθουσα της Δημοτικής Περιφερειακής Βιβλιοθήκης [redacted] κάθε Τετάρτη πρωί από 10:00-12:00 και θα ξεκινήσουν την Τετάρτη 22/01/2020. Η συμμετοχή των κατοίκων είναι δωρεάν.

Οι ενδιαφερόμενοι κάτοικοι μπορούν να συμπληρώνουν μια αίτηση συμμετοχής,την οποία θα παραλαμβάνουν: από το Τμήμα Κοινωνικής Πολιτικής & Ισότητας των Φύλων [redacted] όροφος, πρωϊνες ώρες 8:00- 14:00 ή από την αίθουσα της Δημοτικής Περιφερειακής Βιβλιοθήκης [redacted], ή μπορούν να εκτυπώσουν από την ιστοσελίδα του Δήμου [redacted]. Η αίτηση θα αποσταλεί με fax στο τηλέφωνο:

Figure 6.27

Greek School Autism Training for Parents 2

[redacted] και ή θα σταλεί με e-mail στη διεύθυνση[redacted]

Για περισσότερες πληροφορίες, απευθύνεστε στα τηλέφωνα: [redacted] πρωινές ώρες 8:00-14:00μμ και στην Βιβλιοθήκη [redacted] 08:00-20:30.

"Η πραγματοποίηση ομάδας γονέων με παιδιά στο φάσμα του αυτισμού έχει ως σκοπό την αναβάθμιση της ποιότητας ζωής των γονέων, και την διευκόλυνση περισσότερων γονέων στο δύσκολο έργο διαπαιδαγώγησης των παιδιών τους» δήλωσε ο Αντιδήμαρχος Κοινωνικής Πολιτικής [redacted] και συνέχισε «στόχος των ομάδων αυτών είναι η βελτίωση των καθημερινών μας σχέσεων και της επικοινωνίας μας στην οικογένεια».

Figure 6.28

Greek School Announcement/Participation form about Autism seminar for Parents 3

ΔΗΜΟΣ [redacted]
ΔΙΕΥΘΥΝΣΗ ΚΟΙΝΩΝΙΚΗΣ ΠΡΟΣΤΑΣΙΑΣ & ΔΗΜΟΣΙΑΣ ΥΓΕΙΑΣ ΤΜΗΜΑ
ΚΟΙΝΩΝΙΚΗΣ ΠΟΛΙΤΙΚΗΣ ΚΑΙ ΙΣΟΤΗΤΑΣ ΤΩΝ ΦΥΛΩΝ

"Γονεϊκότητα και φάσμα αυτισμού στην προσχολική και σχολική ηλικία".

(4-12 ΕΤΩΝ)

ΔΗΜΟΤΙΚΗ ΠΕΡΙΦΕΡΕΙΑΚΗ ΒΙΒΛΙΟΘΗΚΗ [redacted]

ΣΕΜΙΝΑΡΙΟ ΓΙΑ ΓΟΝΕΙΣ με στόχο την υποστήριξη, κοινωνική αλληλεπίδραση και βελτίωση της ποιότητας ζωής των γονέων.

ΑΠΕΥΘΥΝΕΤΑΙ ΣΕ ΓΟΝΕΙΣ

ΕΝΑΡΞΗ

ΤΕΤΑΡΤΗ 22/01/2020

ΩΡΑ : 10:00-12.00 πρωί

ΔΗΜΟΤΙΚΗ ΠΕΡΙΦΕΡΕΙΑΚΗ
ΒΙΒΛΙΟΘΗΚΗ [redacted]

[redacted]

Τηλέφωνα επικοινωνίας :
[redacted], [redacted], [redacted] E-mail:[redacted]

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΝΟΜΟΣ [redacted]
ΔΗΜΟΣ [redacted]
Δ/ΝΣΗ ΚΟΙΝ/ΚΗΣ ΠΡΟΣΤΑΣΙΑΣ & ΔΗΜΟΣΙΑΣ ΥΓΕΙΑΣ
ΤΜΗΜΑ ΚΟΙΝΩΝΙΚΗΣ ΠΟΛΙΤΙΚΗΣ & ΙΣΟΤΗΤΑΣ ΤΩΝ ΦΥΛΩΝ
ΤΑΧ. Δ/ΝΣΗ: [redacted]
ΠΛΗΡΟΦΟΡΙΕΣ: [redacted]
☎ [redacted]

Appendices

APPENDIX A.2

Keywords, phrases and terms

Keywords, phrases and terms
Models of disabilities and inclusion, medical model, social model, biopsychosocial model, leadership models, collaborative professionalism, social justice practices, Professional Development, collective/individual efficacy, collective/individual responsibility, collective/individual autonomy, collective/individual inquiry, mutual dialogue, joint work, collaborating with students, collaborating with teachers, collaborating with external agents, collective initiative, common meaning and purpose in education, Inclusive education in Greece, inclusive education in England, SEN, Greek policy/educational law on inclusion, English policy/educational law on inclusion, comparative education, leadership and inclusion, the role of principals in inclusive education, World health organisation, SDG4.

APPENDIX A.4

Parents´ Association/Board of Management consent form for participating schools

Project: "The role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism: A comparative study in England and Greece".

Θέμα έρευνας: «Ο ρόλος της σχολικής διεύθυνσης στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω συνεργατικού επαγγελματισμού: συγκριτική έρευνα σε Ελλάδα και Αγγλία».

Dear Research Ethics Committee members,

As the representative/member/person of liaise of Parents´Association/Board of Management of the school, with this document I hereby certify that we are fully aware of the context and procedures of the study entitled "The role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism: A comparative study in England and Greece", conducted by the DCU student Lito Vera Fouki and we fully agree with it moving forward in our school.

Αγαπητά μέλη του Research Ethics Committee,

Ως εκπρόσωπος/μέλος του Συλλόγου Γονέων και Κηδεμόνων του σχολείου με αυτό το έγγραφο επιβεβαιώνω πως λαμβάνω γνώση του περιεχομένου των παραστατικών της έρευνας με τίτλο «Ο ρόλος της σχολικής διεύθυνσης στη προώθηση της παιδαγωγικής της

ένταξης και κοινωνικού δικαίου μέσω συνεργατικού επαγγελματισμού: συγκριτική έρευνα σε Ελλάδα και Αγγλία» της Λητώς Βέρας Φούκη και συμφωνώ με τη διεξαγωγή στο σχολείο μας.

Όνομα/Name:

Υπογραφή/Signature:

Όνομα/Name:

Υπογραφή/Signature:

APPENDIX B.4

Plain Language Statement/Adults/Greek School

Επιστολή Ενημέρωσης της έρευνας/Ενήλικες

Θέμα έρευνας: «Ο ρόλος της σχολικής διεύθυνσης στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω συνεργατικού επαγγελματισμού: συγκριτική έρευνα σε Ελλάδα και Αγγλία».

Αγαπητε/ή συμμετέχων/ουσα,

Έχετε προσκληθεί να συμμετάσχετε στην έρευνα σχετικά με το ρόλο της σχολικής διεύθυνσης στην προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω του συνεργατικού επαγγελματισμού σε σχολεία στην Ελλάδα και στην Αγγλία. Αυτή η έρευνα θα προσπαθήσει να αναδείξει αποτελεσματικές πρακτικές της σχολικής διεύθυνσης κάθε σχολείου που συμβάλλουν στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου σε Ελλάδα και Αγγλία, καθώς η παιδαγωγική της ένταξης μπορεί να διαφέρει από χώρα σε χώρα. Σκοπός αυτής της έρευνας είναι η ανάδειξη στοιχείων και πληροφοριών που θα οδηγήσουν σε νέα γνώση σχετικά με την παιδαγωγική της ένταξης και του συνεργατικού επαγγελματισμού που θα φανεί χρήσιμη στη βελτίωση της ένταξης των παιδιών με ειδικές μαθησιακές ανάγκες. Στόχος μέσω της δουλειάς μου είναι να προσφέρω και εγώ τεκμήρια που θα μπορέσουν να χρησιμοποιηθούν άμεσα από το εκπαιδευτικό προσωπικό σχολείων και που παράλληλα θα συνεισφέρουν στην ερευνητική κοινότητα. Θα χαρώ να απαντήσω σε όποια απορία έχετε σχετικά με τη διαδικασία ή το πόρισμα της έρευνας. Σε αυτό το σημείο είναι σημαντικό να τονιστεί το δικαίωμα των συμμετεχόντων σε διευκρινήσεις και επίλυση απορίων σχετικά με την έρευνα στην οποία συμμετέχουν.

Εφόσον αποφασίσετε να συμμετάσχετε στην έρευνα, θα κληθείτε να συμμετάσχετε σε συνέντευξη από εμένα, την ερευνήτρια, σε συνάντηση ένας με έναν. Η συνέντευξη θα ηχογραφηθεί και θα χρησιμοποιηθεί αποκλειστικά για τους σκοπούς της έρευνας. Επιπλέον, παρατήρηση κατά τη διάρκεια των μαθημάτων θα προγραμματιστεί για τα μαθήματα της ειδικής και γενικής αγωγής. Δεν υπάρχουν συγκεκριμένοι κίνδυνοι που να συνδέονται με την έρευνα. Εγώ, ως ερευνήτρια, θα προσπαθήσω να αποκλείσω κάθε πιθανό κίνδυνο κατά τη διάρκεια της έρευνας. Τουναντίον, προβλέπονται πιθανά θετικά αποτελέσματα για τους συμμετέχοντες. Ενδέχεται οι συμμετέχοντες να συλλογιστούν και να αναθεωρήσουν ως ομάδα ή ως άτομα για τις υπάρχουσες πρακτικές στα σχολεία τους και ξεκινήσουν κάποιο διάλογο προς τη βελτίωση του. Όλα τα δεδομένα που θα συλλεχθούν θα αντιμετωπιστούν ως απόρρητα δεδομένα και θα κρατηθούν ασφαλή σε ηλεκτρονική συσκευή της ερευνήτριας, προστατευμένη με κωδικό ασφαλείας και δε θα διαρρεύσουν σε κανέναν. Επίσης, τα έγγραφα θα καταστραφούν πλήρως όταν δε θα είναι πλέον χρήσιμα στην ερευνήτρια ή του πανεπιστημίου. Επιπλέον, αντί για ονόματα θα χρησιμοποιηθούν ψευδώνυμα και οποιαδήποτε άλλο προσωπικό δεδομένο θα τροποποιηθεί για να διατηρηθεί η ανωνυμία. Όλα τα δεδομένα είναι σε συμφωνία με τον κανονισμό για τη προστασία δεδομένων (GDPR law).

Είναι σημαντικό να σημειωθεί ότι η συμμετοχή σας στην έρευνα είναι παντελώς εθελοντική. Δεν υποχρεούστε να συμμετάσχετε. Εφόσον αποφασίσετε να συμμετάσχετε, έχετε το δικαίωμα να αποσυρθείτε από την έρευνα ανά πάσα στιγμή, χωρίς κάποια κύρωση ή απώλεια προνομίων. Εάν αποφασίσετε να αποσυρθείτε από την έρευνα, θα σας ζητηθεί να απαντήσετε σε κάποιες τελευταίες ερωτήσεις προκειμένου να διαπιστωθεί ότι η έρευνα διεξήχθη κατά τρόπο ομαλό και επαγγελματικό.

Αν και η ταυτότητα των συμμετεχόντων θα παραμείνει ανώνυμη ανά πάσα στιγμή με τη χρήση ψευδώνυμων, τα αποτελέσματα της ερευνητικής μελέτης ενδέχεται να παρουσιαστούν σε επιστημονικά συνέδρια ή σε συγκεκριμένες δημοσιεύσεις. Θα σας ήμουν ευγνώμων αν συμμετείχατε στη μελέτη αυτή αλλά μπορείτε να αρνηθείτε να συμμετάσχετε.

Εάν έχετε οποιεσδήποτε ανησυχίες ή ερωτήσεις σχετικά με την έρευνα μπορείτε να επικοινωνήσετε μαζί μου στη διεύθυνση ηλεκτρονικού ταχυδρομείου: l**********@mail.dcu.ie ή στον αριθμό τηλεφώνου μου: +49 151********.

Με εκτίμηση,

Λητώ Βέρα Φούκη

APPENDIX C.4

Informed Consent Form/Adults/Greek School

Έντυπο Συμμετοχής στην έρευνα/Ενήλικες

Θέμα έρευνας: «Ο ρόλος της σχολικής διεύθυνσης στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω συνεργατικού επαγγελματισμού: συγκριτική έρευνα σε Ελλάδα και Αγγλία».

Υπογράφοντας παρακάτω, συμφωνώ ότι:

- Θα ήθελα να συμμετάσχω σε αυτήν την έρευνα και κατανοώ ότι η συμμετοχή περιλαμβάνει προσωπικές συνεντεύξεις και την παρατήρηση κατά τη διάρκεια των μαθημάτων και κάποιων διαλειμμάτων.
- Κατανοώ ότι η συμμετοχή μου είναι εθελοντική.
- Έχω επίγνωση του γεγονότος ότι μπορώ να αποσυρθώ από την έρευνα αυτή ανά πάσα στιγμή χωρίς να αλλάξει ο τρόπος που αντιμετωπισης μου.
- Κατανοώ τον σκοπό της μελέτης και τι μου έχει ζητηθεί να κάνω ως συμμετέχων.
- Έχω την ευκαιρία να θέσω οποιεσδήποτε ερωτήσεις σχετικά με αυτή τη μελέτη/έχω λάβει απαντήσεις στις ερωτήσεις μου.
- Έχω διαβάσει την επιστολή ενημέρωσης της έρευνας (ή έχει διαβαστεί σε μένα).
- Γνωρίζω ότι η συνέντευξή μου θα ηχογραφηθεί.
- Κατανοώ ότι οι υπογεγραμμένες επιστολές συγκατάθεσης και οι πρωτότυπες ηχογραφήσεις θα διατηρηθούν στο δίσκο του ερευνητή για όσο χρόνο χρειάζεται ο ερευνητής ή το πανεπιστήμιο.
- Σε περίπτωση που ο συμμετέχων είναι γονέας. Δηλώνω υπεύθυνα ότι αποδέχομαι τη συμμετοχή του παιδιού μου στην έρευνα. Το παιδί μου διατηρεί το δικαίωμα να αποσυρθεί από τη διαδικασία της έρευνας σε οποιοδήποτε στάδιο της διεξαγωγής της.

- Κατόπιν αιτήματος, θα λάβω ένα γραπτό αντίγραφο της τελικής διατριβής.

Έχω διαβάσει και καταλάβει τις πληροφορίες σε αυτή τη φόρμα και έχω ένα αντίγραφο αυτής της φόρμας συγκατάθεσης. Ως εκ τούτου, συναινώ να συμμετάσχω σε αυτό το ερευνητικό πρόγραμμα.

ΔΗΛΩΝΩ ΥΠΕΥΘΥΝΑ ΟΤΙ ΑΠΟΔΕΧΟΜΑΙ ΝΑ ΣΥΜΜΕΤΕΧΩ ΣΤΗ ΔΙΑΔΙΚΑΣΙΑ ΤΗΣ ΕΡΕΥΝΑΣ.

Υπογραφή Συμμετέχοντος:_____

Ημερομηνία:_____

Εάν οι συμμετέχοντες έχουν ανησυχίες σχετικά με αυτή τη μελέτη και επιθυμούν να επικοινωνήσουν με ένα ανεξάρτητο πρόσωπο, παρακαλούμε επικοινωνήστε στο: *The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail rec@dcu.ie*

APPENDIX D.4

Plain Language Statement/Adults/English school

Project: "The role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism: A comparative study in England and Greece".

Dear Participant,

You are being invited to participate in a research study on the role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism in English and Greek schools. This study will try to search for effective leadership practices that promote inclusive education and social justice in mainstream primary settings in Greece and England as inclusion may look different within and across countries. The aim of the study is to narrow the focus to any evidence that will lead to new knowledge around leadership and collaborative professionalism that will prove useful for enhancing the inclusion of children with additional needs. My goal through my work will be to provide an analysis that will be of direct relevance to practitioners, while at the same time offer my findings to the theoretical research community. Please feel free to ask me, the researcher, any questions regarding anything that is not clear to you. It is within your right to receive explanation and clarification about the process of the study you are taking part and your role in it.

If you decide to take part in this research, you will be asked to be interviewed by me, the researcher, in a one to one meeting. The interview will be recorded and will be used only for the purposes of this study. Observations during lesson periods will also be scheduled for the SEN teachers and mainstream classroom teachers. There are no specific risks associated with this study. I, as a researcher, will make sure there is no harm for the participants. On the contrary, there might be possible positive outcomes for the participants. It is hoped that the participants may reflect individually and/or collaboratively on inclusive practices with a view to

enhance them in their context. All the data collected will be kept confidential and safe in the researcher's laptop which is secured with a password for the drive and files and will not be shared with anyone. All data will be disposed when the researcher or the University (DCU) no longer needs them. Pseudonyms will be used instead of the names and any other data will be altered so that full anonymity is guaranteed. All data will be in compliance with GDPR law.

It is important to note that your participation in this research is completely voluntary. You are not obliged to take part in it. If you decide to participate, you have the right to withdraw from the study at any given time, during the course of the study, without penalty or loss of benefits. Should you decide to withdraw from the study, you will be kindly asked to return for a final discussion in order to determine that the research was conducted in an orderly and professional manner.

Although the participants' identity will remain confidential at all times with the use of pseudonyms, the results of the research study may be presented at scientific conferences or in specific publications.

I would be grateful if you did participate in this study but you are free to refuse to participate.

If you have any concerns or questions about the project that you would like to discuss, feel free to contact me at my email address:l**********@mail.dcu.ie or my phone number: +49 151********.

Sincerely,

Lito Vera Fouki

If participants have concerns about this study and wish to contact an independent person, please contact:*The Secretary, Dublin City University Research Ethics Committee,*

c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail rec@dcu.ie

APPENDIX E.4

Informed Consent Form/Adults/English School

Project: "The role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism: A comparative study in England and Greece".

By signing below, I agree that:

- I would like to participate in this research study and I understand that participation involves one to one interviews and observation during lessons and break times.
- I understand that my participation is voluntary.
- I am aware that I can withdraw from this study at any time with no change in how I will be treated.
- I understand the purpose of the study and what I will be asked to do as a participant.
- I have had a chance to ask any questions about this study, and I have received answers to my questions.
- I have read the Plain Language Statement (or had it read to me).
- I am aware that my interview will be audiotaped.
- I understand that signed consent forms and original audio recordings will be retained in the researcher's drive for as long as the researcher or the University needs them.
- Upon request, I will receive a written copy of the final dissertation.

I have read and understood the information in this form and I have a copy of this consent form. Therefore, I consent to take part in this research project.

Participants Signature:_____

Name in Block Capitals: _____

Witness: _____

Date: _____

APPENDIX F.4

Plain Language Statement/Students/Greek School

Επιστολή Ενημέρωσης της έρευνας/Παιδιά

Θέμα έρευνας: «Ο ρόλος της σχολικής διεύθυνσης στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω συνεργατικού επαγγελματισμού: συγκριτική έρευνα σε Ελλάδα και Αγγλία».

Αγαπητέ μαθητή,

Σου έχει ζητηθεί να συμμετάσχεις σε μια ερευνητική μελέτη. Το θέμα της μελέτης μου είναι να βρω τρόπους, με τη βοήθεια των διευθυντών, των υπόλοιπων εκπαιδευτικών και των γονέων, για να βοηθήσουν όλους τους μαθητές να έχουν καλή μόρφωση, ανεξάρτητα από το πού προέρχονται ή πόσο καλά είναι οι βαθμοί τους ή αν έχουν διαφορετικές ανάγκες από τα υπόλοιπα παιδιά. Θα επισκεφθώ αυτό το σχολείο και ένα σχολείο σε άλλη χώρα (Ελλάδα / Αγγλία). Η ερευνητική μελέτη είναι ένας τρόπος για να μάθετε περισσότερα για κάποιο θέμα. Σου ζητείται να συμμετάσχεις επειδή η γνώμη σου ως μαθητής έχει σημασία και θα μπορούσε να κάνει τη σχολική ζωή καλύτερη για όλους τους μαθητές.

Σκοπός αυτής της μελέτης είναι να ανακαλύψουμε τρόπους για να βοηθήσουμε όλους τους μαθητές να ενταχθούν και να επιτύχουν στο σχολείο, ανεξάρτητα από τους βαθμούς τους, από πού προέρχονται ή τις ανάγκες τους και πώς οι διευθυντές και οι άλλοι εκπαιδευτικοί μπορούν να βοηθήσουν στην επίτευξη αυτού του σκοπού.

Αν αποφασίσεις να λάβεις μέρος, θα σου κάνω κάποιες ερωτήσεις σχετικά με το σχολείο σου, τα μαθήματά σου και τους δασκάλους σου. Δεν χρειάζεται να απαντήσεις σε ερωτήσεις που δεν θέλεις. Αυτό θα διαρκέσει περίπου 10-15 λεπτά. Θα καταγράψω τις απαντήσεις σου σε

ένα μαγνητόφωνο έτσι ώστε μετά να ακούσω προσεκτικά αυτά που είπες. Κατά τη διάρκεια μερικών μαθήματα και κάποιων διαλειμμάτων μπορεί να με δεις να παρατηρώ μερικά παιδιά που παίζουν ή μαθαίνουν, συμπεριλαμβανομένου και εσένα και να γράφω σημειώσεις. Αυτό θα είναι επειδή θα ήθελα να δω πόσο καλά οι μαθητές στο σχολείο σου μπορούν να μάθουν ή να παίξουν όλοι μαζί.

Δεν χρειάζεται να συμμετάσχεις στη μελέτη αυτή και αν αποφασίσεις πως δε θέλεις, δεν θα υπάρξει κανένα πρόβλημα. Αν, κατά τη διάρκεια της διαδικασίας, αλλάξεις γνώμη, απλά ενημέρωσε με και δεν θα χρησιμοποιήσω καμία πληροφορία που θα μου δώσεις.

Θα κρατήσω τις πληροφορίες που θα μου δώσεις σε ένα κλειδωμένο γραφείο ή σε ένα κλειδωμένο αρχείο στον υπολογιστή μου. Σε όλες μου τις σημειώσεις, το όνομά σου δεν θα αναφερθεί. Αν θέλεις μπορείς να επιλέξεις ένα άλλο όνομα για μένα να χρησιμοποιήσω όταν θα γράφω. Κανείς άλλος δεν θα γνωρίζει ποιο όνομα έχετε επιλέξει.

Ωστόσο, αν κατά τη διάρκεια της συνομιλίας μας ακούσω οτιδήποτε που θα με κάνει να ανησυχήσω ή να νομίσω ότι βρίσκεσαι σε κίνδυνο, τότε θα αναγκαστώ να ενημερώσω άλλους ανθρώπους που πρέπει να γνωρίζουν γι' 'αυτό.

Όταν συγκεντρώσω όλες τις πληροφορίες από όλους όσοι συμμετέχουν, θα γράψω για αυτά που έχω συγκεντρώσει σε μια εργασία, η οποία θα είναι μια μεγάλη έκθεση, την οποία πρέπει να ολοκληρώσω για το θέμα το οποίο σπουδάζω. Αυτή η εργασία θα ελεγχθεί από τις καθηγήτριές μου στο πανεπιστήμιο. Εάν μου ζητηθεί, θα ενημερώσω εσένα και τα άλλα παιδιά που έλαβαν μέρος για τα όσα έμαθα και στο τέλος θα καταστρέψω όλες τις σημειώσεις και τα έγγραφα που συγκέντρωσα όταν ολοκληρωθεί η εργασία.

Εάν έχεις οποιεσδήποτε ανησυχίες ή ερωτήσεις σχετικά με την έρευνα μπορείς να επικοινωνήσεις μαζί μου στη διεύθυνση ηλεκτρονικού ταχυδρομείου: l**********@mail.dcu.ie ή στον αριθμό τηλεφώνου μου: +49 151********.

Με εκτίμηση,

Λητώ Βέρα Φούκη

Εάν οι συμμετέχοντες έχουν ανησυχίες σχετικά με αυτή τη μελέτη και επιθυμούν να επικοινωνήσουν με ένα ανεξάρτητο πρόσωπο, παρακαλούμε επικοινωνήστε στο: The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail rec@dcu.ie

APPENDIX G.4

Child Assent Form (Age 7-12) Greek School

Έντυπο ενυπόγραφης συγκατάθεσης στην έρευνα/παιδιά (ηλικίας 7-12)

Θέμα έρευνας: «Ο ρόλος της σχολικής διεύθυνσης στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω συνεργατικού επαγγελματισμού: συγκριτική έρευνα σε Ελλάδα και Αγγλία».

Υπογράφοντας παρακάτω, συμφωνώ ότι:

- Δεν είμαι υποχρεωμένος να συμμετέχω στην έρευνα αν δεν το επιθυμώ. Δεν θα υπάρξει κανένα πρόβλημα εάν πω όχι.
- Μπορώ να σταματήσω τη συμμετοχή μου στη μελέτη ανά πάσα στιγμή. Αν θέλω να σταματήσω, μπορώ να πω μόνο το όνομα της δασκάλας ή του δασκάλου μου (όνομα του δασκάλου τάξης ή βοηθός διδασκαλίας που είναι γνωστός και αξιόπιστος). Εάν υπάρχει μια ερώτηση που δεν θέλω να απαντήσω, μπορώ να πω ότι δεν θέλω να απαντήσω σε αυτήν την ερώτηση.
- Οι γονείς μου ή οι κηδεμόνες ρωτήθηκαν για τη συμμετοχή μου στην έρευνα και συμφώνησαν. Ακόμα κι αν έχουν συμφωνήσει οι ίδιοι, εξακολουθεί να είναι η επιλογή μου αν θα λάβω μέρος ή όχι.
- Μπορώ να θέσω οποιεσδήποτε ερωτήσεις έχω, τώρα ή αργότερα. Εάν σκεφτώ κάποια ερώτηση αργότερα, εγώ ή οι γονείς μου μπορούν να επικοινωνήσουν με την Κυρία Λητώ στο +49 151******** ή στο l**********@mail.dcu.ie
- Έχω καταλάβει τι θα κάνω σε αυτή τη μελέτη.

Δηλώνω υπεύθυνα ότι αποδέχομαι τη συμμετοχή του παιδιού μου στην έρευνα. Το παιδί μου διατηρεί το δικαίωμα να αποσυρθεί από τη διαδικασία της έρευνας σε οποιοδήποτε στάδιο της διεξαγωγής της

Όνομα του γονέα (ων) ή κηδεμόνα (ών) :_____

ΥΠΟΓΡΑΦΗ ΓΟΝΕΑ Ή ΚΗΔΕΜΟΝΑ/ ΗΜΕΡΟΜΗΝΙΑ

APPENDIX H.4

Plain Language Statement/Students/ English School

Project: "The role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism: A comparative study in England and Greece".

Dear student,

You are being asked to participate in a research study. The topic of my study is to find ways, with the help of the head teachers, the rest of the teachers and the parents, to help all students have a good education, regardless of where they come from, or how good their grades are or if they have different needs than the rest of the kids. I will be visiting this school and a school in another country (Greece/England). A research project is a way to learn more about something. You are being asked to take part because your opinion as a student matters and it could make school life better for all students.

The purpose of this study is to find out ways to help all students feel included and achieve in school, regardless of their grades, where they come from or their needs and how the head teachers and the other teachers can help in achieving it.

If you decide to take part, I will ask you some questions about your school, your lessons and your teachers. You do not have to answer any questions that you don't want to. This will take about 10-15 minutes. I will record your answers on a voice recorder so that afterwards I can listen carefully to what you said. During some lessons and break time you might see me looking at some kids playing or learning, including you and making notes. This will be because I would like to see how well the students in your school can learn or play altogether.

You do not have to take part in this study, and if you decide not to, it is still ok. If, after you have started to take part, you change your mind, just let me know and I will not use any information you have given me.

I will keep the information that you will give me in a locked cabinet or in a locked file on my computer. When I write about what I have found out, your name will not be mentioned. If you like you can choose another name for me to use when I am writing about what you said. No-one else will know which name you have chosen.

However, if during our conversation I hear anything which makes me worried that you might be in danger of harm, I might have to tell other people who need to know about this.

When I have gathered all of the information from everyone who is taking part I will write about what I have learned in a dissertation, which is a long essay, which I have to complete for the course I am studying on. This will be read and marked by my teachers at university. I will tell you and the other children who have taken part what I have found out and I will destroy all of my notes and recordings when the project is finished.

If you have any concerns or questions about the project that you would like to discuss, feel free to contact me at my email address: l**********@mail.dcu.ie.

Contact phone number of researcher: +49 151********

Sincerely,

Lito Vera Fouki

If participants have concerns about this study and wish to contact an independent person, please contact: *The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail rec@dcu.ie*

APPENDIX I.4

Child Assent Form (Age 7-12) English School

Project: "The role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism: A comparative study in England and Greece".

By signing below, I agree that:

- I do not have to be in this study if I do not want to. I won't get into any trouble if I say no.
- I may stop being in the study at any time. If I want to stop I can just tell (Name of class teacher or teaching assistant who is well known and trusted). If there is a question I don't want to answer, I can just say I do not want to answer this.
- My parent(s)/guardian(s) were asked if it is OK for me to be in this study. Even if they say it's OK, it is still my choice whether or not to take part.
- I can ask any questions I have, now or later. If I think of a question later, me or my parents can contact Miss Lito at +49 151******** or l**********@mail.dcu.ie
- I have understood what I will be doing in this study.

Name of Parent(s) or Legal Guardian(s):_____

Name in Block Capitals:_____

Witness:_____

Date:_____

APPENDIX J.4

Plain Language Statement/Parents/Greek School

Επιστολή Ενημέρωσης της έρευνας/Γονείς

Θέμα έρευνας: «Ο ρόλος της σχολικής διεύθυνσης στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω συνεργατικού επαγγελματισμού: συγκριτική έρευνα σε Ελλάδα και Αγγλία».

Αγαπητέ Γονέα/Κηδεμόνα,

Έχετε προσκληθεί, εσείς και το παιδί σας, να συμμετάσχετε στην έρευνα σχετικά με το ρόλο της σχολικής διεύθυνσης στην προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω του συνεργατικού επαγγελματισμού σε σχολεία στην Ελλάδα και στην Αγγλία. Αυτή η έρευνα θα προσπαθήσει να αναδείξει αποτελεσματικές πρακτικές της σχολικής διεύθυνσης κάθε σχολείου που συμβάλλουν στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου σε Ελλάδα και Αγγλία, καθώς η παιδαγωγική της ένταξης μπορεί να διαφέρει από χώρα σε χώρα. Στόχος μέσω της δουλειάς μου είναι να προσφέρω και εγώ τεκμήρια που θα μπορέσουν να χρησιμοποιηθούν άμεσα από το εκπαιδευτικό προσωπικό σχολείων και που παράλληλα θα συνεισφέρουν στην ερευνητική κοινότητα. Θα χαρώ να απαντήσω σε όποια απορία έχετε σχετικά με τη διαδικασία ή το πόρισμα της έρευνας. Σε αυτό το σημείο είναι σημαντικό να τονιστεί το δικαίωμα των συμμετεχόντων σε διευκρινίσεις και επίλυση αποριών σχετικά με την έρευνα στην οποία συμμετέχουν.

Εφόσον αποφασίσετε να συμμετάσχετε στην έρευνα, θα κληθείτε να συμμετάσχετε σε συνέντευξη από εμένα, την ερευνήτρια, σε συνάντηση ένας με έναν. Επίσης, δίνοντας την ενυπόγραφη συγκατάθεσή σας, συμφωνείτε με το να λάβει μέρος το παιδί σας στην έρευνα.

Συγκεκριμένα, συμφωνείτε να συμμετάσχει στη συνέντευξη και στη παρατήρηση κατά τη διάρκεια συγκεκριμένων ωρών μαθήματος και διαλειμμάτων. Σε αυτό το σημείο είναι σημαντικό να ειπωθεί πως η διεξαγωγή της έρευνας είναι σε απόλυτη εναρμόνιση με τα Άρθρα 3 και 12 της Σύμβασης για τα δικαιώματα του παιδιού, τα οποία προβλέπουν ότι: α) σε όλες τις ενέργειες που αφορούν στα παιδιά, λαμβάνεται υπόψη πρωτίστως το συμφέρον του παιδιού (άρθρο. 3) και β) διασφαλίζεται το δικαίωμα στα παιδιά που είναι σε θέση να διατυπώνουν τις απόψεις τους, να τις εκφράζουν ελεύθερα, λαμβάνοντας υπόψη την ηλικία και την ωριμότητά τους (αρθρο. 12). Οι συνεντεύξεις θα ηχογραφηθούν και θα χρησιμοποιηθούν αποκλειστικά για τους σκοπούς της έρευνας. Δεν υπάρχουν συγκεκριμένοι κίνδυνοι που να συνδέονται με την έρευνα. Εγώ, ως ερευνήτρια, θα προσπαθήσω να αποκλείσω κάθε πιθανό κίνδυνο/βλάβη κατά τη διάρκεια της έρευνας. Τουναντίον, προβλέπονται πιθανά θετικά αποτελέσματα για τους συμμετέχοντες. Όλα τα δεδομένα που θα συλλεχθούν θα αντιμετωπιστούν ως απόρρητα δεδομένα και θα κρατηθούν ασφαλή σε ηλεκτρονική συσκευή της ερευνήτριας, προστατευμένη με κωδικό ασφαλείας και δε θα διαρρεύσουν σε κανέναν. Επίσης, τα έγγραφα θα καταστραφούν πλήρως όταν δε θα είναι πλέον χρήσιμα στην ερευνήτρια ή στο πανεπιστήμιο. Επιπλέον, αντί για ονόματα θα χρησιμοποιηθούν ψευδώνυμα και οποιαδήποτε άλλο προσωπικό δεδομένο θα τροποποιηθεί για να διατηρηθεί η ανωνυμία. Όλα τα δεδομένα είναι σε συμφωνία με τον κανονισμό για τη προστασία δεδομένων (GDPR law).

Είναι σημαντικό να σημειωθεί ότι η συμμετοχή σας και του παιδιού σας στην έρευνα είναι παντελώς εθελοντική. Δεν υποχρεούστε να συμμετάσχετε ούτε εσείς, ούτε το παιδί σας. Εφόσον αποφασίσετε να συμμετάσχετε, έχετε το δικαίωμα να αποσυρθείτε από την έρευνα ανά πάσα στιγμή, χωρίς κάποια κύρωση ή απώλεια προνομίων.

Αν και η ταυτότητα των συμμετεχόντων θα παραμείνει ανώνυμη ανά πάσα στιγμή με τη χρήση ψευδώνυμων, τα αποτελέσματα της ερευνητικής μελέτης ενδέχεται να παρουσιαστούν σε επιστημονικά συνέδρια ή σε συγκεκριμένες δημοσιεύσεις. Θα σας ήμουν ευγνώμων αν συμμετείχατε στη μελέτη αυτή αλλά μπορείτε να αρνηθείτε να συμμετάσχετε.

Εάν έχετε οποιεσδήποτε ανησυχίες ή ερωτήσεις σχετικά με την έρευνα μπορείτε να επικοινωνήσετε μαζί μου στη διεύθυνση ηλεκτρονικού ταχυδρομείου:l**********@mail.dcu.ie ή στον αριθμό τηλεφώνου μου: +49 151********.

Με εκτίμηση,

Λητώ Βέρα Φούκη

APPENDIX K.4

Informed Consent Form/Parents/Greek School

Έντυπο Συμμετοχής στην έρευνα/Γονείς

Θέμα έρευνας: «Ο ρόλος της σχολικής διεύθυνσης στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω συνεργατικού επαγγελματισμού: συγκριτική έρευνα σε Ελλάδα και Αγγλία».

Υπογράφοντας παρακάτω, συμφωνώ ότι:

- Θα ήθελα να συμμετάσχω σε αυτήν την έρευνα και κατανοώ ότι η συμμετοχή περιλαμβάνει προσωπικές συνεντεύξεις.
- Ως γονέας/κηδεμόνας δηλώνω υπεύθυνα ότι αποδέχομαι τη συμμετοχή του παιδιού μου στην έρευνα (συνέντευξη, παρατήρηση). Το παιδί μου διατηρεί το δικαίωμα να αποσυρθεί από τη διαδικασία της έρευνας σε οποιοδήποτε στάδιο της διεξαγωγής της.
- Κατανοώ ότι η συμμετοχή μου και του παιδιού μου είναι εθελοντική.
- Έχω επίγνωση του γεγονότος ότι μπορώ να αποσυρθώ από την έρευνα αυτή ανά πάσα στιγμή χωρίς να αλλάξει ο τρόπος αντιμετωπισης μου.
- Κατανοώ τον σκοπό της μελέτης και τι έχει ζητηθεί να κάνω ως συμμετέχων.
- Έχω την ευκαιρία να θέσω οποιεσδήποτε ερωτήσεις σχετικά με αυτή τη μελέτη/έχω λάβει απαντήσεις στις ερωτήσεις μου.
- Έχω διαβάσει την επιστολή ενημέρωσης της έρευνας (ή έχει διαβαστεί σε μένα).
- Γνωρίζω ότι η συνέντευξή μου και του παιδιού μου θα ηχογραφηθεί.
- Κατανοώ ότι οι υπογεγραμμένες επιστολές συγκατάθεσης και οι πρωτότυπες ηχογραφήσεις θα διατηρηθούν στο δίσκο του ερευνητή για όσο χρόνο χρειάζεται ο ερευνητής ή το πανεπιστήμιο.

- Κατόπιν αιτήματος, θα λάβω ένα γραπτό αντίγραφο της τελικής διατριβής.

Έχω διαβάσει και καταλάβει τις πληροφορίες σε αυτή τη φόρμα και έχω ένα αντίγραφο αυτής της φόρμας συγκατάθεσης. Ως εκ τούτου, συναινώ να συμμετάσχω εγώ και το παιδί μου σε αυτό το ερευνητικό πρόγραμμα.

ΔΗΛΩΝΩ ΥΠΕΥΘΥΝΑ ΟΤΙ ΑΠΟΔΕΧΟΜΑΙ ΝΑ ΣΥΜΜΕΤΕΧΩ ΣΤΗ ΔΙΑΔΙΚΑΣΙΑ ΤΗΣ ΕΡΕΥΝΑΣ.

ΔΗΛΩΝΩ ΥΠΕΥΘΥΝΑ ΟΤΙ ΑΠΟΔΕΧΟΜΑΙ ΝΑ ΣΥΜΜΕΤΕΧΕΙ ΤΟ ΠΑΙΔΙ ΜΟΥ ΣΤΗ ΔΙΑΔΙΚΑΣΙΑ ΤΗΣ ΕΡΕΥΝΑΣ.

Υπογραφή Συμμετέχοντος:_____

Ημερομηνία:_____

Εάν οι συμμετέχοντες έχουν ανησυχίες σχετικά με αυτή τη μελέτη και επιθυμούν να επικοινωνήσουν με ένα ανεξάρτητο πρόσωπο, παρακαλούμε επικοινωνήστε στο: *The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail rec@dcu.ie*

APPENDIX L.4

Plain Language Statement/ Parents/ English School

Project: "The role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism: A comparative study in England and Greece".

Dear Parent/ Guardian,

You are being invited to participate in a research study on the role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism in English and Greek schools. The aim of the study is to narrow the focus to any evidence that will lead to new knowledge around leadership and collaborative professionalism that will prove useful for enhancing the inclusion of children with additional needs. Please feel free to ask me, the researcher, any questions regarding anything that is not clear to you. It is within your right to receive explanation and clarification about the process of the study you are taking part and your role in it.

If you decide to take part in this research, you will be asked to be interviewed by me, the researcher, in a one to one meeting. Also, if you decide that child can participate in this study your child will be asked to participate in this study (in an interview and during lesson/break time observation) only after you have given your consent. The interviews with you and with your child will be recorded and will be used only for the purposes of this study. There are no specific risks associated with this study. I, as a researcher, will make sure there is no harm for the participants. On the contrary, there might be possible positive outcomes for the participants. All the data collected will be kept confidential and safe in the researcher's laptop which is secured with password for the drive and files and will not be shared with anyone. All data will be disposed when the researcher or the University (DCU) no longer needs them. Pseudonyms

will be used instead of the names and any other data will be altered so that full anonymity is guaranteed. All data will be in compliance with GDPR law.

It is important to note that your and your child's participation in this research is completely voluntary. You are not obliged to take part in it. If you decide to participate and give consent for your child's participation, you have the right to withdraw from the study at any given time, during the course of the study, without penalty or loss of benefits. Although the participants' identity will remain confidential at all times with the use of pseudonyms, the results of the research study may be presented at scientific conferences or in specific publications.

I would be grateful if you and your child did participate in this study but you are both free to refuse to participate.

If you have any concerns or questions about the project that you would like to discuss, feel free to contact me at my email address:l**********@mail.dcu.ie or my phone number: +49 151********.

Sincerely,

Lito Vera Fouki

If participants have concerns about this study and wish to contact an independent person, please contact:*The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000, e-mail rec@dcu.ie*

APPENDIX M.4

Informed Consent Form/Parents/English School

Project: "The role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism: A comparative study in England and Greece".

By signing below, I agree that:

- I am fully aware of the context of the study and I agree with being interviewed.
- As a parent, I am fully aware of the context of the study and I agree with my child being interviewed and being observed during lesson and break time.
- I understand that the participation involves one to one interview.
- I understand that my and my child's participation is voluntary.
- I am aware that me and my child can withdraw from this study at any time with no change in how we will be treated.
- I understand the purpose of the study and what I and my child will be asked to do as a participants.
- I have had a chance to ask any questions about this study, and I have received answers to my questions.
- I have read the Plain Language Statement (or had it read to me).
- I am aware that my and my child`s interview will be audiotaped.
- I understand that signed consent forms and original audio recordings will be retained in the researcher's drive for as long as the researcher or the University needs them.
- Upon request, I will receive a written copy of the final dissertation.

have read and understood the information in this form and I have a copy of this consent form. Therefore, I consent to take part in this research project.

Participants Signature:_____

Name in Block Capitals:_____

Witness:_____

Date:_____

APPENDIX N.4

Formal notice of support Greek and English School

Project: "The role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism: A comparative study in England and Greece".

Θέμα έρευνας: «Ο ρόλος της σχολικής διεύθυνσης στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω συνεργατικού επαγγελματισμού: συγκριτική έρευνα σε Ελλάδα και Αγγλία».

Dear Research Ethics Committee members,

As the Head teacher and manager of this school, with this document I hereby certify that we are fully aware of the context and procedures of the study entitled "The role of school leadership in promoting inclusion and social justice in mainstream primary schools through collaborative professionalism: A comparative study in England and Greece", conducted by the DCU student Lito Vera Fouki and we fully agree with Lito conducting it in our school.

Αγαπητά μέλη του Research Ethics Committee,

Ως διευθύντρια/υποδιευθυντής και υπεύθυνη/ος του σχολείου με αυτό το έγγραφο επιβεβαιώνω πως λαμβάνω γνώση του περιεχομένου των παραστατικών της έρευνας με τίτλο «Ο ρόλος της σχολικής διεύθυνσης στη προώθηση της παιδαγωγικής της ένταξης και κοινωνικού δικαίου μέσω συνεργατικού επαγγελματισμού: συγκριτική έρευνα σε Ελλάδα και Αγγλία» της Λητώς Βέρας Φούκη και συμφωνώ με τη διεξαγωγή αυτής της έρευνας στο σχολείο μας.

Όνομα/Name:

Υπογραφή/Signature:

Όνομα/Name:

Υπογραφή/Signature:

APPENDIX O.4

Spradley Observation sheet Greek School

Έντυπο Παρατήρησης (Spradley, 1980)

Χώρος	
Υποκείμενα	
Δραστηριότητες	
Αντικείμενα	
Πράξεις	
Γεγονότα	

Χρόνος	
Σκοπός	
Συναισθήματα	

APPENDIX P.4

Spradley Observation sheet English school

Observation form (Spradley, 1980)

Space	
Actors	
Activities	
Objects	
Acts	
Events	

Time	
Goals	
Feelings	

APPENDIX Q.4

Semi Structured Interview Questions/Mainstream and SEN teachers Greek School

ΕΡΩΤΗΣΕΙΣ ΗΜΙ-ΔΟΜΗΜΕΝΗΣ ΣΥΝΕΝΤΕΥΞΗΣ

Ερωτήσεις συνέντευξης για εκπαιδευτικούς γενικής και ειδικής αγωγής

Γενικές ερωτήσεις

- Πείτε μου λίγα λόγια για την επαγγελματικό σας βίο (που σπουδάσατε, ακαδημαϊκά προσόντα, χρόνια εμπειρίας σε προηγούμενη και τρέχουσα θέση, ποιες είναι οι τρέχουσες ευθύνες σας σε αυτό το σχολείο;).

Σχολικό πλαίσιο

- Πώς κατανοείτε τον όρο ένταξη;
- Πως κατά τη γνώμη σας το σχολείο αντιμετωπίζει τα παιδιά με μαθησιακές δυσκολίες/αναπηρίες;
- Ποιες προϋποθέσεις πιστεύετε ότι είναι απαραίτητες για την επιτυχημένη ένταξη των μαθητών με μαθησιακές δυσκολίες/αναπηρίες σε αυτό το σχολείο;
- Ποιος είναι ο ρόλος των μελών της διεύθυνσης στη βελτίωση της ζωής των μαθητών αυτών στο σχολείο σας;
- Πώς αντιμετωπίζετε τις μαθησιακές δυσκολίες/αναπηρίες; Ποια είναι η διαδικασία; Υπάρχει προγραμματισμός; βήμα 1, βήμα 2 κλπ.
- Κατά την άποψή σας, ποια είναι τα βασικά πλεονεκτήματα της ένταξης των μαθητών με μαθησιακές δυσκολίες/αναπηρίες στο σχολείο;
- Κατά την άποψή σας, ποια είναι τα βασικά προβλήματα που αντιμετωπίζετε σχετικά με την ένταξη των μαθητών με μαθησιακές δυσκολίες/αναπηρίες στο σχολείο σας; Πώς αντιμετωπίζονται;

- Κατά την άποψή σας, πόσο 'ανοιχτό/δεκτικό' είναι το προσωπικό στο σχολείο ως προς το θέμα της ένταξης;
- Πιστεύετε ότι οι μαθητές της ένταξης αντιμετωπίζονται με σεβασμό στο σχολείο; Σημειώνουν πρόοδο; Υπάρχει καλή επικοινωνία με τους δασκάλους; πώς αποδεικνύεται αυτό;
- Τι θα θέλατε να αλλάξετε στην εκπαίδευση σε σχέση με τον ρόλο σας και την ένταξή;
- Πιστεύετε ότι έχετε μια ανοιχτή υγιή σχέση συνεργασίας με τη διεύθυνση, δασκάλους ειδικής/γενικής αγωγής; Είναι υποστηρικτικοί; Αν ναι, πώς; (στοιχείο εμπιστοσύνης, συνεργασία με γονείς)
- Η διεύθυνση του σχολείου έχει οργανώσει ποτέ σεμινάριο με θέμα της ειδική αγωγή;
- Με ποιον τρόπο έχει βοηθήσει η διεύθυνση στη διαφοροποίηση του προγράμματος της ένταξης;
- Τι είδους ενημέρωση/σεμινάρια/εκδηλώσεις προς τα παιδιά και τους γονείς θα βοηθούσαν στην ένταξη/κοινωνικής αποδοχής περισσότερων παιδιών; Πιστεύετε ότι θα έπρεπε είναι ευθύνη της διεύθυνσης;
- Τι είδους βοήθεια λαμβάνετε από το/τη διευθυντή/τρια σας για τη σωστή λειτουργία του τμήματος της ένταξης;
- Έχετε παρατηρήσει αν ο διευθυντής/διευθύντρια του σχολείου επισκέπτεται συχνά το τμήμα ένταξης; Υπάρχει συνεργασία;
- Πιστεύετε ότι ο διευθυντής και τα στελέχη της ηγεσίας πρέπει έχουν επαρκή γνώση πάνω στο θέμα της ειδικής αγωγής;
- Πιστεύετε ότι η διεύθυνση θα πρέπει να έχει μια ανοικτή και λειτουργική σχέση με τους εκπαιδευτικούς της ειδικής αγωγής στο σχολείο σας;
- Πιστεύετε ότι ο διευθυντής σας κατανοεί τις διαφορές μεταξύ της γενικής και της ειδικής αγωγής;

APPENDIX R.4

Semi Structured Interview Questions/Mainstream and SEN teachers, SENCO TA´s English School

INTERVIEW QUESTIONS

Interview questions for SEN teachers, SENCOs, mainstream teachers, TA`s,

Semi-Structured Interview Questions

General Questions

- Tell me about your academic experience (current level of professional qualification, years of experience in previous and current post, what are your current responsibilities in this school?).

School Context

- How do you understand the term inclusion? Do you think it is important? (celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues)
- If yes, why do you think it is important to have diversity in student`needs in school? How does that reflect later in society? (social justice, understanding and respect for all).
- Tell me about the ethos of the school- is there an inclusive ethos? How is this evident?
- What preconditions do you think that are necessary for the successful inclusion of students with special educational needs (SEN) in this school?
- In your opinion, what are the key benefits of including students with SEN in the school?
- In your opinion, what are the key challenges to including students with SEN in your school? How do you overcome them?
- Do you believe that all the students can develop and succeed ?

- Do you feel confident in your own ability to meet the needs of all students?
- In your opinion, how supportive are staff in general, to including students with SEN in the school?

- How would you describe the level of support that students with SEN receive in this school? Are they making progress? How do you know? Is there good communication with the teachers?
- How do you define leadership? Who are the school leaders in this school? Is there a consensus on who joins the leadership team?
- What is the role of the leadership team in supporting SEN provision in your school?
- How would you describe your relationship with the special education teachers/special educational needs coordinator (SENCO)/school leaders at your school? Do their duties support you? If so, how? (element of trust, collaboration with parents, opportunities for collaborative practices, CPD)-FOR TEACHERS/TAs
- How would you describe an effective school leader for inclusion?
- How would you describe an effective collaborative practice in this school? (collective autonomy, collective efficacy, collaborative inquiry, collective responsibility, collective initiative, mutual dialogue, joint work, common meaning and purpose, collaborating with students, big picture thinking for all)

- How would you think collaborative practice amongst staff can help realise inclusion? what is its role?
- Do you see any link between staff collaborating for a more inclusive school and possibly later a more socially just society?

- Can you describe the weekly PPA (preparation-planning-assessment) time? How often, who leads it, who is involved (Tenets of CP)? Do you feel you are free, up to a specific degree to do what you think is best for your students? Do the leaders support you?
- Do you get into deep dialogue or even heated debate with colleagues about ideas, plans, politics or the best way to help struggling children who need another way to move forward?
- Do you have other colleagues you do truly fulfilling work with, inside or outside your school in terms of planning, teaching reviewing or giving feedback for example?
- Have you ever had any in-service/professional development in the area of special education/SEN? Yes/No, why? Why is it important?
- Has the leadership team provided any guidelines/plans/policy for differentiated planning for the teachers to support students with special educational needs?
- Are students involved or is the student voice heard in any way in teacher planning? (evidence for 9th tenet, collaborating with students) -Do you collaborate with your students? Hargreaves, 2017
- What types of information or professional development would be helpful in order to include more students with special educational needs as well as other marginalized and vulnerable learners in your classroom?

- What types of support do you receive from your headteacher in promoting and sustaining inclusion of diverse learners in your classroom? (from hands on resources to differentiated curriculum and CPD)

- To what extent does your principal/other leaders visit special education classrooms?

- Do you think that your head teacher understands the unique differences between special education and regular education?
- What would you like to change in education in relation to your role and inclusion?

Thank you for your cooperation.

APPENDIX S.4

Semi Structured Interview questions/Parents Greek School

ΕΡΩΤΗΣΕΙΣ ΓΙΑ ΤΗ ΣΥΝΕΝΤΕΥΞΗ

Ερωτήσεις συνέντευξης για τους **γονείς**

Ερωτήσεις ημι-δομημένης συνέντευξης

- Πείτε μου λίγα λόγια για το παιδί σας / τα παιδιά σας.
- Πόσο καιρό πηγαίνει σε αυτό το σχολείο;
- Τι είδους πρόσθετη βοήθεια λαμβάνει το παιδί σας; Πώς παρέχεται;
- Πώς κατανοείτε τον όρο ένταξη;
- Ποια είναι τα κύρια προβλήματα που αντιμετωπίζει ένας γονέας με παιδί στην ένταξη;
- Ποιες προϋποθέσεις πιστεύετε ότι είναι απαραίτητες για την επιτυχημένη ένταξη ενός μαθητή αυτό το σχολείο;
- Πιστεύετε ότι οι γονείς θα πρέπει να συμμετέχουν περισσότερο στις σχολικές δραστηριότητες σχετικά με τα παιδιά της ένταξης;
- Ποιος πιστεύετε θα έπρεπε είναι ο ρόλος των γονέων των παιδιών με μαθησιακές δυσκολίες/αναπηρίες στο σχολείο;
- Πιστεύετε ότι οι εκπαιδευτικοί θα πρέπει να επικοινωνούν και να συνεργάζονται περισσότερο με τους γονείς των μαθητών με μαθησιακές δυσκολίες/αναπηρίες;
- Πώς θα περιγράφατε τη συνεργασία μεταξύ των γονέων των μαθητών της ένταξης/παράλληλης και των δασκάλων;
- Πώς πιστεύετε ότι θα μπορούσατε να βοηθήσετε στη σχολική ζωή;
- Πώς θα περιγράφατε τη σχέση μεταξύ γονέων και εκπαιδευτικών ειδικής αγωγής/παράλληλης;

- Κατά την άποψή σας, ποιος είναι ο ρόλος της διεύθυνσης στη στήριξη της ένταξης των παιδιών; (γνώση, δεξιότητες, στάση, υποστήριξη των εκπαιδευτικών).
- Πιστεύετε ότι ο διευθυντής/τρια θα πρέπει να έχει επαρκείς γνώσεις πάνω στην ειδική αγωγή;
- Πιστεύετε ότι είναι ευθύνη της διευθύντριας να παρέχει πληροφορίες σχετικά με τα παιδιά της ένταξης/παράλληλης στους υπόλοιπους γονείς;
- Αν μπορούσατε να αλλάξετε κάτι για να στηρίξετε περαιτέρω τη γενικότερη ένταξη του παιδιού σας, τι θα ήταν αυτό και γιατί;

APPENDIX T.4

Semi Structured Interview questions/Parents English School

INTERVIEW QUESTIONS

Interview questions for parents

Semi-Structured Interview Questions

- Can you tell me a few things about your child/children that attend this school?
- How long has your child been attending this school?
- What kind of additional support is your child receiving? How is it provided?
- How do you understand the term inclusion? Do you think it is important? (celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues)
- If yes, why do you think it is important to have diversity (in terms of student needs) in school? How does that reflect later in society? (social justice, understanding and respect for all)
- Do you believe that all the students can develop and succeed? (2nd tenet of CP-Hargreaves, 2017)
- What preconditions do you think that are necessary for the successful inclusion of students with SEN in this school?
- What do you think successful inclusion of students with SEN looks likes?
- What do you think should be the contribution of parents of children with special educational needs (SEN) to school?How do you think you could help more in school life?

- How would you describe the collaboration of the parents with the teachers in this school?
- How would you describe the relationship between parents and special education teachers (SET)? How should it be?
- Who are the school leaders in this school? How do you define leadership (what defines a leader)?
- In your opinion, what role does the leadership team have in supporting the inclusion of children with SEN? (knowledge, skills, attitude, support for teachers, CPD, raise awareness and act)
- Do you feel the head teacher should have adequate knowledge about special education?
- What about the head teachers, should they know about different additional needs? (learning, or social, behavioural)
- Do you think it is the leadership team`s responsibility to provide information and raising awareness regarding SEN to the rest of the parents? What about the teachers?
- Have you ever had differences of opinion with staff members about ideas, plans, politics or the best way to help struggling children who need another way to move forward? (6th Tenet of CP-Hargreaves, 2017)
- How would you describe an effective collaborative practice between school staff and parents?
- Do you see any link between staff collaborating (with the support of society) for a more inclusive school and possibly later a more socially just society?
- If you could change something to further support the inclusion of your child with SEN what would that be and why? Any changes in your role?

Thank you for your cooperation.

APPENDIX U.4

Semi Structured Interview questions/Head Teacher and Deputy Head Teacher Greek School

ΕΡΩΤΗΣΕΙΣ ΣΥΝΕΝΤΕΥΞΗΣ

Ερωτήσεις συνέντευξης για διευθυντή/ντρια και υποδιευθυντή

Ερωτήσεις ημι-δομημένης συνέντευξης

Γενικές ερωτήσεις

- Πείτε μου λίγα λόγια για την επαγγελματικό σας βίο (που σπουδάσατε, ακαδημαϊκά προσόντα, χρόνια εμπειρίας σε προηγούμενη και τρέχουσα θέση, ποιες είναι οι τρέχουσες ευθύνες σας σε αυτό το σχολείο;).

Σχολικό πλαίσιο

- Πώς κατανοείτε τον όρο ένταξη;
- Πως κατά τη γνώμη σας το σχολείο αντιμετωπίζει τα παιδιά με μαθησιακές δυσκολίες/αναπηρίες;
- Ποιες προϋποθέσεις πιστεύετε ότι είναι απαραίτητες για την επιτυχημένη ένταξη των μαθητών με μαθησιακές δυσκολίες/αναπηρίες σε αυτό το σχολείο;
- Ποιος είναι ο ρόλος των μελών της διεύθυνσης στη βελτίωση της ζωής των μαθητών αυτών στο σχολείο σας;
- Πώς αντιμετωπίζετε τις μαθησιακές δυσκολίες/αναπηρίες; Ποια είναι η διαδικασία; Υπάρχει κάποιος προγραμματισμός;
- Κατά την άποψή σας, ποια είναι τα βασικά πλεονεκτήματα της ένταξης των μαθητών με μαθησιακές δυσκολίες/αναπηρίες στο σχολείο;

- Κατά την άποψή σας, ποια είναι τα βασικά προβλήματα που αντιμετωπίζετε σχετικά με την ένταξη των μαθητών με μαθησιακές δυσκολίες/αναπηρίες στο σχολείο σας; Πώς αντιμετωπίζονται;
- Κατά την άποψή σας, πόσο 'ανοιχτό/δεκτικό' είναι το προσωπικό στο σχολείο ως προς το θέμα της ένταξης;
- Πιστεύετε ότι οι μαθητές της ένταξης αντιμετωπίζονται με σεβασμό στο σχολείο; Σημειώνουν πρόοδο; Υπάρχει καλή επικοινωνία με τους δασκάλους;
- Τι θα θέλατε να αλλάξετε στην εκπαίδευση σε σχέση με τον ρόλο σας και την ένταξή;
- Ποιες αλλαγές θα προτείνατε στο ρόλο της διεύθυνσης για τη προώθηση της παιδαγωγικής της ένταξης;
- Πιστεύετε ότι έχετε μια ανοικτή και συνεργατική σχέση με τους εκπαιδευτικούς της ειδικής εκπαίδευσης στο σχολείο σας; Υποστηρίζουν τα καθήκοντά σας; Αν ναι, πώς;
- Έχετε συμμετάσχει σε σεμινάριο για διευθυντές / μέλη ηγεσίας με θέμα τη στήριξη του τμήματος ένταξης/παράλληλης; Σας έχει βοηθήσει;
- Έχει οργανωθεί κάποιο σεμινάριο για το εκπαιδευτικό προσωπικό για την ειδική αγωγή;
- Υπάρχουν ευκαιρίες για το προσωπικό να μοιραστούν την εμπειρία τους πάνω στο θέμα των μαθησιακών αναγκών με τους συναδέλφους τους, να σχεδιάσουν, να τροποποιήσουν ή να αναθεωρήσουν μαθησιακούς στόχους για τους μαθητές με μαθησιακές δυσκολίες/αναπηρίες;

APPENDIX V.4

Semi Structured Interview questions/Head Teacher and Deputy Head Teacher English School

INTERVIEW QUESTIONS

Interview questions for head teachers, deputy heads, assistant heads and governors

Semi-Structured Interview Questions

General Questions

- Tell me about your academic experience (current level of professional qualification, years of experience in previous and current post, what are your current responsibilities in this school?).

School Context

- How would you define inclusion? Do you think it is important? (celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues)
- If yes, why do you think it is important to have diversity in student`needs in school? How does that reflect later in society? (social justice, understanding and respect for all)
- Tell me about the ethos of the school- is there an inclusive ethos? How is this evident?
- What preconditions do you think are necessary for the successful inclusion of students with special educational needs (SEN) in this school?
- Do you truly believe that all your students can develop and succeed ?(2nd tenet of CP, Hargreaves, 2017)
- In your opinion, what are the key benefits of including students with SEN in the school?

- In your opinion, what are the key challenges to including students with SEN in your school? How do you overcome them?
- In your opinion, how supportive are staff in general, to including students with SEN in the school?
- How would you describe the level of support that students with AN receive in this school? Are they making progress? How do you know? Is there good communication with the Special educational needs coordinator (SENCO)/special educational needs teacher? How is that evident? (regular meetings, slots for collaboration, who has given permission, who attends?)
- How do you define leadership?Who are the school leaders in this school? Is there a consensus on who is in the leadership team?
- What is the role of the school leaders in supporting SEN provision in this school?
- What suggestions would you give to improve leadership practice and development for successful inclusive education implementation?(possible funding, changes in curriculum, more staff training, more people involved in school life/community)

Principal & Leadership Members Professional Development-Collaborative Practices

- How would you describe the relationship of the special education teachers with the mainstream classroom teachers at your school? Do their duties support you? If so, how?
- Have you engaged in any CPD for Principals/school leaders (either formally accredited or informally) that support you in leading and implementing inclusive approaches to SEN? Do you feel confident in solving difficult special education related problems?

- How do you support your staff, including your SENCO, to pursue in-service education (professional development) in this area?even in school professional development e.g. PLCs, peer observation, learning walks (is there provision, funding?)
- In what other ways does the school support the staff members in promoting inclusive practice?
- Is there any self evaluation system/any clear performance indicators related to inclusive practices that the school leaders have implemented?
- How do you define collaborative practices? Why do you think it is good (effective or ineffective) to collaborate? What are the challenges and the benefits?
- Are there opportunities for staff, including members of the SEN team to share their expertise in this area with colleagues, to collaboratively plan, implement and review individual learning targets for students with SEN? If so, how is this facilitated?
- Are students involved or is student voice heard in any way in teacher planning? (evidence for 9th tenet, collaborating with students)-Do you collaborate with your students?
- Can you describe the weekly PPA (preparation-planning-assessment) time? How often, who leads it, who is involved (Tenets of CP)? Do you feel teachers are free, up to a specific degree to do what they think is best for your students?
- Do you get into deep dialogue or even heated debate with other colleagues about ideas, plans, politics or the best way to help struggling children who need another way to move forward?
- Do you have other colleagues you do truly fulfilling work with, inside or outside your school in terms of planning teaching reviewing or giving feedback for example?
- Do you see any link between staff collaborating for a more inclusive school and possibly later a more socially just society?
- What do you want to change in education in relation to your role and inclusion?

APPENDIX W.4

Semi Structured Interview questions/Students Greek School

ΕΡΩΤΗΣΕΙΣ ΗΜΙ-ΔΟΜΗΜΕΝΗΣ ΣΥΝΕΝΤΕΥΞΗΣ

ΓΙΑ ΠΑΙΔΙΑ

Ερωτήσεις συνέντευξης για παιδιά

- Τι τάξη πας φέτος; Πόσα χρόνια έρχεσαι σε αυτό το σχολείο;
- Σου αρέσει το σχολείο; Τι σου αρέσει στο σχολείο;
- Τι δε σου αρέσει;
- Σε ποιο μάθημα πιστεύεις ότι είσαι πιο καλός/καλή;
- Ποιο μάθημα σε δυσκολεύει πιο πολύ; Το έχεις πει στο/στη δασκάλα σου;
- Πηγαίνεις σε όλα τα μαθήματα στη ίδια αίθουσα;
- Πιστεύεις ότι όλοι οι μαθητές πρέπει να κάνουν όλα τα μαθήματα στην ίδια τάξη; Ακόμα κι αν χρειάζονται επιπλέον βοήθεια με τα μαθήματα τους;
- Νομίζεις ότι και οι συμμαθητές σου πιστεύουν το ίδιο;
- Έχεις δει το/τη δάσκαλό/α σου να μιλάει με το/τη δάσκαλο/α που σε βοηθάει με άλλα μαθήματα / κος/κα (όνομα);
- Σου αρέσει το μάθημα στο τμήμα ένταξης/ η βοήθεια που παίρνεις από το/τη δάσκαλο/α της παράλληλης; Αν ναι, γιατί;
- Που πιστεύεις ότι θα έπρεπε να κάνουν μάθημα τα παιδιά που δυσκολεύονται με τα μαθήματα; Στην ίδια τάξη ή σε άλλη;
- Που σου αρέσει να κάνεις μάθημα πιο πολύ; στη τάξη με το υπόλοιπο τμήμα ή στην ένταξη; γιατι;
- Πως σε βοηθάει η δασκάλα (γενικής) σου να μάθεις; Τι κάνει και σε βοηθάει;
- Νομίζεις ότι πρέπει να λες στη δασκάλα σου αν κάτι σε δυσκολεύει; Γιατί;

- Αν μπορούσες να αλλάξεις κάτι σε αυτό το σχολείο για να βοηθήσεις τους μαθητές που ίσως δυσκολευονται στο σχολείο, τι θα άλλαζες;
- Κοιταξε τις παρακάτω εικόνες. Τι παρατηρείς; Τι συμβαίνει στις ταξεις; Είναι δικαιο πιστευεις; αν όχι, τι μπορουμε να κανουμε για να είναι δίκαιο για όλους; Εικόνες κόμικ μόνο.

Σε ευχαριστώ για τις απαντήσεις σου.

APPENDIX X.4

Semi Structured Interview questions/Students English School

INTERVIEW QUESTIONS

Semi-Structured Interview Questions for students

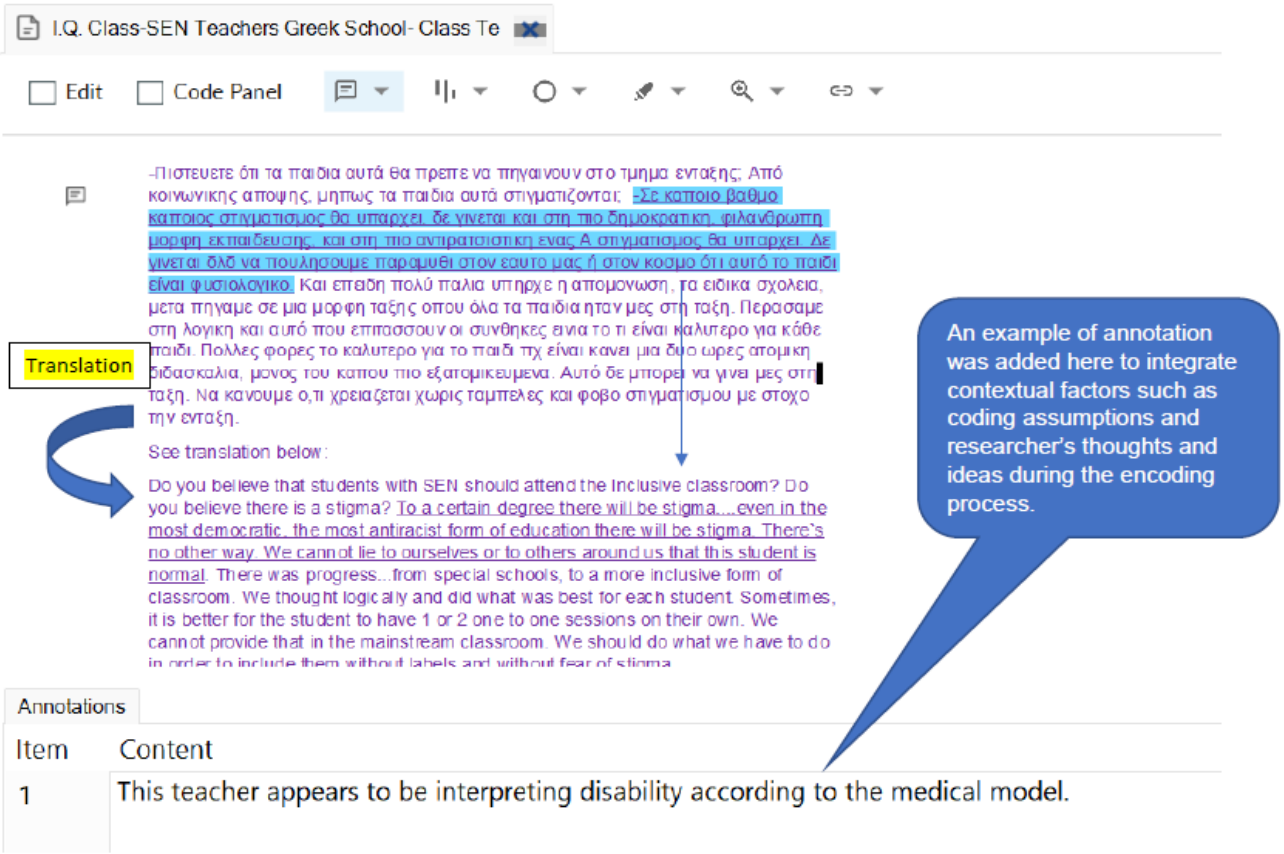
- What grade/year are you this year? How many years have you been attending this school?
- Do you enjoy school so far? What do you like most about this school?
- Is there anything that you do not like so much about this school?
- What do you think you are good at school (subjects)?
- What do you find challenging in school? Have you talked about it with your teachers?
- Do you attend all lessons in the same classroom as the rest of your classmates?
- Do you think all students should attend regular school in the mainstream classroom? Even if they need extra help?
- Do you think your classmates believe the same?
- Do you think all schools should have students who need extra support? Would you say it is a good idea? Yes/No, why?
- Would you say that all students can develop and succeed? all of them?
- How would you describe an inclusive, rights respecting school? (depending on student`s age)- OR Do you feel included? What does included mean? (celebration and valuing of difference and diversity, consideration of human rights, social justice and equity issues, so inside and outside classroom)
- Do you see your class teacher talking and working a lot with Mr-Mrs (special education teacher)?
- Are you enjoying the lessons in the other (special education, just for me) classroom, with Ms M?

- Do you think students who need extra support should have lessons in the other classroom with Mr/Mrs? Why do you think that?
- Do you think students who need extra support should stay in the mainstream classroom with another teacher? What would be the best for those students who need help?
- Which is easier for you? the lessons you do in the mainstream classroom or the lessons you do in the other classroom?
- Which lessons are more helpful? The ones with Mr/Mrs (mainstream classroom teacher), or with Mr/Mrs (SEN teacher)?
- How do you think your teachers could help you?
- What would you say to your teacher about what you find difficult ?
- Do you think the teachers should have meetings to talk with each other about how to best help students who need extra support? Who do you think should organise these meetings? and how often?
- Do you think that the students who grew up with other students who have more needs, later grow up become more fair to each other?Why?
- If you could change anything in school to make your school life better, what would it be? (student voice)
- Have a look at these pictures, what do think they show? what is happening in the pictures? is it fair? if not, why is it not fair? what can we do to make it fair? comic pictures and pictures from school.

Thank you for your answers

APPENDIX Y.4

Example of Annotation Phase 1



APPENDIX Z.4

Codebook Phase 2 Systematic Data Coding (Open Coding)-284 codes Greek School identified at phase 2.

Phase 2 Systematic Data Coding-284 codes Greek School identified at phase 2.	Interviews/Observation Notes Coded	Units of Meaning Coded
`Disability Day` organised to raise awareness about human rights.	1	1
A precondition for successful inclusion.	1	1
Abroad the head teacher is a manager, here they might teach up to 8 hours.	1	1
Basic problem is SEN student behaviour.	1	1
Benefit of including students with SEN.	1	1
Class teachers see everyone as equal.	1	1
Collaboration between school leaders and this teacher.	1	1
Collaboration between SEN teachers and head teacher.	1	1
Collaboration with the social worker.	1	1
Communication with SEN teacher-unofficial and quick.	1	2
Complaints for rare teacher parent communication.	1	1
Creating a bond with the	1	1

student and the family.		
Curriculum leaves no space for freedom.	**1**	**1**
Current SEN provision- Teacher is happy with it.	**1**	**1**
Defining inclusion as adjustment in the mainstream classroom.	**1**	**1**
Defining inclusion as the effort to integrate.	**1**	**1**
Definition of inclusion.	**1**	**1**
Definition of inclusion.	**1**	**1**
Differentiation by my class teacher.	**2**	**2**
Differentiation by SEN teacher.	**4**	**5**
Difficult school parent relationships- collaboration.	**1**	**1**
EDEAY can only do so much.	**1**	**1**
EDEAY support delay due to funding.	**1**	**1**
EDEAY weekly meetings- teacher not obliged to attend.	**1**	**1**
Everyone should be included in the seminars.	**1**	**1**
Everything depends on the leaders.	**1**	**1**
External referral process.	**1**	**1**
Fear of stigma from parents.	**1**	**1**
For me the only problem- challenge is the parent not	**1**	**1**

accepting the problem.		
Good relationship between the class teachers and the head.	**1**	**1**
Good relationship with the SEN teacher.	**1**	**1**
Guidelines for SEN from MERRA about transitioning to high school.	**1**	**1**
Head teacher attended seminars for school leaders.	**1**	**1**
Head teacher knowledge on SEN.	**1**	**1**
Head teacher knowledge requirement on SEN- class teacher view.	**1**	**1**
Head teacher request for more funding.	**1**	**1**
How supportive the staff is depends on each individual's personality.	**1**	**1**
I believe that only a small percentage of students progress.	**1**	**1**
I cannot comment on the relationship between SEN teachers and leaders.	**1**	**1**
I don`t understand the purpose of differentiation. Teachers have problems as well.	**1**	**1**
I don’t have complaints from the SEN teachers	**1**	**1**
I don’t know exactly how the diagnosis process is happening.	**1**	**1**
I don’t remember exactly,	**1**	**1**

maybe we had a PD for SEN once two years ago		
I don't think I have told my teacher that I find literature hard.	**1**	**1**
I don’t think much is done with SEN. It's the fault of the school, but the whole educ system.	**1**	**1**
I don’t think the head teacher should organise seminars on SEN.	**1**	**1**
I have seen my teachers talk about us.	**2**	**2**
I have told my teacher that maths is difficult for me.	**1**	**1**
I never had a student with PS.	**1**	**1**
I never had issues with the teachers as a parent, none.	**1**	**1**
I think I am good at maths and in Greek language, but only when I'm with my SEN teacher-student	**1**	**1**
I think students with SEN gain a lot in the mainstream classroom	**1**	**1**
I think the class teachers accept those students as they cannot do otherwise.	**1**	**1**
IC process- first assessment of needs.	**1**	**1**
IC provision.	**1**	**1**
Ideally, I would like to be properly trained on SEN.	**1**	**2**
Ideally, I would like to have the authority to refer students without parental	**1**	**1**

permission.		
Ideally, we would have an extra permanent staff member in our classes for PS and minimise the stigma.	**1**	**1**
If I could change something, I'd change the worksheets. I'd do them with the PS teacher.	**2**	**2**
If I could change something, I would like to have more lessons with my classmates-social acceptance.	**1**	**1**
If I could change something, I would like to help other classmates.	**2**	**2**
If it's not only a mobility issue, but there is also a severe mental problem as well, I don't think they can be included.	**1**	**1**
If the collaboration was better, parents would be able to inform and support their children psychologically.	**1**	**1**
If the teacher has cultivated this inclusive class culture, there will be no stigma.	**1**	**1**
If there is no school that will accept the student, we will overlook the law and take him in.	**1**	**2**
If there is something I don't understand, I feel free to say it to my teacher.	**2**	**2**
In our school we have a culture of inclusion and coteaching.	**1**	**1**

In this school, students with SEN are treated with respect.	**1**	**1**
Inclusion definition.	**1**	**1**
Inclusion depends on the level of difficulty.	**1**	**1**
Inclusion depends on the severity of the needs.	**1**	**1**
Inclusion doesn`t mean separation.	**1**	**1**
Inclusion for me is embedding something foreign-different to a group, a dominant team.	**1**	**1**
Inclusion is helping some students to adjust to the classroom rules.	**1**	**1**
Inclusion is not only about academics, but also about social skills.	**1**	**1**
Inclusion is receiving help on the subject that you have gaps on.	**1**	**1**
Inclusion is to belong to a social group, in a team, anywhere.	**1**	**1**
Inclusion is to help a child who struggles.	**1**	**1**
Information sharing with parents about the referral process.	**1**	**1**
It would be a blessing if there was more collaboration with the parents.	**1**	**1**
It would be great if we had assistants.	**1**	**1**
It's more important for the whole class not to miss a	**1**	**1**

lesson, than 1 SEN student.		
Key challenge for SEN teachers is lack of time to accommodate all needs.	**1**	**1**
Key challenge is the limited resources and staff members.	**1**	**1**
Leader knowledge on mainstream and SEN.	**1**	**1**
Leaders and class teachers should have minimum knowledge on SEN.	**1**	**1**
Leaders' knowledge on new policy.	**1**	**1**
Limited parent-child time due to mum`s work responsibilities.	**1**	**1**
Limited solidarity among parents.	**1**	**1**
Limited time for seminars.	**1**	**1**
Most of the students who have problems make progress, but not all.	**1**	**1**
Most students with SEN were not chosen to play with by their classmates.	**1**	**1**
My class teacher talks with my SEN teacher. I have seen them many times.	**2**	**2**
My duties as the head are mostly managerial, whatever the Ministry says.	**1**	**1**
No curriculum support for differentiation by the leaders.	**1**	**1**

No further support for SEN due to lack of funding.	**1**	**1**
No parental participation in SEN seminars.	**1**	**1**
No PD, seminar all those years I `ve been here.	**1**	**1**
Not all students are treated with respect 100%.	**1**	**1**
Observation notes all students play together at break time.	**1**	**1**
Observation note-student focuses in IC class.	**1**	**1**
Observation note. The Greek school lacked display information on all subjects.	**1**	**1**
Open relationship with the head.	**1**	**1**
Organise PD for parents-lesson priorities for SEN students.	**1**	**1**
Our school has two SEN teachers who deal with students with SEN.	**1**	**1**
Our school is very inclusive, we are used to having students with SEN all those years.	**1**	**2**
Parents complain over limited communication and meetings.	**1**	**2**
Parents sharing only the necessary information about a child's diagnosis.	**1**	**1**
Parent unaware of his daughter`s IEP.	**1**	**1**
Parent`s story of adoption of her child with SEN.	**1**	**1**

Parent`s view on her child`s support system.	**1**	**1**
Parental initiative for referral and support-early diagnosis.	**1**	**2**
Parental request for stability and permanent staff.	**1**	**1**
Parents do not share information.	**1**	**1**
Parents don't participate in school life.	**1**	**1**
Parents should collaborate everyday with the class teacher.	**1**	**1**
Parents withdrew their son from IC.	**1**	**1**
Parents` thoughts on her support to school.	**1**	**1**
PD sessions, visits from SEN schools	**1**	**2**
Personal reasons led this teacher to the SEN teacher position.	**1**	**1**
Precondition and challenge is to have an organised SEN support system.	**1**	**1**
Precondition for successful inclusion, is permanent support staff.	**1**	**1**
Precondition for successful inclusion-medical view	**1**	**1**
Preconditions for inclusion lay with the willingness of the student.	**1**	**1**
Preconditions for successful inclusion.	**1**	**1**

Problems with students with SEN.	**1**	**2**
Pulling out or pushing in depends on the needs of the kid.	**1**	**1**
Pulling out or pushing in, there will be some stigma.	**1**	**1**
Pulling those students out seems to be the only way.	**1**	**1**
Rare meetings. Head talks to parents from time to time.	**1**	**1**
Referral process.	**1**	**1**
Referral process outcome-from a parent.	**1**	**1**
Release of information to KESY.	**1**	**1**
Request for more seminars.	**1**	**1**
Role of the leader is to enhance collaboration. with the parents.	**1**	**1**
School has asked external specialists to organise seminars for parents.	**1**	**1**
School is responsible for answering those needs.	**1**	**1**
School leader knowledge on SEN.	**1**	**1**
School leader`s knowledge on inclusion matters.	**1**	**1**
School leaders should have the same amount of knowledge as the class teachers.	**1**	**1**
Segregation, rather than PS support, would	**1**	**1**

minimise the stigma.		
Seminar from the municipality- local library about Autism Spectrum- open call for applications	**1**	**1**
Seminars are theoretical, you have to experience working with them.	**1**	**1**
SEN guidelines from the MERRA. What teachers do.	**1**	**1**
SEN is everybody's responsibility.	**1**	**1**
SEN provision has changed. It used to be different. My role as well.	**1**	**1**
SEN provision in this school. Differentiation is difficult. Books do not help.	**1**	**1**
SEN school provision.	**1**	**1**
SEN seminar.	**1**	**1**
SEN students should spend time with their SEN teacher first.	**1**	**1**
Smaller groups, an assistant for a group not for a specific child, so it's not stigmatised, different books.	**1**	**1**
Society's steps forward on SEN.	**1**	**1**
Solution found from a parent to the delayed support from the government.	**1**	**1**
Some colleagues claim that we shouldn't give that much money to SEN class.	**1**	**1**
Staff communication	**1**	**1**

based on if there are good personal relationships.		
Student answer-comment on picture.	**1**	**1**
Student likes the mainstream classroom.	**5**	**5**
Student prefers pull out lessons (in IC).	**4**	**5**
Student stigma by other parents.	**1**	**1**
Student will be helped more by the SEN or PS teacher	**1**	**1**
Student with SEN make progress. The criterion is to show love.	**1**	**1**
Student= both pushing in and pulling out.	**3**	**3**
Students with SEN are respected.	**1**	**1**
Students with SEN do progress if the case is not severe.	**1**	**1**
Students with SEN will have gaps. They need a PS teacher.	**1**	**1**
Suggestion for SEN seminars for parents	**1**	**1**
Teacher abdicating the responsibility of differentiation.	**1**	**1**
Teacher believes nothing should change. It's theoretical.	**1**	**1**
Teacher claims no training has happened.	**1**	**1**
Teacher claims the system doesn't allow SEN	**1**	**1**

students to access-She refuses responsibility.		
Teacher complains about the Greek system reg SEN.	**1**	**1**
Teacher doesn't know if support for differentiation was given by leaders	**1**	**1**
Teacher expresses willingness to get trained on SEN.	**1**	**1**
Teacher preference on English model of class support.	**1**	**1**
Teacher refers to other countries` systems as better.	**1**	**1**
Teacher refuses responsibility-medical view.	**1**	**1**
Teacher refusing responsibility for SEN. Training does not help.	**1**	**1**
Teacher request for SEN provision improvement.	**1**	**1**
Teacher requests more funding for SEN provision.	**1**	**1**
Teacher`s association respects students with SEN. Communication with parents.	**1**	**1**
Teacher`s preference on co teaching.	**2**	**2**
Teacher`s request to have PD.	**1**	**1**
Teachers are not properly trained.	**1**	**1**
Teachers do collaborate. Their offices in the staff room are very close.	**1**	**1**

Teacher gave pieces of candy to a student with SEN to calm them down.	**1**	**1**
Teachers have a say in choosing seminars. No SEN has been proposed.	**1**	**1**
Teachers in this school treat all students the same.	**1**	**1**
Teachers would like more resources and equipment.	**1**	**1**
The biggest challenge is the denial of the parents.	**1**	**1**
The biggest challenge is the parents.	**1**	**1**
The biggest precondition for successful inclusion for me is the PS.	**1**	**1**
The biggest precondition for the inclusion is peer acceptance.	**1**	**1**
The class teacher claims that he hasn't received help from the head on SEN matters.	**1**	**1**
The communication and provision for SEN depends on how much the head cares.	**1**	**1**
The communication between SEN and class teacher is random, at breaks.	**1**	**1**
The current SEN provision is to have less expectations from SEN students.	**1**	**1**
The financial status plays a role in inclusion.	**1**	**1**
The greatest benefit is the	**1**	**1**

social acceptance from his-her peers.		
The greatest benefit of including students with SEN.	**1**	**1**
The greatest challenge about students with SEN is they are not mature enough.	**1**	**1**
The greatest precondition for successful inclusion is the collaboration with the parents.	**1**	**1**
The greatest precondition is collaboration and parental participation.	**1**	**1**
The head allows me to be flexible with my teaching.	**1**	**1**
The head organises the seminars, but the Parent association can participate as well.	**1**	**1**
The head should have enough knowledge on SEN.	**1**	**1**
The head teacher checks the staff often on a daily basis.	**1**	**1**
The head teacher duties include bureaucratic paperwork, liaising with parents, and building maintenance.	**1**	**1**
The head teacher needs to be sensitive on SEN matters.	**1**	**2**
The head tries to develop bonds with SEN students.	**1**	**1**
The IC`s goal with learning is to understand the basics.	**1**	**1**

The key benefit is getting used to diversity from a small age.	**1**	**1**
The key benefit is that they gain self-confidence.	**1**	**1**
The key benefit of including a student with SEN academically is to be able to be independent.	**1**	**1**
The key benefit for students with learning difficulties is socialising.	**1**	**1**
The key benefits for the children without SEN is that they cultivate empathy.	**1**	**1**
The key benefits of including a student with SEN.	**1**	**2**
The key challenge for a parent is difference. We do not need pity.	**1**	**2**
The key challenge is the parents who don't accept the problem.	**1**	**1**
The key challenges are behaviour and difficulty of evaluation of the student.	**1**	**1**
The main precondition for inclusion is to communicate with the parent.	**1**	**1**
The mother needs to accept the problem first.	**1**	**1**
The municipality should collaborate with the school leaders to organise the seminars for the parents.	**1**	**1**
The parent cannot intervene in the learning	**1**	**1**

part, we need to coexist with the teachers. Be compassionate and understanding.		
The parental association`s role is almost non-existent.	**1**	**1**
The parents could help if they were more involved in school life.	**1**	**1**
The precondition for inclusion is adult maturity, proper information and resources.	**1**	**1**
The precondition is to understand and accept diversity.	**1**	**1**
The preconditions are more teaching hours in mainstream and SEN class,	**1**	**1**
The preconditions are the inclusive culture, teacher and parental trainings with seminars,	**1**	**1**
The preconditions for successful inclusion are freedom and equality.	**1**	**1**
The problems we face depend on the problems of the child. Medical view.	**1**	**1**
The problems with inclusion depend on each case.	**1**	**1**
The progress of one student was not as important as the progress of the many.	**1**	**1**
The progress of the students with SEN is not significant. Refuse responsibility-blame	**1**	**1**

parents.		
The PS teacher should co-teach. Otherwise there is stigma.	**1**	**1**
The relationship between parents and teachers is weird.	**1**	**1**
The relationship of the parents with the SEN teacher is kind of indifferent.	**1**	**1**
The relationship of the SEN teachers and parents.	**1**	**1**
The role of the leader is to create a stable relationship with the parents and prevent any complaints, create a culture of co-teaching and willingness to help.	**1**	**1**
The role of the leader is to detect the needs and organise the support.	**1**	**1**
The role of the leader is to enhance communication.	**1**	**1**
The role of the leader is to give the money and get things done.	**1**	**1**
The role of the leaders is mostly bureaucratic.	**1**	**1**
The role of the leaders is supportive and advisory.	**1**	**1**
The role of the leaders is to contact the parents.	**1**	**1**
The role of the parent is to work along with the teachers.	**1**	**1**
The role of the school leader in organising SEN provision.	**1**	**1**

The role of the school leader, I think, is more informative to give advice.	**1**	**1**
The role of the school leaders is set by the Ministry.	**1**	**1**
The role of the school leaders.	**1**	**1**
The school is responsible to help all students regardless of financial status.	**1**	**1**
The school leaders have not organised any seminars related to SEN.	**1**	**1**
The school leaders have organised many PD sessions for SEN, like dyslexia.	**1**	**1**
The school leaders have organised seminars on SEN.	**1**	**1**
The school leaders have to organise the seminars.	**1**	**1**
The school leaders should have knowledge on SEN.	**1**	**1**
The school needs more organised SEN provision.	**1**	**1**
The school treats the students with SEN positively.	**1**	**1**
The school leaders have never organised SEN seminars.	**1**	**1**
The SEN class itself is the differentiation in the curriculum.	**1**	**1**
The SEN class speeds up social inclusion. The priority is human	**1**	**1**

coexistence.		
The SEN seminars are for the specialists. Differentiation will bring stigma.	**1**	**1**
The staff are very friendly to SEN provision.	**1**	**1**
The staff here is very friendly, respectful towards SEN.	**1**	**2**
The students with mobility issues don't have to go to the SEN classroom. You just cater for access.	**1**	**1**
The teacher helped the student find the missing line, while reading, good relationship with classmates,	**1**	**1**
The way we deal with SEN cases has to do with time.	**1**	**1**
There are students with SEN who do not achieve anything, they don't try for anything,	**1**	**1**
There has been progress on SEN provision in Greek schools.	**1**	**1**
There is a plan to deal with needs.	**1**	**1**
There should be seminars organised by the municipality for the parents.	**1**	**1**
This school supports students with SEN.	**1**	**1**
Those kids with SEN benefit emotionally,	**1**	**1**
Time is limited, seminars should be organised by	**1**	**1**

ed. psychologists.		
Trust from the head to staff.	**1**	**1**
Unofficial opportunities for collaboration.	**1**	**1**
We are very lucky to have a head teacher that truly is close to everybody.	**1**	**1**
We are very open and supportive to SEN.	**1**	**1**
We do have an open relationship with the head.	**1**	**1**
We don’t have serious challenges, especially with the SEN class, maybe that they don’t inform us much	**1**	**1**
We had some seminars on SEN.	**1**	**1**
We have an open relationship with the head.	**1**	**1**
We have the SEN class that cannot be evaluated, there is no observation.	**1**	**1**
Years ago, the leaders used to call specialists for seminars, but no teacher participated.	**1**	**1**

APPENDIX Za.4

Codebook Phase 3 - Generating Initial Themes from Coded and Collated Data

Phase 3 - Generating Initial Themes from Coded and Collated Data-65 categories of codes developed from 744 initial codes	Interviews/Observation Notes Coded	Units of Meaning Coded
BESD as a SEN Challenge-English school.	1	1
Challenges to collaboration.	6	10
Clear posts, common goals and understanding of the current situation and how each member can help.	9	23
Collaborating with parents.	5	11
Collaboration with neighbour schools from the area, collaborative training.	1	1
Comments about the English school performance on I, SJ and collaboration.	9	16
Common ethos, team effort.	14	33
Conversations in depth, dialogues outside school with colleagues, parents, leaders.	15	39
Definition of collaborating-CP.	7	9
Definition of Inclusion-Social justice English school.	13	24

Definition of leadership-lead by example.	**5**	**9**
Distributed leadership style in our school-English school.	**6**	**9**
Duties-Role of Leader-English school.	**20**	**80**
External stakeholders` support in school`s work-effort to inclusion.	**7**	**20**
Importance of diversity in schools-Society-English school	**14**	**24**
Issues with Leadership structure- hierarchy-performance.	**3**	**12**
Key challenges to Inclusion.	**11**	**40**
Knowing your responsibilities as a school Leader.	**2**	**3**
Parental stance towards Collaboration, Inclusion and Social Justice-what should they do.	**5**	**12**
Possible changes-improvements in roles regarding inclusion.	**5**	**12**
Preconditions of successful inclusion of students with SEN-English.	**16**	**49**
RR school, students' roles, how they're empowered by leaders 9	**18**	**35**
School and parents. Social Justice, job opportunities etc.	**2**	**2**
Staff training, CPD, PLCs, reviews, PPA- English	**11**	**25**

school.		
Staff wellbeing and workload.	**3**	**3**
Strategies for helping students.	**21**	**45**
Student relationships.	**4**	**4**
Style of leadership English school.	**7**	**27**
Suggestions to improve leadership practice and development for successful inclusive education implementation	**14**	**33**
Support from school staff-leaders initiative to parents and the local community that visits the school.	**1**	**3**
Support from the SENCO.	**9**	**20**
Supportive staff, supportive leaders, same political views, mostly, common mindset, cultures (10).	**7**	**19**
Teacher conversations, working together.	**14**	**46**
Teachers have the opportunity to share expertise, planning, ideas (3).	**5**	**6**
Teachers request regarding Inclusion for improvement	**9**	**12**
Teachers taking initiative, have conversations with other teachers-1	**13**	**27**
Welcoming ideas from below.	**7**	**11**
What students think about	**4**	**9**

inclusion and social justice.		
What would parents like to change in terms of inclusion?	**4**	**12**
What would the students like to change in their school life reg inclusion and social justice.	**2**	**2**
Working together as a team.	**17**	**46**

Codebook Phase 3 - Generating initial themes from coded and collated data. (developing categories)-Greek School Codebook Phase 3

Phase 3 - Generating Initial Themes from Coded and Collated Data-65 categories of codes developed from 744 initial codes	Interviews/Observation Notes Coded	Units of Meaning Coded
Class teachers` stance on SEN provision in Greek School	**11**	**21**
Comments on parental involvement-collaboration with school and SEN	**9**	**17**
Comments-beliefs on how inclusive the Greek school and staff is.	**11**	**17**
Communication between teachers and parents-Greek school.	**9**	**14**
Communication-support-collaboration between class and SEN teachers and school Leaders.	**12**	**22**
Definition of Inclusion, SJ-Greek School.	**13**	**15**

Is pushing in or pulling out better for students with SEN and why.	**8**	**8**
Key benefits of Including students with SEN in mainstream schools-Greek School.	**11**	**12**
Key challenges of including students with SEN in mainstream primary schools-Greek Schools.	**15**	**22**
Level of knowledge of school Leaders on SEN issues- Greek school.	**9**	**11**
Parental request on changes of their role in collaboration with school.	**5**	**7**
PDs, training, assemblies, staff meetings.	**17**	**28**
Preconditions for a successful Inclusion in Greek schools.	**16**	**20**
Problems with SEN provision in Greek schools.	**8**	**13**
SEN Provision in the Greek School- Needs of the society.	**14**	**25**
Students comment on their relationship with the teachers.	**5**	**10**
Student comments on pictures about inclusion and SJ.	**1**	**1**
Student comments on preference of support.	**5**	**11**
Student request on changes on SEN provision.	**3**	**3**

Students' views on inclusion with classmates with SEN.	**1**	**1**
Teachers' request for changes regarding inclusion.	**14**	**19**
The issue of stigma of students with SEN in the Greek Schools.	**6**	**7**
The process of diagnosis in Greek schools.	**4**	**7**
The role of the school leaders in the Greek School, in relation to inclusion.	**18**	**30**

APPENDIX Zb.4

Codebook Phase 4 - Developing and reviewing themes (Coding on)

Phase 4 - Developing and reviewing themes. (Coding on) –146 codes in 30 categories of codes (from which 104 codes, consolidated in 19 categories of codes for the English school)	Interviews/Observation Notes Coded	Units of Meaning Coded
Constant communication-dialogue, collaboration with staff, parents and students	18	217
Common ethos, team effort.	14	33
Conversations in depth, dialogues outside school with colleagues, parents, leaders.	15	39
External stakeholders' support in school`s work-effort to inclusion.	7	20
Teacher conversations, working together.	14	46
Teachers have the opportunity to share expertise, planning, ideas (3).	5	6
Teachers taking initiative, have conversations with other teachers-1.	13	27
Working together as a team.	17	46
Distributed Leadership Style	14	91

Definition of leadership- lead by example.	**5**	**9**
Distributed leadership style in our school- English school.	**6**	**9**
Issues with Leadership structure- hierarchy- performance.	**3**	**12**
Possible changes- improvements in roles regarding inclusion.	**5**	**12**
Style of leadership English school.	**7**	**27**
Support from School staff-leaders initiative to parents and the local community that visits the school.	**1**	**3**
Supportive staff, supportive leaders, same political views, mostly, common mindset, cultures.	**7**	**19**
Good leaders set the boundaries-autonomy.	**14**	**59**
Welcoming ideas from below	**7**	**11**
Definition of leadership- lead by example	**5**	**9**
Distributed leadership style in our school- English school	**6**	**9**
Staff wellbeing and workload	**3**	**3**
Teachers taking initiative, have conversations with other teachers-1	**13**	**27**

Good relationship-trust-with school leaders, staff members	**20**	**214**
Welcoming ideas from below.	**7**	**11**
Common ethos, team effort.	**14**	**33**
Definition of collaborating-CP	**7**	**9**
Staff wellbeing and workload	**3**	**3**
Support from the SENCO	**9**	**20**
Supportive staff, supportive leaders, same political views, mostly, common mindset, cultures (10)	**7**	**19**
Teacher conversations, working together.	**14**	**46**
Teachers taking initiative, have conversations with other teachers-1	**13**	**27**
Working together as a team.	**17**	**46**
Importance of external specialist contribution.	**7**	**20**
External stakeholders' support in school`s work-effort to inclusion.	**7**	**20**
Importance of Training, PDs, PPA, PLC, Observations, Lesson studies, review meetings	**13**	**31**
Staff training, CPD, PLCs, reviews, PPA-English school.	**11**	**25**

Teachers have the opportunity to share expertise, planning, ideas (3).	**5**	**6**
Leaders and teachers are open to listening to new suggestions and ideas.	**7**	**11**
Welcoming ideas from below.	**7**	**11**
Level of understanding of the terms Inclusion and SJ	**16**	**33**
Definition of Inclusion-Social justice English school	**13**	**24**
What students think about inclusion and social justice	**4**	**9**
Observations, lesson studies	**5**	**6**
Teachers have the opportunity to share expertise, planning, ideas (3).	**5**	**6**
Organisation of collaboration-how does it look, impact on students	**18**	**113**
Welcoming ideas from below.	**7**	**11**
Conversations in depth, dialogues outside school with colleagues, parents, leaders.	**15**	**39**
Definition of collaborating-CP	**7**	**9**
School and parents. Social Justice, job opportunities etc	**2**	**2**
Teacher conversations,	**14**	**46**

working together.		
Teachers have the opportunity to share expertise, planning, ideas (3).	**5**	**6**
Parental role and requests	**6**	**37**
Collaborating with parents.	**5**	**11**
Parental stance towards Collaboration, Inclusion and Social Justice-what should they do.	**5**	**12**
School and parents. Social Justice, job opportunities etc	**2**	**2**
What would parents like to change in terms of inclusion	**4**	**12**
Recognising the challenges	**21**	**121**
BESD as a SEN Challenge- English school.	**1**	**1**
Challenges to collaborating.	**6**	**10**
Issues with Leadership structure-hierarchy-performance.	**3**	**12**
Key challenges to Inclusion.	**11**	**40**
Possible changes-improvements in roles regarding inclusion.	**5**	**12**
Support from the SENCO.	**9**	**20**
Teachers request	**9**	**12**

regarding Inclusion for improvement.		
What would parents like to change in terms of inclusion.	**4**	**12**
What would the students like to change in their school life reg Inclusion and social justice.	**2**	**2**
Same ethos, same beliefs, same mindset (school culture)	**21**	**161**
Common ethos, team effort.	**14**	**33**
Clear posts, common goal and understanding of current situation and how each member can help.	**9**	**23**
Comments about the English school performance on I, SJ and collaboration	**9**	**16**
Importance of diversity in schools-Society-English school	**14**	**24**
Supportive staff, supportive leaders, same political views, mostly, common mindset, cultures (10).	**7**	**19**
Working together as a team.	**17**	**46**
School leaders` responsibilities	**21**	**142**
BESD as a SEN Challenge- English school.	**1**	**1**

Definition of leadership- lead by example.	**5**	**9**
Duties-Role of Leader-English school	**20**	**80**
Knowing your responsibilities as a school Leader	**2**	**3**
Preconditions of successful inclusion of students with SEN-English.	**16**	**49**
Self-reflection, self-awareness	**22**	**118**
Clear posts, common goal and understanding of current situation and how each member can help.	**9**	**23**
Comments about the English school performance on I, SJ and collaboration	**9**	**16**
Staff wellbeing and workload	**3**	**3**
Suggestions to improve leadership practice and development for successful inclusive education implementation	**14**	**33**
Support from school staff-leaders initiative to parents and local community that visits the school	**1**	**3**
Teachers request regarding Inclusion for improvement	**9**	**12**
What would parents	**4**	**12**

like to change in terms of inclusion		
Sharing expertise with other schools	**1**	**1**
Collaboration with neighbour schools from the area, collaborative training.	**1**	**1**
Students' relationships and request	**8**	**15**
Student relationships	**4**	**4**
What students think about inclusion and social justice	**4**	**9**
What would the students like to change in their school life reg Inclusion and social justice	**2**	**2**
Suggestions for improvement	**20**	**106**
Possible changes-improvements in roles regarding inclusion	**5**	**12**
Preconditions of successful inclusion of students with SEN-English	**16**	**49**
Suggestions to improve leadership practice and development for successful inclusive education implementation	**14**	**33**
Teachers request regarding Inclusion for improvement	**9**	**12**
Understanding and catering for student needs	**26**	**137**

Common ethos, team effort.	**14**	**33**
Importance of diversity in schools-Society-English school	**14**	**24**
RR school, students roles, how they're empowered by leaders 9	**18**	**35**
Strategies for helping students.	**21**	**45**

Codebook Phase 4 - Developing and reviewing themes (coding on). Greek School

Phase 4

Phase 4 - Developing and reviewing themes. (Coding on) –146 codes in 30 categories of codes (from which 42 codes, consolidated in 11 categories of codes for the Greek school)	**Interviews/Observation Notes Coded**	**Units of Meaning Coded**
Communication with staff members, leaders, parents and students	22	63
Comments on parental involvement-collaboration with school and SEN	9	17
Communication between teachers and parents-Greek school.	9	14
Communication-support-collaboration between class and SEN teachers and school Leaders.	12	22

Student comment on relationship with the teachers.	5	10
Current SEN provision	19	47
Definition of Inclusion, SJ- Greek School	13	15
SEN Provision in the Greek School- Needs of the society	14	25
The process of diagnosis in Greek schools	4	7
Opportunities for collaboration- training- creation of common culture and mindset	18	50
Communication- support-collaboration between class and SEN teachers and school Leaders	12	22
PDs, trainings, assemblies, staff meetings	17	28
Organisation of SEN Provision in the Greek school	15	32
SEN Provision in the Greek School- Needs of the society	14	25
The process of diagnosis in Greek schools	4	7
Parental role in Inclusion and SJ-requests	11	24
Comments on parental involvement- collaboration with school and SEN	9	17
Parental request on	5	7

changes of their role in collaboration with school		
Recognition of challenges of Inclusion and SJ	22	60
Comments on parental involvement-collaboration with school and SEN	9	17
Key challenges of including students with SEN in mainstream primary schools-Greek Schools	15	22
Problems with SEN provision in Greek schools	8	13
The issue of stigma of students with SEN in the Greek Schools	6	7
School leader role and responsibilities	19	41
Level of knowledge of School Leaders on SEN issues- Greek schools.	9	11
The Role of the School Leaders in the Greek School, in relation to inclusion	18	30
School Leader`s understanding of SEN matters	9	11
Level of knowledge of School Leaders on SEN issues- Greek schools	9	11
Student understanding and feelings on inclusion-request for change	6	16
Student comments on pictures about inclusion and SJ	1	1

Student comments on preference of support	5	11
Student request on changes on SEN provision	3	3
Students views on inclusion with classmates with SEN	1	1
Suggestions for more inclusive school-improvement	19	56
Comments on parental involvement-collaboration with school and SEN	9	17
Preconditions for a successful Inclusion in Greek schools	16	20
Teachers' request for changes regarding inclusion	14	19
Understanding of the terms inclusion and social justice	19	56
Class teachers` stance on SEN provision in Greek School	11	21
Definition of Inclusion, SJ- Greek School	13	15
Is pushing in or pulling out better for students with SEN and why	8	8
Key benefits of Including students with SEN in mainstream schools-Greek School	11	12

APPENDIX Zc.4

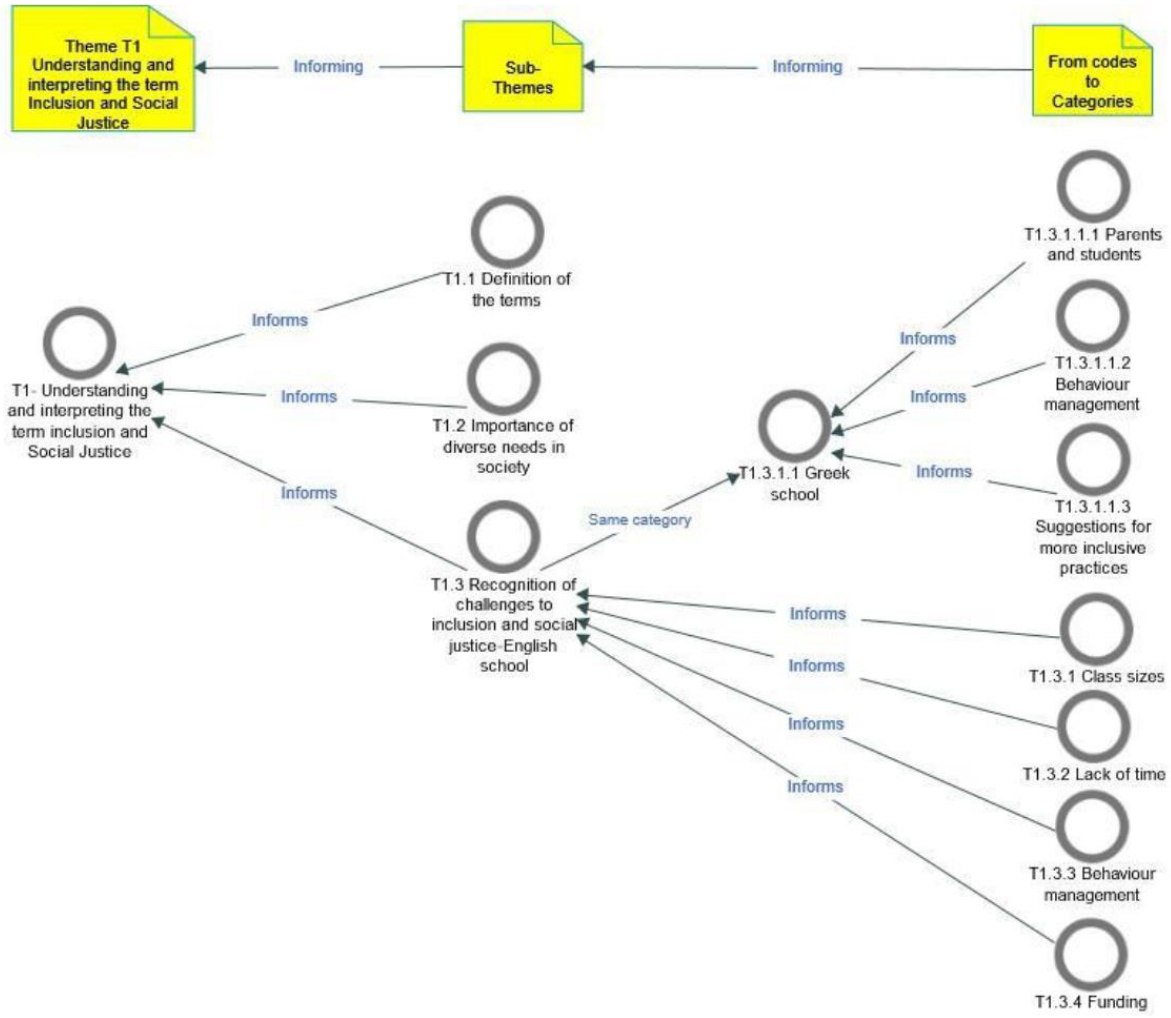
Codebook Phase 5 - Refining, Defining, and Naming Themes. (Developing a thematic framework

Phase 5 - Refining, Defining, and Naming Themes. (Developing a thematic framework) - 3 themes identified at phase 5 with 8 subthemes.	Interviews/Observation Notes Coded	Units of Meaning Coded
T1- Understanding and interpreting the term Inclusion and Social Justice	58	597
T1.1 Definition of the terms	35	86
T1.2 Importance of diverse needs in society	19	47
T1.3 Recognition of challenges to inclusion and social justice-English school	57	464
T1.3.1 Class sizes	11	40
T1.3.2 Lack of time	14	43
T1.3.3 Behaviour management	20	63
T1.3.4 Funding	22	108
T1.3.1.1 Greek school	28	112
T1.3.1.1.1 Parents and students	15	30
T1.3.1.1.2 Behaviour management	18	32
T1.3.1.1.3 Suggestions for more inclusive practices	25	55
T2 - Collaborative Professionalism	53	758

T2.1 Communication	**52**	**603**
T2.1.1 Common goals and welcoming ethos	**45**	**232**
T2.1.2 Importance of communication	**9**	**14**
T2.1.3 Communication and clear guidelines/roles	**12**	**22**
T2.1.4 Communication with the SENCo	**12**	**48**
T2.1.5 Communication with the students- Right Respecting school	**35**	**144**
T2.1.6 Staff relationships	**22**	**134**
T2.2 Opportunities for collaboration	**36**	**155**
T2.2.1 SEN Training days, PD, seminars	**31**	**79**
T2.2.2 Services from external specialists	**13**	**56**
T3 - Leadership style, practices and responsibilities.	**40**	**291**
T3.1 Definition of leadership- English school only	**15**	**96**
T3.2 Responsibilities of a leader- Enactment of leadership	**40**	**170**
T3.3 Issues reported regarding leadership	**15**	**24**

APPENDIX Zd.4

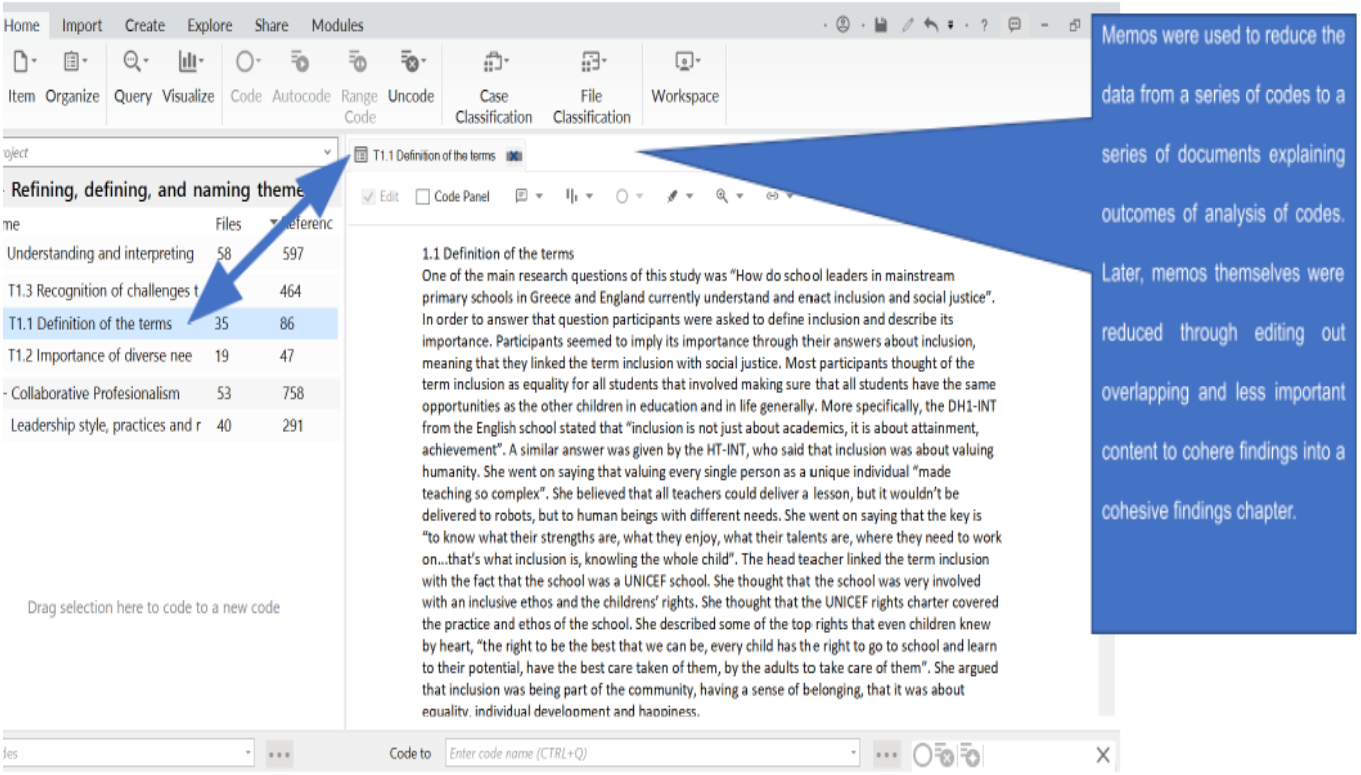
Codebook- Example of a flow chart from codes to categories to sub-themes to themes

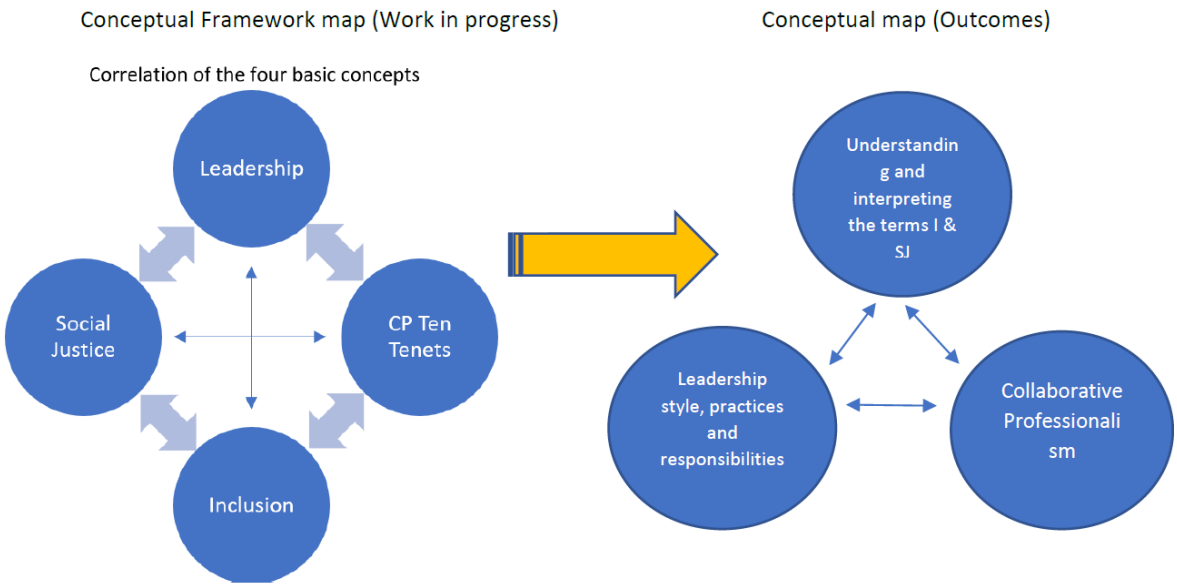


APPENDIX Ze.4

Codebook- Example of the role Analytical Memo - Phase 6 - Writing the report.

(Analysis and write up)



APPENDIX Zf.4

Codebook- Example of the role of Conceptual Mapping