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Vol. 5 No. 1 (2024): January 2024

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CURRENT INDEXING

DEVELOPING AND PRACTICING INCLUSIVE LEADERSHIP IN SCHOOLS

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ABSTRACT

The aim of this study is to investigate the concept of inclusive leadership, especially in the context of educational institutions that are becoming more diverse, and to explore how it can be developed and put into practice. The research methodology used was a literature review. The findings suggest that inclusive leadership is crucial in addressing issues related to equity, social justice, and diversity. Inclusive leadership is key driver in promoting diversity, dismantling oppressive practices, and advancing social justice. It is also vital to create inclusive schools that welcome and celebrate diversity. The research concludes that by practicing inclusive leadership and highlighting the importance of culturally responsive leadership, educational leaders can help schools become places where all students are recognized, valued, and included in the educational process. Ultimately, this can lead to social justice through inclusion.

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1. INTRODUCTION

Many leadership models are implemented in various organizations according to their unique contexts. Inclusive leadership is one such model, which is especially relevant in diversity, where equity and social justice issues can arise. This model is fundamental in schools with students from different genders, ethnicities, races, religions, and socioeconomic backgrounds. With an increasing diversity of students, inclusion is increasingly seen as a critical challenge for educational leaders. Unfortunately, research on inclusive leadership is limited, especially in racially and ethnically diverse settings (Ryan, J.,1999). This is partly because the concept of inclusion has traditionally been associated with disability and special educational needs (Ryan,1999; Ryan, 2006), which is where much of the research has focused (Black W.R. et al., 2014; Cardno et al., 2018; Morina, A. et al., 2020; Salovita, T., 2020, Setia S., et al., 2021).

In education, the inclusive leadership model plays a crucial role in responding to discrimination issues arising from differences in ethnicity, race, religion and socioeconomic status. Kugelmas (2003) researched inclusive leadership in three elementary schools in the United States, the United Kingdom, and Portugal, and she found that inclusion is a significant way the school "runs business". It is a powerful force for promoting diversity, equity and educational excellence. Unfortunately, the divisions between the advantaged and disadvantaged have only grown wider. Only some students do well in our educational institutions, while some are equally advantaged in our communities (Ryan, 2006). Diversity highlights the problem of discrimination, where some students are unfairly denied access to resources. Therefore, school leaders must pay closer

attention to policies and practices promoting inclusive schools. Educational leaders are responsible for ensuring social justice, especially as diversity becomes apparent in schools and communities.

In Indonesia's context, inclusive education policy is not explicitly stated. However, the need for inclusive education can be inferred from the national education function and aim set out by the Act of the Republic of Indonesia on the National Education System (The Republic of Indonesia, 2013). The function of education is:

> *"to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity and is aimed at developing learners' potential so that they become persons imbued with human values and are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens are democratic and responsible" (Act, art. 3).*

To produce democratic and responsible citizens, inclusive schools, where "diversity is welcomed and considered a source of learning rather than a problem", are necessary (Angelides, 2011, p. 22). Inclusive schools welcome, accommodate, and celebrate diversity, uniqueness, and individuality (Ryan, 1999).

It is crucial to develop educational leaders who are concerned about students' diversity in their schools and create inclusive schools, especially when current leadership training programs tend to prioritize financial, risk, and image management, curriculum and policy implementation, staffing, student outcomes, accountability, building and grounds, community liaison, marketing and entrepreneurship, health and well-being, and stress management over inclusivity (Blackmore, 2010). The need for leadership that enables inclusion and promotes values of equality and social justice is urgent because school leadership is failing to respond appropriately to diversity in education (Crisol-Moya et al., 2022). Lopez (2015) contends that "Educational leaders must be prepared to understand how their work, advocacy, and agenda for social justice education are an important aspect of their professional capital" (p. 173).

The previously mentioned studies were instrumental in shedding light on how inclusive leadership has been developed and implemented, yet remained partial in their focus of the study, in which many of them limited inclusivity for students with disability and special educational needs. In this paper, therefore, the researcher would like to focus on developing and practising inclusive leadership for diverse students. The term "diverse student" in this study includes individuals with different ethnicities, races, religions, genders, socioeconomic backgrounds, and abilities at all academic levels, from elementary to high school. The research questions guiding this exploration are: how does it develop inclusive leadership capacity to create and nurture inclusive schools? Second, what are inclusive leadership practices for student equity and social justice??

2.   METHOD

This research methodology incorporates a literature review approach, which entails careful examination by summarizing, analyzing and synthesizing a wide range of literature sources, including books, journals, notes, and reports, that are pertinent to the research topic (Galvan, 2017; Creswell, 2012). In this particular study, data collection involved identifying and selecting literature that centred on the theory and concept of inclusive leadership, as well as the application and integration of social justice principles in educational settings to formulate the concept of inclusive leadership and how it must be developed and implemented in the school's context. The researcher meticulously searched reputable sources like Google Scholar, ERIC, JSTOR, ProQuest and Sage Journals to gather data. After sifting through a vast collection of articles, 37 relevant articles were selected for analysis. The data was then meticulously analyzed and evaluated before being presented in a structured format. The researcher identified four focal areas, namely inclusive leadership, inclusive education, developing inclusive leadership, and inclusive leadership practices, and carefully synthesized and analyzed the information, ideas and concepts from the selected articles within these four key topics. A series of thematic comparisons were carried out to explore the concepts of inclusive leadership and how inclusive leadership has to be developed and practised in school.

3.   RESULT & DISCUSSION
3.1.   Result
3.1.1 Inclusive Leadership

Leadership and inclusion are often seen as separate ideas. However, the relationship between leadership and inclusion depends on how leadership is perceived and how relationships are formed among institution members (Ryan, 2006). According to Ryan (2007), much literature on inclusive leadership focuses on involving people other than administrators in governance processes or promoting more inclusive leadership processes. However, most sources do not use the term "inclusive leadership". Instead, they use other names such as teacher leadership, shared governance, participative leadership, student leadership, site-based management, community involvement, and emancipatory or critical leadership. Therefore, information about inclusive leadership practices concerning these topics can be found. Ryan explains that each of these terms

emphasizes different aspects of inclusive leadership. Some focus on the process or governance side of leadership, while others attend to the goals of leadership - what leadership processes are organized to achieve (Ryan, 2007). Pertinent to inclusive leadership, there are literature reviews (Thomson, H. et al., 2020; Guenther S. et al., 2022), systematic reviews (Korkmaz et al., 2022) and thematic analyses (Roberson et al., 2022).

Diversity and leadership issues are now considered legitimate areas because of their impact on student experiences. It means that "the ways in which these differences are configured – interpreted, valued, and judged – can have a decisively positive or negative effect on how students learn in school" (Ryan & Rottmann, 2007, p. 10). Inclusion is associated with inclusive leadership practices in two ways – in the process and the ends (Ryan, 2006). The process must be inclusive, which means all school community members and their various perspectives must be appropriately represented in decision - and policy-making efforts. Furthermore, these decisions and policy-making processes must also be organized to promote inclusion on a more general level in the school and the broader community (Ryan & Rottmann, 2007).

Ryan (2006) argues that "inclusive leadership is one of the promising approaches to leadership that allow us to work toward social justice in our schools and communities" (p. 13). Griffiths' study (2011) shows that inclusive leadership is part of the social justice leadership family. Social justice can be achieved if people are meaningfully included in institutional practices and processes. DeMatthews' research (2018) highlights the importance of principals who actively strive for social justice. These leaders reclaim, sustain, appropriate, and advance human rights of equity, equality, and fairness across various social, economic, educational, and personal aspects. They critically examine policies and procedures that may perpetuate social inequalities and marginalization based on race, class, and gender. They prioritize issues of historically and currently marginalized groups, including race, class, gender, disability, and sexual orientation, in their leadership practice, advocacy, and vision. Ultimately, they work towards dismantling oppressive and unjust practices and replacing them with culturally appropriate and equitable ones. Inclusive leadership aims not only to promote equity and social justice through advocacy and activism, but it is specifically interested in enhancing the participation and representation of minority groups in various facets of school life and creating school environments to support the inclusion of such populations (Ryan, 2013). As cited in Wang (2018), Ryan has a two-pronged view of inclusive leadership that is "to include all stakeholders such as school administrators, teachers, parents and students in policy and decision making, and to promote inclusive practices to address their diverse values, beliefs and cultures in schools" (p. 473).

According to Echols (2009), there are five characteristics of inclusive leadership. Those are: First, inclusive leadership brings the maximum number of individuals into participation. Second, inclusive leadership empowers individuals to reach their full potential while pursuing the common good of the populace. Third, those who practice inclusive leadership develop a culture that perpetuates the morality of the individual's worth in such a way as to act as a preventive resistance against the ever-present possibility of despotism. Fourth, inclusive leadership is intentional in replicating today's leaders who are committed to allowing future leadership to emerge. Fifth, inclusive leadership is manifested in the development of appropriate boundaries that maintain the integrity of the nature of the collective without marginalizing any of the populace. Blackmore (2010) explains that "inclusive leadership requires leaders to mobilize structures, cultures and systems to think beyond structures, cultures and systems. It is about getting beyond symbolic and superficial soft multiculturalism and more about creating deliberative democratic processes that build equitable partnership" (p. 58). An inclusive leadership approach will manifest equitably and social justice in the inclusive school.

Unfortunately, as Ryan (2006) explains, not all administrators and teachers have adequate knowledge about exclusive practices and how to approach and implement inclusive practices. It asserts the importance of leadership preparation for inclusive practices. Preparation programs for inclusive practices are part of building capacity that must be paid attention to. Building capacity among educational leaders is essential if change is to occur (Lopez, 2015). Building capacity involves developing new knowledge, skills, and competencies; new resources (time, ideas, materials); and new shared identity and motivation to work together for more significant change (Fullan, 2005). Effective inclusive leadership in educational institutions should be guided by a commitment to deeper moral values, such as social justice, which is essential in contributing to a world that is equitable for everyone.

3.1.2   Inclusive Education

Education is a fundamental right that should be accessible to all individuals, and schools are the institutions that provide students with the opportunity to learn and grow. Therefore, it is crucial to ensure that education and school as the room for educating students are inclusive and that no one is excluded from the learning process. Inclusive schools recognize and value diversity as a strength rather than a barrier. A genuinely inclusive school should be a welcoming and accepting environment that celebrates diversity and recognizes it as an opportunity for learning rather than a problem (Angelides, P. 2011). That means that, in diverse school

contexts, it is crucial to recognize and respect others and the uniqueness of their identity. Recognition is an essential pillar of the inclusive structure of education. (Felder, F., 2018).

To be an inclusive school, Carter S. et al. (2018) argue, "inclusion must be a way of thinking, a philosophy of how educators remove barriers to learning and value all members of a school community" (p. 5). To remove barriers and provide high-quality education, the school must adopt inclusive practices that embrace all students as valued members of the school community, whole-school, and individual levels (Carter S. et al., 2018). Inclusive school environments have the potential to improve the psychological and social adjustment of students, as well as enhance their learning abilities. It is because inclusive schools provide positive experiences for all students, which can lead to a decrease in bullying, a reduction in loneliness, and a more significant number of friendships across different groups of people (Nishina et al., 2019).

Inclusive education eliminates social exclusion and discrimination based on race, ethnicity, religion, gender, social class, and ability (Kugelmass, J.W., 2003). All students, regardless of gender, social class, ethnic or racial characteristics, must have equal opportunities to learn and be engaged (Lee, 2009; as cited in Lopez, A.E., 2015, p. 171). In inclusive education, "power is shared, all individuals' histories, experiences, and knowledge are valued while they work to question and challenge the status quo and its exclusionary and marginalizing practices" (Griffiths, 2011, p. 25). Theoharis (2010) asserts that inclusive schooling is a vital and rewarding means of promoting and enacting justice. The primary objective of inclusive education is to ensure that every student has equal opportunities for growth, development, and participation in all facets of school life. Sider S. et al. (2017) explain the goal of inclusive education: to increase meaningful participation and achievement of all students who are increasingly vulnerable to the effects of marginalization in existing educational arrangements. Inclusive education prioritizes breaking down barriers and fostering a supportive and inclusive school culture. That is aligned with the notion of culturally responsive leadership in which "culturally responsive leaders develop and support the school staff and promote a climate that makes the whole school welcoming, inclusive and accepting of minoritized students" (Khalifa et al., 2016, p. 1275). Developing culturally responsive leadership is essential to eliminate ethnocentrism and prejudice because they can hinder influential leaders amid student diversity. They interfere with our ability to understand and appreciate others' human experiences (Northouse, 2019). Four major components of Culturally Responsive School Leadership need to be understood and implemented by school leaders: critical self-awareness, culturally responsive curricula and teacher preparation, culturally responsive and inclusive school environments, and engaging students and partners in community contexts. (Khalifa et al, 2016).

3.1.3 Developing Inclusive Leadership

Proper preparation is essential for inclusive leadership. According to Lopez, J.A. et al. (2006), it is crucial to identify and prepare school leaders from underrepresented racial/ethnic groups for successful educational reform. Recruiting and training school leaders of underrepresented groups may impact closing the achievement gap. They recommend that education schools adopt a "leading for equity" approach instead of the conventional "one size fits all" method of administrator preparation to develop competent leaders. It underlines the importance of having leaders who are concerned about equity and social justice in school. Khalifa's study (2016) shows that the preparation program for school leaders must specifically train them to avoid racist behaviour and understanding in order for them to have culturally responsive leadership skills. The program has to equip school leaders to be able to understand and deal with the issues of race (racism), ethnicity (ethnocentrism), class (classism), and gender or sex (sexism). Understanding and dealing with those issues will enable school leaders to practically implement equal or equitable educational opportunities among diverse learners (Khalifa et al., 2016). Lopez (2015) explains that "culturally responsive leadership provides a way for educational leaders to theorize their work, develop agency, take action, and build school-wide capacity on issues of equity, diversity, and social justice" (p. 173).

Furthermore, Lopez (2015) posits that these practices occur through deep self-reflection and some commitments, such as challenging the status quo, engaging in new ways of knowing and doing, actively advocating for equity and diversity issues, and staying the course (Lopez, 2015). Lopez et al. (2006) show that "leadership for equity refers to bold, courageous actions and behaviors on the part of school leaders to ensure that inequities are addressed openly and directly" (p. 15). The central aim of these leadership initiatives is to mitigate any existing inequities that contribute to the achievement gap, disparities in disciplinary practices, unsuitable referrals and placement in special education, and school practices that hinder the progress of certain groups of students. (Lopez et al., 2006).

Leaders must try to understand the cultural values and norms of different ethnic groups. Young et al. (2010) argue that influential school leaders must be adaptable and flexible and value diversity to create an inclusive culture. A study by Cardno et al. (2018) emphasized the importance of professional development in this area. School leaders must be trained to understand and communicate effectively in a multicultural community. To achieve this, a professional development program for inclusive leadership can be implemented

through various means, such as professional learning communities, workshops, and seminars focusing on equity and social justice issues. Young et al. (2010) suggest that leadership training that emphasizes diversity awareness needs to prepare leaders to handle intergroup conflict and emotional tensions in the workplace. To address these issues, training should focus on developing diversity self-efficacy, which empowers leaders to evaluate diversity-related factors that impact organizational outcomes effectively. With diversity self-efficacy, administrators can confidently recruit and retain teachers of colour, guide new teachers in diverse schools, and establish inclusive structures to promote diverse groupings.

3.1.4 Inclusive Leadership Practices

There are various inclusive leadership practices in creating and developing an inclusive school. To practice inclusive leadership effectively, leaders need to understand the concept of inclusion. Leaders who aim to practice inclusive leadership effectively must have a clear understanding of the concept of inclusion. Ainscow (2005) identified four key elements of inclusion: 1) inclusion is a never-ending process to find better ways of responding to diversity; 2) inclusion involves identifying and removing barriers; 3) inclusion is about providing equal opportunities for all students to participate and achieve; and 4) inclusion requires a particular focus on groups of students who may be at risk of marginalization, exclusion, or underachievement. Ryan (2006) explores the concept and practice of inclusive leadership by examining the relevant research and practices. Some inclusive leadership practices include "advocating for inclusion, educating participants, developing critical consciousness, nurturing dialogue, emphasizing student learning and classroom practice, adopting inclusive decision and policymaking strategies, and incorporating whole school approaches" (Ryan, 2006, p. 9). Della Rovere (2014) examined Ryan's strategies that support inclusive leaders implementing inclusive school practices. These strategies include communication, critical learning, fostering school community relations, and exercising strategic advocacy.

Inclusive practices recognize social injustice in communities and schools and aim to understand, critique and amend them (Wang, 2018). Theoharis's study (2010) shows that inclusive leadership involves addressing these injustices. His research explored the strategies principals at elementary, middle, and high schools use to disrupt injustice. Some strategies are eliminating pullout/segregated programs, providing ongoing staff development focused on building equity and creating a warm and welcoming climate. Inclusive leadership for social justice "advocate, leads and keeps at the centre of their practice and vision issues of race, class, gender, disability, sexual orientation and other historically and currently marginalizing conditions" (Theoharis, 2010, p. 333).

Advocating for inclusion is crucial because only some teachers/staff understand and accept inclusive ideas and practices. By advocating, leaders create a shared vision of equity and use opportunities to educate the whole school community (Niesche, 2014; as cited in Cardno, C. et al., 2018, p. 106). Ryan (2006) mentions that inclusive leadership is educative. Furthermore, he explains that Educating the whole school community about inclusive issues is essential because administrators, teachers, students, and parents, particularly those in more diverse settings, generally know too little about each other, about exclusive practices such as racism, and how to approach and implement inclusive practices (Ryan, 2006). Inclusive policymaking processes are also crucial for schools to be genuinely inclusive communities (Ryan, 2006). School leaders have to be able to represent all interests in the school community fairly. "Where inequalities exist that create barriers to the equal representation and participation of all the school community, it is necessary to develop appropriate policy responses" (Dimmock, 2005. p. 85).

Educational leaders have to be able to build and nurture a dialogue culture. Dialogue is essential to developing and nurturing inclusive schools (Ryan, 2006). "Dialogue encourages the inclusion of those voices not normally heard and, in doing so, acknowledges these perspectives." (Ryan, 1999, p. 18). Leaders must ensure that "everyone must have an equal opportunity to speak, to respect other member's right to speak out and to feel safe to talk" (Ryan, 2006, p. 12). Inclusive leaders need to create and provide opportunities for people to communicate effectively with one another to make them meaningfully included by building and implementing trust, respect, appreciation, affection and hope in the process of dialogue. (Ryan, 2006). Ryan (1999) explains four critical elements of the dialogical relationship: connections with, listening to, learning from, and educating others. It is crucial for a leader, particularly those in large and multicultural schools, to keep open communications. To foster an inclusive school environment, leaders need to possess the necessary mindset and skillset to recognize, engage with and create space for the multitude of dimensions that characterize diversity.

Additionally, they must be able to accommodate how individuals perceive and deal with such diversity. Through inclusive education, school leaders not only focus on the barriers students face but also on developing cultures, policies, and practices in the educational system and institution to treat students equitably and fairly (Angelides, P., 2011). In a multi-ethnic school context, school leaders need to view the education of

children from diverse cultures as a challenge rather than a problem and develop and nurture inclusive schools by practising inclusive leadership approaches (Vassalo, B, 2016).

3.2. Discussion

Educational institutions are becoming more diverse, with students from different backgrounds, experiences, races, ethnicities, religions, genders, socioeconomic statuses, physical abilities, and more. As a result, it has become increasingly important for educational leaders to address this diversity (Lopez, 2015, Crisol-Moya et al, 2022) in order for education to be inclusive, given that "education is a basic human right and the foundation for a more just society" (Ainscow, 2005, p. 109). Inclusive leadership is a model that can be implemented in various contexts and institutions to meet this need, including in schools. In order to practice inclusive educational leadership, it is important for leaders to understand the concept of inclusive education. By referring to the concept of inclusive education more broadly, Ainscow (2005) presumes that "the aim of inclusive education is to eliminate social exclusion that is consequences of attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability" (p. 109). According to Griffiths (2011), an inclusive conception of education comprises four key components: "1) Students are seen as "ends-in-themselves"; 2) the ends make reference to the students' personal, social, moral, and intellectual development; 3) students are prepared to critically understand and shape their world; and 4) students from diverse backgrounds are democratically included in the school" (p.16). It is a leadership style that promotes inclusivity and diversity, and it plays a crucial role in creating a supportive and welcoming environment for all students, regardless of their differences. By practicing inclusive leadership, schools can become inclusive places where diversity is welcomed, valued, and celebrated, and every student can access and be involved in the educational process fairly and equitably, regardless of their background.

Inclusive leadership is crucial in the Indonesian school context, given that Indonesia consists of people of diverse ethnicities, races, cultures, religions, and socioeconomic backgrounds. Inclusive leadership practice can align with the effort to uphold equity and social justice by providing equal access and opportunities for all students. It can be manifested by opening up spaces widely for students to access educational facilities and giving them the freedom to express themselves according to their ethnicity, religion, culture, and needs through various activities. These are part of leadership practices that bring the maximum number of individuals into participation and empower them to reach their full potential (Echols, 2009). Wang (2018) argues that "in schools where social exclusion deprives people of their right to participate in school and community practices and activities fully, inclusion becomes the core concept of the social justice agenda" (p. 473). Inclusive schools welcome, accommodate and celebrate diversity, uniqueness and individuality, and nobody should be excluded from the access and process of education (Ryan, 1999). Therefore, according to Lewis (2016), it is imperative for schools to have inclusive leaders who are committed to establishing equitable and inclusive learning environments. Effective, equity-oriented leadership plays a pivotal role in realizing this goal.

In a multicultural setting, a leader must have a culturally responsive leadership capacity as part of their inclusive leadership practice. Culturally responsive leaders must ensure that students who have traditionally been underserved and excluded are given the opportunity to achieve academic excellence, engage in learning that raises their awareness of injustices in society, have their experiences and ways of knowing included in the teaching and learning process, and engage in curricula that disrupt dominant privilege and power (Lopez, 2015). Leaders who practice culturally responsive leadership can lead students to experience social justice by ensuring that none of them, irrespective of their background, are excluded from the access and process of education. Social justice can be achieved in many ways, one of which is through inclusion. It means that social justice can be achieved only if people are not excluded from institutional practices and processes (Ryan, 2006).

By connecting culturally responsive leadership with social justice, an inclusive leader will understand that social justice is not only about distributing education facilities/resources equitably, but also about recognition. Culturally responsive leadership is a practice that recognizes the uniqueness of every individual and involves them in the education process fairly. "Achieving social justice requires attention to both distribution and recognition" (Ryan and Rottmann, 2007, p. 13). This implies that in the educational process, the leader must recognize that every student is different and unique and must be treated equally and equitably.

In the classroom, educators/leaders can promote inclusion practices by honouring different ways of knowing and sources of knowledge, allowing students to speak and write in their own vernacular, and using compatible communication styles. They can also express cultural solidarity with their students, demonstrate that they care about them, and maintain high expectations for all (Riehl, C.J. 2000). Everybody's voice must be heard by giving them an equal opportunity to speak and ensuring they feel safe to talk (Ryan, 1999, Ryan, 2006). Because the learning process in the classroom is a critical practice for inclusivity, leaders need to promote a culturally responsive school context with an emphasis on inclusivity in the process of recruiting, retaining and developing teachers (Khalifa et al, 2016). In the recruitment policy, it is crucial to consider

recruiting matched-teacher/staff ethnically and/or religiously with students. As Cardno et al. (2018) suggest, "If schools could make the appointment of ethnically representative teachers a priority, this proactive practice might contribute to building an inclusive school culture through role modeling and greater opportunity for inclusivity-focused dialogue" (p. 107).

4.   CONCLUSION

Inclusive leadership is a concept that combines leadership and inclusion, and has the potential to create more equitable and socially just educational environments. Inclusive leadership emphasizes the need to involve all stakeholders such as administrators, teachers, parents, and students, in policy and decision-making processes. It also seeks to address the diverse values, beliefs, and cultures within schools, fostering a climate of understanding and appreciation. By advocating for inclusion, educating all members of the school community, nurturing dialogue, and adopting inclusive decision-making strategies, leaders can pave the way for a more inclusive educational setting.

Inclusive education recognizes and embraces diversity and aims to eliminate discrimination based on race, ethnicity, religion, gender, and socioeconomic status to ensure equal opportunities for all students. Culturally responsive leadership plays a crucial role in achieving this goal, creating a welcoming, inclusive, and accepting school environment for all students, thereby eradicating prejudice and ethnocentrism. Culturally responsive leadership, through deep self-reflection and a commitment to equity and social justice, enables educational leaders to theorize their work, develop agency, and promote issues of equity, diversity, and social justice.

In conclusion, this paper emphasizes the vital role of inclusive leadership in creating equitable, inclusive, and socially just educational environments. By practicing inclusive leadership and emphasizing the importance of culturally responsive leadership, educational leaders can help schools become places where all students are recognized, valued, and included in the educational process, ultimately achieving social justice through inclusion.

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