


Chapter 10

Leadership Change for the Development Policy of Inclusive Education: Leadership Theories and Models

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ABSTRACT

A project plan was prepared for Palestine public schools for the national platform of administration and support inclusive service education with the consent of school students' education. A review of school models is taken, which support the concepts of school leadership and proposes an inclusive model for educational reform leadership. Both qualitative and quantitative methods based on two focus groups and a questionnaire survey based on different analysis that conclude about the leaderships on different levels in the education system of Palestine. The results show that schools have to access the provisions to the implementation and design towards inclusive leadership. Scoring the policies towards inclusive leadership needs to be reserved. It is demonstrated that leaders give the best to the school values by considering its structure, process, climate, function, and environment.

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INTRODUCTION

Proposed Project

The importance of leadership grows day by day in schools over the past 20 years is accompanied by theory of development by implementing new emerging models and establishing some approaches that redefine and can be developed further. In this project, the researcher reviews the current school leadership models. In this study, a project plan was prepared for Palestine public schools for the national platform of administration and support inclusive service education with the consent of school students' education. A review of school models is taken, which support the concepts of school leadership. Some activity and model diagrams are implemented to evaluate the results. This study results in an increase in student achievement through continuous leadership changes and systematic partnership. To fill the gap literature review and a study is designed through leadership models and activity diagrams which helps in understanding the excellent leadership practices and behavior effort to improve the outcomes of students (Locke et al., 2019).

From the beginning of human history, humans always make efforts to make the future better. These efforts have clear evidence that from the beginning of the 21st-century, knowledge and development in technology process increase. From the day forward, the part of management is significantly put forward which pursues the human to achieve the best management and continue it. The process of management is governed by clear indicators. According to Petes, the organizations increase the quality of services with the desire to achieve the best and emphasize details to improve the quality of service of life, the belief of service revision and receiver is essential (Lyon et al., 2018).

Schools are making significant progress today. According to a researcher in the changing world, school excellence is obtained by inserting proper leadership and tradition in future and present. School children are mostly educated according to planned ways to achieve effectiveness and good, and this would only be possible with the proper administration of education, and educational leadership. A meta-analysis is performed, which shows that leader role nature has a significant impact on the student learning outcomes. The involvement of a direct leader in the school curriculum and professional development are more likely to make a difference to students (Uzarski & Broome, 2019).

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