

INFLUENCE OF HEADTEACHER LEADERSHIP DEVELOPMENT ON IMPLEMENTATION OF INCLUSIVE EDUCATION IN KENYA

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ABSTRACT

Effective leadership development of head teachers is necessary to transform schools into effective inclusive learning environments. This research therefore investigated the influence of head teacher leadership development on the implementation and facilitation of inclusive education. The investigation focused on the nature and effectiveness of the existing leadership development programs for head teachers. A mixed methods approach was employed, through which quantitative and qualitative data was collected and analyzed. The participants included 125 head teachers, 240 class teachers, 12 Quality Assurance and Standards Officers, and 8 Kenya Education Management Institute (KEMI) trainers. Results indicated that the most common forms of leadership development were short courses. These courses were not based on particular leadership standards or inclusive education philosophy. They were also neither ongoing nor career-staged. This study therefore recommends coordinated and multi-pronged action plan to promote requisite policy reforms and effective funding strategies for head teacher development.

KEYWORDS: Head teacher, Inclusive education, Leadership Development, Leadership Standards

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