THE CONTENT AND STRUCTURAL FRAMEWORK OF INCLUSIVE MANAGEMENT COMPETENCE OF GENERAL EDUCATION SCHOOL LEADERS

Bakayeva Nilufar Baxriddinovna
Principal, Secondary School No. 19, Bukhara City, Uzbekistan.

Abstract. The effectiveness of inclusive education depends not only on the availability of appropriate educational programmes and support services but also on the professional competence of school leaders who organize and coordinate inclusive practices. This paper examines the content and structural components of inclusive management competence among heads of general education institutions. Drawing on scientific approaches developed in the Commonwealth of Independent States (CIS), particularly in Russia, Kazakhstan and Ukraine, the study conceptualizes inclusive management competence as an integrated professional capacity combining strategic vision, legal awareness, pedagogical leadership, organizational coordination and collaborative decision-making. A structural framework is proposed to support the development and assessment of this competence in school management practice.

Keywords: inclusive education, school leadership, management competence, inclusive school environment, professional development, strategic management, educational equity, leadership framework.

Introduction

The transition towards inclusive education requires a reconsideration of traditional approaches to school administration. A school leader is no longer expected merely to ensure compliance with administrative regulations and manage institutional resources. The leader must create an educational environment in which every learner, regardless

of individual characteristics, developmental needs or social circumstances, can participate meaningfully in the learning process. Therefore, inclusive management competence should be regarded as a distinct dimension of professional leadership rather than an additional administrative responsibility. Research conducted in CIS countries demonstrates the growing importance of leadership in establishing sustainable inclusive educational environments. Ukrainian researcher O. Khoteniuk considers inclusive competence an essential component of the managerial activity of heads of educational institutions. Studies from Kazakhstan also emphasize the role of transformational, distributed and value-based leadership in integrating inclusive education into school practice.

Main Discussion

Inclusive management competence can be defined as the integrated ability of a school leader to identify educational barriers, make evidence-informed managerial decisions, coordinate institutional resources and establish conditions that ensure equal participation and individual development for all learners. Its content extends beyond theoretical knowledge of inclusion and is reflected in the leader's practical capacity to transform the school's organizational culture, educational processes and interpersonal relationships.

The proposed structural framework comprises five interconnected components.

The value-oriented component reflects the leader's commitment to human dignity, social justice, equality and respect for individual differences. It determines the ethical foundation of managerial decisions and prevents the reduction of inclusion to the formal admission of learners with special educational needs.

The cognitive and legal component includes knowledge of inclusive education policies, relevant legislation, special educational needs, differentiated instruction, individual support mechanisms and the rights of learners. This component enables school leaders to make legally grounded and pedagogically appropriate decisions.

The strategic and organizational component concerns the ability to formulate an institutional inclusion strategy, allocate human and material resources, coordinate multidisciplinary support teams and adapt the school infrastructure and educational environment. It also involves identifying organizational barriers and developing sustainable solutions.

The communicative and collaborative component represents the leader's ability to establish effective partnerships among teachers, parents, psychologists, special educators, support professionals and local communities. Inclusive management requires shared responsibility and participatory decision-making rather than excessive centralization.

The analytical and reflective component involves monitoring the accessibility and quality of educational processes, evaluating learners' participation, identifying institutional weaknesses and adjusting management strategies based on evidence. Reflection allows the leader to assess not only formal implementation but also the actual educational experiences of learners.

The proposed components function as an interconnected system: values determine managerial priorities, knowledge provides the professional foundation, strategic and organizational skills translate intentions into institutional practice, collaboration ensures collective participation, and analytical reflection supports continuous improvement. Based on this approach, the author proposes the **V–K–O–C–R model** of

inclusive management competence: **Values – Knowledge – Organization – Collaboration – Reflection**. The model provides a conceptual basis for professional development programmes and competency-based assessment of school leaders. Its practical application may include case-based managerial training, institutional inclusion audits, collaborative planning sessions and systematic evaluation of inclusive school development.

Conclusion

Inclusive management competence is a multidimensional professional characteristic that determines a school leader's capacity to transform inclusive education principles into sustainable institutional practice. Its development requires the integration of ethical values, legal and pedagogical knowledge, strategic planning, organizational coordination, partnership-based leadership and reflective evaluation. The proposed V–K–O–C–R framework offers a structured approach to understanding and developing this competence. Strengthening these capacities can contribute to more accessible, responsive and equitable general education institutions.

References

1. Khoteniuk, O. (2024). Inclusive competence of the head of an educational institution with inclusive education as an integral component of their managerial activity. Особлива дитина: навчання і виховання. https://doi.org/10.33189/ectu.v114i2.175

2. Autaeva, A. N., & Nametkulov, M. Zh. (2025). Leadership of the school principal in the process of integrating inclusive education into secondary school. Известия. Серия: Педагогические науки. https://doi.org/10.48371/PEDS.2025.79.4.036

3. Autaeva, A. N., & Nametkulov, M. Zh. (2025). Features of school management in the context of integrating inclusive education into secondary school. Gumilyov Journal of Pedagogy, 153(4), 35–51. https://doi.org/10.32523/3080-1710-2025-153-4-35-51

4. Zolotareva, A. V., & Shlyakhtina, N. V. (2024). Research on the professional competencies of the head of an educational organization: Tools and results. Yaroslavl Pedagogical Bulletin. DOI prefix: 10.20323/1813-145X_2024_1_136_8.

5. Scheer, D. (2021). Integrated framework model for the leadership role of principals in inclusive education. European Journal of Education, 56(4), 660–680. https://doi.org/10.1111/ejed.12480