

**Leading From the Middle: The Experiences of Middle Management Leaders in
Implementing Inclusive Education in Kazakhstani Mainstream and NIS Schools**

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You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

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Abstract

Kazakhstan is currently in the process of actively developing inclusive education in educational organizations. As part of any educational reform, the concept and practices of leadership are crucial. However, the concept of leadership is understood in varying ways, and there is no one fixed definition. The present study examines leadership experiences from the perspective of middle manager leaders in Nazarbayev Intellectual Schools (NIS) and Kazakhstani secondary schools.

The present study is qualitative in approach, utilizing a phenomenological research design. In total, six participants were recruited for this research and were involved in face-to-face semi-structured interviews. The interview questions explored their understanding of the concept of leadership and leadership for inclusion and their experiences in implementing inclusive policies and practices.

The findings of this study show that some teachers have a traditional understanding of leadership concepts, with most participants believing that leadership is positional. In most cases, participants indicated that implementing inclusive education policies and practices in schools needs to be realized. These findings indicate that middle manager teachers of Kazakhstani mainstream and NIS schools need more access to courses or training on leadership and inclusive education to expand their understanding and find an opportunity to implement policy, practice, and culture of inclusive education in schools.

Keywords: inclusive education, leadership, leadership for inclusion, teachers, Kazakhstan

Аңдатпа

Қазіргі уақытта Қазақстан білім беру ұйымдарында инклюзивті білім беру белсенді дамыту процесінде. Кез келген білім беру реформасының бөлігі ретінде көшбасшылық тұжырымдамасы мен тәжірибесі өте маңызды. Алайда көшбасшылық ұғымы әр түрлі түсініледі және бірыңғай тұрақты анықтама жоқ. Осы зерттеу жұмысы Назарбаев зияткерлік мектептеріндегі (НЗМ) және қазақстандық орта мектептеріндегі орта буын басшыларының көзқарасы бойынша көшбасшылық тәжірибесін қарастырады.

Бұл зерттеу феноменологиялық зерттеу дизайнын қолданып, сапалы тәсіл бойынша жасалған. Бұл зерттеуге барлығы алты қатысушы тартылды, олар жеке жартылай құрылымды сұхбаттарға қатысты. Сұхбат сұрақтары олардың инклюзивтілік мүддесі үшін көшбасшылық пен көшбасшылық тұжырымдамасын түсінуіне, сондай-ақ инклюзив саясат пен тәжірибені жүзеге асырудағы тәжірибесіне қатысты болды.

Осы зерттеудің нәтижелері көрсеткендей, кейбір мұғалімдер көшбасшылық ұғымдарын дәстүрлі түрде түсінеді, қатысушылардың көпшілігі көшбасшылықты позициялық деп санайды. Көп жағдайда қатысушылар мектептерде инклюзивті білім беру саясаты мен тәжірибесін енгізу қажеттілігін атап өтті. Бұл нәтижелер қазақстандық жалпы білім беретін мектептер мен НЗМ орта буын мұғалімдеріне өздерінің түсінігін кеңейту және мектептерде инклюзивті білім беру саясатын, практикасын және мәдениетін енгізу мүмкіндігін табу үшін көшбасшылық және инклюзивті білім беру курстарына немесе тренингтерге көбірек қолжетімділік қажет екенін көрсетеді.

Түйін сөздер: инклюзивті білім беру, көшбасшылық, инклюзия үшін көшбасшылық, мұғалімдер, Қазақстан

Аннотация

В настоящее время Казахстан находится в процессе активного развития инклюзивного образования в образовательных организациях. Как часть любой реформы образования, концепция и практика лидерства имеют решающее значение. Однако понятие лидерства понимается по-разному, и единого фиксированного определения не существует. В настоящем исследовании рассматривается опыт лидерства с точки зрения руководителей среднего звена в Назарбаев интеллектуальных школах (НИШ) и Казахстанских средних школах.

Настоящее исследование является качественным по подходу, использующим феноменологический дизайн исследования. В общей сложности для этого исследования было набрано шесть участников, которые были вовлечены в личные полу структурированные интервью. Вопросы для интервью касались их понимания концепции лидерства и руководства в интересах инклюзивности, а также их опыта в реализации инклюзивной политики и практики.

Результаты этого исследования показывают, что некоторые учителя придерживаются традиционного понимания концепций лидерства, при этом большинство участников считают, что лидерство носит позиционный характер. В большинстве случаев участники указали на необходимость внедрения политики и практики инклюзивного образования в школах. Эти результаты указывают на то, что учителям среднего звена казахстанских общеобразовательных школ и НИШ необходим больший доступ к курсам и тренингам по лидерству и инклюзивному образованию, чтобы расширить свое понимание и найти возможность внедрять политику, практику и культуру инклюзивного образования в школах.

Ключевые слова: инклюзивное образование, лидерство, лидерство для инклюзии, учителя, Казахстан

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1. Chapter One. Introduction

1.1 The Concept of Leadership

Leadership and the concept of leadership are defined as 'the action of leading a group of people or an organization; 'the state or position of being a leader (The New Oxford Dictionary of English, 2001). Gardner (1990) defines *leadership* as 'the persuasion process or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader and their followers (p. 1). Bass and Stogdill (1990) define *leadership* as 'an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of members'. These definitions highlight the variability of definitions of leadership, which can also be conceptualized as a position or person that interacts with people and leads them to achieve the institution's goals.

In educational contexts, leadership is considered essential. According to Wasserberg (1999), the primary responsibility of any leader is to bring people together based on important shared principles. In addition, Day et al. (2001) state that the term 'a good leader' is the identification of definite sets of values for operating the moral goals of the school. So, educational context brings more shared values and effort to achieve academic goals. Leadership in the educational context is also connected with school improvement; as Beare et al. (2018) state, one of the critical characteristics of an outstanding school is exceptional leadership. However, according to Bush (2008), not all research studies support the idea of relevance between the academic performance of students and effective leadership. This position is supported by Hallinger and Heck (1998), who argue that the impact of school leadership varies from around 3-5 percent on students' academic achievement. So, leadership in an educational context is more than just leading and interacting with people; according to the authors mentioned above, it is more about values and influence.

1.2 Definitions of Inclusive Education and Barriers in its Implementation

Inclusive education is understood differently by different people and sources as an example that may serve the definition that states inclusive education involves strengthening the ability of the education system to create a welcoming environment and provide access to learning opportunities for all students (UNESCO, 2017, p. 7).

Inclusive education requires welcoming diversity in the classroom (UNESCO, 2001). As is stated in Proposition 1 in a book by Mitchell (2005):

Inclusive education extends beyond special needs arising from disabilities and considers other sources of disadvantage and marginalization, such as gender, poverty, language, ethnicity, and geographic isolation. The complex interrelationships among these factors and their interactions with a disability must also be a focus of attention. (pp. 1-2)

Further discussion of this notion brings to the other understanding and interpretation of inclusive education (Sayed et al., 2003):

Educational inclusion requires careful consideration of every aspect of schooling and the social context in which it finds itself. Innovative approaches to educational inclusion will need to address the issues at the macro, micro, personal, and interpersonal levels and recognize and engage with the political implications of working at these levels. Connections between school and community cultures must be drawn, as well as between educational and community programs of inclusion. (p. 245)

Several sources emphasize the necessity of considering the diversity among students and avoiding a narrow and fixed mindset about inclusive education (Urdañ & Bruchmann, 2018; Paisley et al., 2014; Laham, 2009). Also, it is evident from these that diversity in definitions of inclusive education brings some misunderstanding or misinterpreting of the idea that might be obstacles to appropriate implementation in practice.

According to the Salamanca Statement (UNESCO, 1994), the school should serve as a tool to exclude attitudes of discrimination and, as a result, build an inclusive society where everyone can get an equal education. Implementing inclusive education can be more challenging than understanding or accepting. For example, Ainscow and Sandill (2010) state in their article that there still needs to be some clarification about implementing inclusive education globally. This confusion comes from economic differences among countries, which is one of the reasons why policy and practice differ in different countries. Implementing procedures in preparation for a leader of an inclusive school might be way more difficult, as the leader should care about diversity among students and the diversity of staff in schools. Another factor that might impact the success of implementing inclusive policy in school systems is the school's resources and how to apply them effectively. It is common in schools in many contexts to have all appropriate resources, such as elevators, ramps, and small classrooms, but the staff is only sometimes ready to welcome diverse students and cover their needs. As Bellamy (1999) mentioned, the development of inclusive forms of education is questionable due to economic issues. There are still some developing countries where children never attend school, and the same situation may happen in some rural areas where children only have access to essential educational resources. In this case, the child with special educational needs will stay beyond the educational process and be isolated from society. Even if parents provide home schooling for the child, social skills must still be fully developed (Mukashev & Somerton, 2023). So, according to the ideas mentioned above and thoughts for implementing inclusive forms of education, we should consider many issues that should have been solved before. In this case, a leader should be ready to handle several obstacles and make context-appropriate decisions with the staff and other stakeholders.

1.3 Leadership for Inclusion

Some academics say that leadership for inclusion is a shared leadership model where the headteacher is the leader of leaders; simultaneously, the process should involve teachers and students (Harris, 2007; Fullan, 2001; Riehl, 2000). A hierarchical leadership model becomes less productive and requires sharing values, responsibilities, and hopes. (Kugelmass & Ainscow, 2004). According to Kugelmass and Ainscow (2004), in their comparative analysis of three “inclusive” schools, there are different approaches to reaching the leadership model for inclusion. They defined several features of ‘positional’ and ‘functional’ leaders and their roles. Positional leadership in the given cases helped stay closer to teachers and solve day-to-day issues more effectively, rather than functional leadership, where external issues were solved easier than internal ones. In summary, all given features and roles bring the idea that culture and commitment to inclusive education principles by positional and functional leaders in schools are possible through the collaboration of teachers and the authentic participation of students.

As mentioned before by Wasserberg (1999), the initial role of a leader is connecting people who share common values. Spillane et al. (2001) state that in inclusive education conditions, the role of the principal and other leaders becomes less critical as the process requires implementing leadership practices that may also relate to other staff members. Leadership for inclusion may successfully operate by implementing a shared or distributed leadership model.

Robinson and Timperley (2007) define five dimensions of leadership that are about providing leadership direction, making sure that strategy for work aligns with the goal and daily practices, creating a school community that is interested in student’s success and improvement, encouraging school teams to solve the problems, and providing the school staff with appropriate tools for achieving the goals. Therefore, each dimension described above

contains the elements of leadership for inclusion and brings to creating a stronger inclusive school system.

After examining the literature, it is evident that the context plays a significant role in defining the role of leadership for inclusion. According to Amangeldiyeva (2021), the leadership of teachers and distributed leadership may benefit more from implementing inclusive practices rather than a sole reliance upon the principal's leadership. This might be caused by the changing school environment when it becomes more diverse. The variety of diversity introduced in schools in many respects necessitates sharing responsibilities among the actors and managing the process more efficiently (Amangaliyeva, 2021).

1.4 Inclusive Education in Kazakhstani Context

Kazakhstan gained independence in 1991 and is the ninth-largest country in the world by the land surface. The government has declared itself a democratic, secular, legal, and unitary state with a presidential form of governing (Encyclopedia Britannica, 2022).). Being an independent country, Kazakhstan has taken steps toward forming an educated nation through several laws and state programs. Kazakhstan is a signatory to the Salamanca Statement (UNESCO, 1994), The UN Convention on Rights of Persons with Disability (CPRD, 2006), and The Convention against Discrimination in Education (UNESCO, 1961). These agreements were some of the initial steps in accepting the concept of inclusive education in the country. Article 30 of the Constitution of the Republic of Kazakhstan (Constitution, 1995) states, "Citizens shall be guaranteed free secondary education in state educational establishments. Secondary education shall be obligatory." To provide citizens with secondary education, there are about 7,550 schools with 3,6 million students in Kazakhstan nowadays (Ministry of Education and Sciences [MoES], 2022). Secondary education in Kazakhstan is divided into several levels according to children's ages and the

programs they are taught. Article 1 of the Law of Kazakhstan on Education (2007)

expresses the following:

"Special conditions for obtaining education - conditions that include educational, as well as special, individually developing and correctional-developing programs and teaching methods, technical, educational and other means, living environment, psychological and pedagogical support, medical, social and other services, without which it will be impossible to master educational programs by persons (children) with special educational needs, as well as children with disabilities."

In support of the two previous documents, the Ministry of Education of the Republic of Kazakhstan (2010) developed a State Program of Education Development (SPED) to improve the quality of education in Kazakhstan from 2011-2020. According to the SPED for 2011-2020, the primary educational goal is shifting to 12-year schooling by covering all children, including improving and developing inclusive education.

As an example of the implementation of inclusive policy, there is some data: in 2017, 60,006 children with special educational needs (SEN) attended secondary schools, and in 2018 – 61,336. According to the National Educational Database (n.d.), there are conditions for inclusive education now: in 20% (1232 out of 6159) kindergartens; in 60% (4,207 out of 7,014 schools) of secondary schools; in 30% of educational institutions of technical and vocational education (in 250 out of 821 colleges). By the end of 2019, according to the Ministry of Education and Science, 30% of kindergartens, 70% of schools, and 40% of colleges will be adapted for inclusive education (the National Educational Database, n.d.). However, as was mentioned before, there is a threat that the initiatives may be too ambitious, and actual practice could be far from the paper version model. Factors such as lack of financial support, bureaucracy, and low professional development of teachers may influence the successful implementation of inclusive education policies.

Regarding school readiness to adopt inclusive education in Kazakhstan, it is essential to highlight the contribution of the network of Nazarbayev Intellectual Schools. The network of intellectual schools was created by the initiative of the First President of the Republic of Kazakhstan – Nursultan Nazarbayev. On January 19, 2011, the Law of the Republic of Kazakhstan on the Status of Nazarbayev Intellectual Schools (NIS) defined the status of these schools. Currently, there are 20 NIS across each region of the country. They have the following mission:

"Increase Kazakhstan's intellectual capacity by integrating the best national and international practices and significant scientific achievements in the field of school education" NIS (2018).

Like any developing country in the world, Kazakhstan has taken some crucial actions to implement inclusive education in the country's schools to provide all children with equal conditions and opportunities for education. NIS schools were the first place where the State Program of Education Development for 2011-2020 (SPED) was implemented and thus is tasked to share the experience among other secondary schools by organizing different seminars and workshops. However, to what degree current reforms about inclusive education are understood and thus transmitted via professional development programs to mainstream schools still needs to be determined.

1.5 Problem Statement

The term leadership has many variations and is understood in various ways. So too, is the concept of inclusive education. (Makoelle, 2020). As middle managers in schools are identified as one of the leadership levels within a school, these teachers/leaders play an essential role in the education process. They can be instrumental in their role in supporting the development of inclusive schools in Kazakhstan.

1.6 Research Problem

Middle managers and teachers/leaders are involved in administrative actions. They are actively involved in the process of teachers' development and some strategic activities that directly influence the development and improvement of a school system (Bennett et al., 2007; De Nobile & Ridden, 2014; Fleming, 2014). Therefore, their role is essential, especially when it comes to the implementation of changes or reforms. According to some resources, leadership in middle management positions needs to be more researched than senior management leadership, including head teachers and principals (Cranston, 2006; Dinham, 2016). This is the case in Kazakhstan, where the concept of leadership in post-Soviet contexts differs from Western countries, as leadership in schools is typically seen as the position of principal (Amangeldiyeva, 2021).

1.7 Purpose of the Study

This research study explores middle managers' attitudes toward leadership and their experiences implementing inclusive education reforms in Kazakhstani mainstream and NIS schools. This issue is vital because middle managers are not traditionally known as leaders by stakeholders of the educational process in post-Soviet contexts (Frost et al., 2014; Ibrayeva, 2021). However, their significance in educational reforms may be underestimated, resulting in a need for more appropriate implementation of inclusive education policies in schools.

1.8 Research Questions

For the purpose of the study, two main research questions are presented below. The first question concerns leadership and middle managers' experiences in leading for inclusion and developing inclusive schools and classrooms, and the second concerns policies, practices, and challenges.

1. How do middle managers in Kazakhstani secondary schools understand the concept of leadership?
 - a. What way do they lead for inclusion or lead to develop inclusive schools or classrooms?

2. What knowledge do middle managers in secondary schools have of inclusive school policies?
 - a. What are the kinds of practices do they believe are important for developing an inclusive school?
 - b. What do they feel are some of the opportunities in developing an inclusive school culture in Kazakhstan?

1.9 Significance of the Study

The importance of the present study concerns the success of educational reforms in Kazakhstani schools, specifically inclusive education. This is important as Kazakhstan is a signatory to several international agreements and has implemented several state programs of education designed to set goals in reforming schools to become 'inclusive.' The results and findings of this research can provide insight into current thinking around leadership and, in particular, leadership for inclusion from the perspective of teachers/leaders in the position of middle managers and how they view their contribution to implementing inclusive education.

1.10 Summary

This chapter provided an overview of the topic of leadership and indicated the research purpose and questions relevant to the remaining chapters. Chapter 2 reviews the relevant literature on the main concepts and theories related to the research topic and juxtaposes various interpretations of equity regarding their contexts. An overview of the methodology and employed research design can be found in the following chapter. This chapter also details the choice of the study location and its participants. Chapter 4 includes findings from the conducted research, the analysis of which is presented and scrutinized in Chapter 5. Chapter 6 draws a conclusion and proposes relevant recommendations for future investigation by referring to the research aims and summing up the obtained data.

2. Chapter Two. Literature Review

2.1 Introduction

This chapter presents a literature review on leadership and inclusive education. Firstly, it presents research related to the chosen theoretical framework. Following this is leadership in education and its models and the importance of leadership in middle management educational contexts.

Key concepts

1. A theoretical framework is discussed based on previous studies.
2. A clear explanation of leadership in education will be given to clarify the initial point of the study.
3. Then the importance of context is highlighted by drawing attention to the significance, the suggested sets, and ways of connecting the context and leadership in education.
4. There is a shift toward leadership theories and educational management, as most authors indicate that ‘educational leadership’ and ‘educational management are similar.
5. After identifying some leadership theories, a part related to leadership for inclusion defines its critical aspects. Middle management leadership is a valuable chunk of the chapter as it digs into the subject of the study.
6. The importance of teachers’ leadership is revealed through leadership for learning, who are also the representatives of middle management leaders.

2.2 Theoretical Framework

Creswell and Creswell (2017) state, “The theoretical framework provides the foundation from which all knowledge is constructed for a study. It serves as the map or blueprint that will guide the researcher in collecting and analyzing data” (p.91). It serves as the structure and support for the rationale for the study, the problem statement, the purpose,

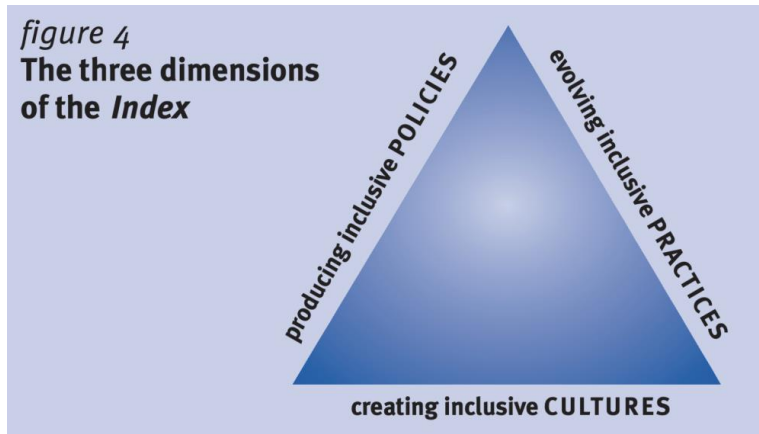
the significance, and the research questions. The theoretical framework provides a grounding base, or an anchor, for the literature review and, most importantly, the methods and analysis (Fink, 2019, p. 77). Since the primary purpose of the study is to explore the phenomenon of inclusive education among middle management teachers/leaders, the Index for Inclusion has been chosen as it allows one to construct a more detailed and practical view of principles of inclusion (Booth & Ainscow, 2002), through dimensions of culture, policy, and practice.

Booth and Ainscow (2002) explain that the Index for Inclusion was designed to promote the development of a collaborative school culture and clarify school improvement goals and responsibilities. The Index for Inclusion is a resource that aims to support the development of an inclusive environment and help make any setting more inclusive through specially designed materials (Booth & Ainscow, 2002). This practical document encourages young people to participate in playing and learning based on their own experience through collaboration and creating a more inclusive setting. As a framework, it includes clear instructions and recommendations for implementing it in practice. According to Booth and Ainscow (2002), the Index consists of four main elements as critical concepts that encourage thinking and discussing the development of inclusivity; a planning framework that helps to structure the ways of reviewing and development; review materials that also support the eager to do a detailed review to indicate priorities; and the last element of Index is an inclusive process that ensures the process to be fully inclusive at all aspects. These fundamental elements show how to create an inclusive environment and reach the goal of including every child. The Index for Inclusion is presented through three dimensions that fully indicate the successful implementation of inclusive education policies and practices (Booth & Ainscow, 2002). These dimensions are helpful for education leadership, especially for middle management leaders, as they connect senior leadership groups and teaching staff. As the process goes through the following dimensions like creating inclusive cultures,

producing inclusive policies, and evolving inclusive practices (Booth & Ainscow, 2002), they relate to all levels of school governance, policymakers, and teaching staff who are the practitioners in places who implement inclusive policies in practice.

Figure 1

The Three Dimensions of the Index for Inclusion



Note. The three dimensions of the Index from Booth and Ainscow (2002) in Index for Inclusion: developing play, learning and participation in early years and conditions

Booth and Ainscow (2002) explain that creating an inclusive culture at school starts with discussion and deciding what is valuable for all members of the educational process. This process should not only go from the top-down but also from the bottom – children and teachers who interact daily and somehow create the culture. Creating inclusive culture means interacting with all stakeholders, including parents, practitioners, and children. Through such interaction, it is possible to see the areas where children or other stakeholders need support.

Based on an inclusive culture, Booth and Ainscow (2002) propose that it is possible to create inclusive policies that will work and benefit academic performance and the general well-being of students and staff. The dimension of producing inclusive policies relates not only to children placed in a definite setting but also to the practitioners who are treated fairly and have opportunities for professional development to work with diverse students. It is also

about the physical environment the school creates to provide equal access to resources by all people.

Implementing policies in practice is also related to all levels of school management. It starts with the senior leadership group, which delivers its vision to middle management leaders, and the teaching staff is the final point of reflecting their vision in practice. The dimension of evolving inclusive practices is about activities organized by treating all children equally and avoiding stereotyping. With the help of teachers and the support of leadership groups, children should be involved in these practices by sharing their knowledge and experience. (Booth & Ainscow, 2002).

However, the success of the process depends on the relationships set between the school management members and the stakeholders. Trust and transparency are necessary to create favorable conditions for children's benefit (Booth & Ainscow, 2002).

2.3 Leadership in Education

According to Daniels et al. (2019), there is no single definition of leadership in education; different scholars suggest different definitions. For example, Bush and Glover define it as follows:

Leadership can be understood as a process of influence based on clear values and beliefs, leading to a 'vision' for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the dream of a better future for the school, its students, and stakeholders. (Bush & Glover, 2003, p. 31).

At the same time, Connolly et al. (2019) suggest the definition that states that education leadership is the act of influencing rather than taking responsibility for the action itself. The influence would require the authority that may have come from the different hierarchical structures. In support of the definitions mentioned above of educational leadership, Cuban (1998, p.193) offers that education leadership requires the ability to motivate people to

achieve specific goals; it urges them to take initiatives and related risks. Summarizing the definitions provided above, education leadership may serve as a driving force by motivating and inspiring people to act to achieve the goals the institution has set for the development of the educational process. However, a variety of definitions leaves space for creating your definition based on the organization's experience, context, and values.

2.4 The Relevance of Context in Leadership for Education

The educational context is essential when we speak about any process in education as it makes it different even for one country but under a different context. Clarke and O'Donoghue (2017) state that leadership theories and context are essential in improving schools. They also indicate the context and educational leadership or school leadership in four interconnected ways - meaning of context, matters of context, specific context, and diverse context.

The authors discuss the 'meaning of context' and highlight four contexts that might impact understanding school leadership. They are – situated in professional, external, and material contexts. These criteria are critical as they explain outcomes when we see different influences or implementation of educational policies. For example, 'professional context' draws readers' attention from head teachers to departments and teachers who may have commitments and experience that, in the same way, would influence the process of leading a school. The question of loyalty is also crucial as it shows people's readiness to take responsibility for their actions. So, this criterion explains that the teachers are also the ones who may operate as autonomous bodies in some other cases; even individually, teachers may do the same things.

The context will impact the education process, which may be reflected in some cases related to the curriculum and psychological recommendations about human nature (Clarke & O'Donoghue, 2017). For instance, in attempting to implement the best practices of other countries, there is a threat that it may not work as it does not fit the local context even in the

scope of one country. The same thing may happen with leadership in education, and some models may appear inappropriate for a particular place or country when adopting them. To be sure which leadership model would be more appropriate in the given context, extensive population studies should be recommended to show more actual situations or pictures of people's beliefs about leadership itself (Bridges, 2008).

Because context influences educational leadership, it is essential to indicate that leadership in diverse settings is among the most challenging. It may include diverse students in the school or diverse staff that are led. Even being one of the most challenging roles, leadership in education in a diverse context may benefit. It is an excellent opportunity to apply diversity to make schoolwork more successful and share the experience of using the contribution of all members of a diverse society.

2.5 Educational Management and Leadership Theories

Mentioning educational leadership requires the clarification of another notion which is also frequent in literature and known as educational management. According to Shaturaev and Bekimbetova (2021), these two notions (educational leadership and educational management) are often seen as the same. It is crucial to distinguish them from each other to provide a clear definition and highlight their functions in the educational process. Educational management is about delegating and organizing the process in an educational institution with the amount of responsibility for that (Shaturaev & Bekimbetova, 2021). Educational leadership is mostly about inspiring the people a person is leading, and it is only sometimes about the responsibility you take for that (Shaturaev & Bekimbetova, 2021). These two notions bring us to another notion known as 'educational responsibility.' The notion is wide enough as it relates not only to the leaders who are the head teachers or principals of schools but also to teachers who may influence the educational process. This leads us to professional responsibility as teachers act like professional practitioners. They implement their experience

in practice to improve the school and meet the expectations of school management and society. That is why it is significant to move from 'teachers as professionals' to 'teachers as leaders.' For this change, teachers should understand their role at school and accept their teaching practice as a field for changing the process, even if it starts from the classroom. Being a practitioner, a teacher knows the process from the inside and sees all possible variations of program implementation.

It is relevant to mention different theories on leadership in education as they give us a complete understanding of which one could be more suitable to implement in a particular context. According to Bush and Glover (2014), these are instructional leadership, situational, transformational, and distributed leadership. The transformational leadership model is considered the most fitting to our century's reality (Bush & Glover, 2014). This leadership model differs from the instructional one, where we can see the hierarchy that requires giving orders and their completion. However, the transformational model has its threats in implementation; as Bush and Glover (2014) warn, it is mainly about the values, and there is no sure whose values the leaders follow in transforming the educational process.

The leadership models are centered around one person who might not be as successful as expected. According to Leithwood et al. (2008), collegial leadership forms, such as distributed ones, are more effective if discussing students' academic performance or achievements. One of the factors of its effectiveness is the readiness of leaders to share their responsibility with others, especially with teachers and heads of departments. If the leader understands the benefits of distributed leadership and some drawbacks of solo leadership, that will benefit the educational process greatly. Teacher leadership is represented as a part of distributed leadership in some literature. As Muijs and Harris (2007, p. 961) state, teacher leadership is characterized by grouping teachers to empower them to contribute to school improvement. It is generally impossible to imagine educational leadership apart from teacher

leadership, as they are the key stakeholders. Implementing teacher leadership by assigning definite roles or organizing research groups is possible.

An example would be collaborating with several teachers in groups at a NIS school according to the subject they teach or their research interests. Most teachers at such schools conduct Lesson studies or Action Research on the topics that bother them during the academic year, and the research findings are more practical for their colleagues in the future. However, these research groups sometimes need to work more appropriately. Teachers usually have a lot of paperwork and other duties that do not leave spare time for conducting research. As a result, the study is not conducted correctly and does not have significant consequences that may positively influence the educational process.

2.6 Leadership for Inclusion

When discussing leadership for inclusion, it is essential to mention a comparative analysis held among three 'inclusive' schools of the United Kingdom, the United States, and Portugal (Kugelmass, 2003). The research was longitudinal and collected over three years, using participant-observer approaches such as observations, interviews, and document analysis—the paper aimed to provide an analysis that will be primarily relevant to practitioners and benefit theoretically.

The research explores differences in perspectives, context, and meaning of the participants. At all three schools, the positional leaders demonstrated collaborative practices in their day-to-day interactions with staff. They also created formal and informal collaboration opportunities for staff members (Kugelmass, 2003).

Shelden et al. (2010) explored the trust issues between school principals and mothers of children with SEN. A collective case study method was used to explore the phenomenon of trust among 16 mothers of children with SEN from eight school districts in the USA (Shelden et al., 2010). The findings showed that personal attributes like approachability and

accessibility affected the trustworthiness of school leaders; another factor that influenced the trust of mothers was the matrix of leadership trustworthiness by Tschannen-Moran (2014), including five leadership functions like-visioning, coaching, managing, and meditating. Almost all these functions were found in the leaders of schools that participated in the research study.

According to Wenger (1998), the concept of a "community of practice" suggests a successful way of implementing policies through discussion between colleagues. This process of analysis of policies will make possible the implementation of it within a school. It is possible to let everyone understand and appropriately use the policy in practice by explaining and discussing it. One more effective way of practical policy implementation is shared experience among colleagues. Sometimes practitioners do what they do without dedicating time to pausing and thinking about the work they complete (Ainscow & Sandill, 2010). This practice is also helpful for having a shared vision of goals the school or department sets. According to Hiebert et al. (2002), teachers must attend the lessons and see their colleagues at work developing training. Through such activity, one can reflect on one's practice and define what might be done. Considering the process of practical implementation in the given way, the role of a leader also changes and requires one to be flexible, adaptive, and ready to share the responsibilities with teachers who are implementing and bringing the idea into action.

For inclusive policies, except for a leader and a teaching staff, there is the need for so-called 'organizational conditions.' Ainscow (1999) suggests 'organizational conditions' that usually consist of collaborative planning, involvement of students and staff, and distributed leadership to promote collaboration and produce conditions for diversity. The diversity here includes many things, from children with behavioral problems to those who are over or underachieving and those with different backgrounds (Ainscow & Sandill, 2010).

The way of organizing the working process of a leader may differ from the way others could approach the working process. According to Johnson and Johnson (1987), the leader may choose one of three ways of structuring the working relationships of a staff. They are competitive – where teachers work against each other; individualistic – where a teacher works alone to achieve the goal; and cooperative - where teachers coordinate their work to achieve the shared goals. Analyzing the given ways, the authors suggest choosing the path of cooperation and building the team. In diverse conditions, cooperation is the best way to use the experience of every member of staff for better implementation of the policy. However, there may appear to be a threat of misunderstanding or a conflict of interest among teachers. That may cause long discussions before making decisions and delay some processes that are urgent to take and complete.

School leadership may need help implementing inclusive practices, especially in diverse schools. In this case, Riehl (2000) points to the necessity of completing three types of tasks by school leaders:

- Promotion of new meaning of diversity
- Development of inclusive practices among schools
- Establishment of links between schools and communities

The suggested types of tasks are relevant to inclusion and reflect the aspects crucial for developing inclusive schools. Nevertheless, it would be difficult for school leaders to keep a balance in handling the given areas and manage the process alone. That is why the question of shared responsibility is still urgent and crucial for school leaders to achieve their goals.

2.7 Middle Management Leadership

The term 'middle leadership' has many definitions, reflecting its role in the school-leading process. Most authors place middle leaders between senior leaders and other teaching staff (Busher et al., 2007; Dinham, 2016; Fleming, 2014; Gurr & Drysdale, 2013; Wise &

Bennett, 2003); others identify them as teachers who may influence another teacher, for example, if there is a novice teacher who needs guidance and helps from colleagues (Danielson, 2006); the third defines them as coordinators and heads of departments who closely work and influence teaching staff (Dinham, 2007). So, concluding the authors' ideas mentioned above, middle leadership is primarily teachers who are not assigned to a position but have some responsibility in leading and influencing the staff and the educational process. Another more suitable definition for *middle leadership* is the position carried by a teacher between the senior leaders and other teaching staff - a head of the department. In schools, the heads of departments are crucial as they represent the department's interests and deliver senior leaders' orders to the teaching staff. They are like a bridge that connects these two points and coordinates the appropriate operation of the educational process at school. According to Nobile (2018), taking one middle leadership model that will suit all schools is difficult. As was discussed earlier, everything depends on the context, the environment, and the individual characteristics of the leader. In the same article (Nobile, 2018), the author represents the shift from 'middle managers' to 'middle leaders.' It seems different for the author; however, as was shown earlier, there still needs to be a better understanding of the difference between these two notions among scholars. In this case, it is impossible to separate management from leadership, as they operate together.

According to Nobile (2018), some other factors may influence the effectiveness of middle leadership at school. They are – supported by the principal, culture of the system/school, professional development, enthusiasm/drive, knowledge of curriculum, pedagogy, and assessment. All listed factors may equally impact middle leadership's completion of their tasks. The support from the principal is significant for middle leadership as they are presented as ones who connect senior leadership and teaching staff. Crowther and Boyne (2016) state that teacher leaders managed to run school improvement after

encouragement from the school principal. It means that how senior leadership builds their cooperation with members of middle leadership influences the progress of the educational process and student achievement. However, middle leadership's passion is more important as it is common now to have professional burnout, which indicates a lack of enthusiasm for work. That also may appear as an indicator of a lack of principal support.

While completing the work and responsibilities, middle leadership may have one of six roles: student-centered, administrative, organizational, supervisory, staff development, and strategic (Nobile, 2018). Mostly they combine some of them as it is only possible to meet the one with other roles. Middle managers usually complete multiple tasks that require that combination. The combination of the given roles usually reflects the educational organization's goals and strategic plan. The successful combination of roles may depend on the personal traits of middle leaders and success. For this reason, middle leaders should be flexible to changes happening in the process and able to adapt to a new combination regarding the situation.

The influence of socioeconomic context is crucial for the work of teachers and middle leaders who manage and lead the educational process. This context may include ethnic diversity, background diversity, and socioeconomic status of a student that impacts their academic achievement. As Busher et al. (2007) state in their article, these factors may cause a range of challenges for teachers and middle leaders to tackle.

Bennett et al. (2007) state three critical issues in the literature relating to tensions in the middle leader's role. They are connected to collegiality, professionalism, and expertise. Collegiality is usually understood as something happening among teachers when all team members discuss everything relating to the educational process. However, this process may negatively influence the middle leaders as they are placed between senior leaders and teaching staff. Also, the senior leaders may accept collegiality in definite departments as an

act of separation from them and leading concrete policy. Collegiality would benefit the educational process as it helps all staff members have a shared vision of the policy they implement for school improvement. Professionalism is also one of the critical factors of tension that teachers and middle leaders may face.

According to Bennett et al. (2007), professionalism is when a teacher's professionalism is in the institutional practice and is valued equally by all organization members. This notion comes together with monitoring and peer judgment, as they are the tools for identifying a teacher's professionalism level. Most teachers avoid being monitored by peer teachers and heads of departments as they feel that the people who come to the classroom have the only aim – to find a failure. The authors (Bennett et al., 2007) believe that the middle leader must resolve this tension; however, another opinion is about monitoring the teacher's professionalism without interference. It is possible to tackle this by monitoring students' academic performance (Wise, 2001); the evaluation of department performance is also acceptable (Glover et al., 1998); and the results of examinations are also one of the ways of monitoring teacher's professionalism at all (Bennett & Marr, 2003; Ribbins, 2003). These results may seem too general, but they are credible about the effectiveness of teachers' methods as professionals. Another tension that is also possible to happen is the authority and expertise of middle leaders. It is believed that middle leaders should be assigned to the position according to their teaching experience, providing appropriate authority for colleagues. However, Bennett et al. (2007) state that it is not necessary to be the best teacher in the department to be assigned as a head of a department; it is more crucial to focus on modeling good practices that will improve students' performance and show teachers' professionalism. Finally, the authors believe that for middle managers, it is more important to be the ones who protect the interests of the department rather than to contribute to school culture and collegiality. Considering the tensions mentioned above, it is essential to

remember that there is always a human factor that may influence the way of organizing the educational process and the results of students' academic performance. It would be better to have a more individualized approach when choosing the model of a middle leader and a person ready to commit and dedicate to the position.

2.8 Leadership for Learning

The concept of leadership for learning is relevant to inclusive education because even being a globally accepted phenomenon, inclusive education still faces some resistance from practitioners. To weaken this resistance, it is necessary to develop a culture of leading learning (Mieghem et al., 2020). However, as Ajzen (1991) states, if there is an intention to include students with SEN in the classroom by school members, there is a high chance of reaching this intention. Fitzgerald and Gunter (2006) state that for developing leadership for learning, it is important to emphasize extrinsic and intrinsic factors that may influence students and teachers and create a vision of a leader of learning.

The middle leadership is required to be in touch not only with the senior leadership team but also with the staff whom they supervise. According to a qualitative research project by Fitzgerald and Gunter (2006), there were valuable links between middle leadership and learning. As a result of the findings of this study, there are some key factors of leadership for learning (Fitzgerald & Gunter, 2006). It is possible to fit these factors into the environment of an inclusive school. They reflect the following:

- Leading learning occurs at all levels in a school
- A high level of trust, autonomy, and respect for teachers' professionalism is integral to the leadership of learning in schools
- Leading teachers and leading learning require time, resources, and opportunities to build relationships and a professional learning community

- An ethic of care and a school culture that recognizes and values the contribution of all individuals is important

- A culture of learning and achievement is possible in a highly supportive and challenging environment that places high expectations on teachers and students

- Teachers should be encouraged to take risks and engage in innovative practices in their classrooms and the leadership of their colleagues (Fitzgerald & Gunter, 2006, p.6).

Most points highlighted here have been discussed earlier and are relevant to successful learning and student achievement. However, drawing attention to the ethics of care and school culture is more important. These things usually build a healthy environment at school and make it possible to teach and learn to feel fully included. Fitzgerald and Gunter (2006) believe that the ethic of care is most beneficial for middle leaders as it strengthens the trust between them and the teaching staff. One more crucial thing here is feeling encouraged by colleagues and the leadership team while implementing the practices in the classroom that will bring innovation and success to the educational process. That factor can also apply to a school with diverse students and benefits as much. An example of teachers open to classroom innovations is NIS teachers and the Subject Programs they work with. There is such a practice of working with the Program – all resources and activities suggested in it are not obligatory, and teachers have the freedom to choose the materials according to the needs and peculiarities of the students they teach. That is an excellent opportunity to show professionalism, be up-to-date, and deliver relevant information. That is the leadership for learning where teachers and middle leaders feel they contributed to the scope of one department. Also, there is such a practice in NIS schools of providing feedback to the Program at the end of the academic year. Subject teachers usually do it after discussing them in department meetings. So, it is possible to see the influence of teachers' feedback on

changing some topics or approaches suggested in the Program. This notion makes teachers feel they contributed to the educational process and be confident in their professionalism.

2.9 Summary

This chapter provided the literature review of articles and studies from various sources for exploring the concept of leadership in education as a general notion, then narrowed it to middle management leadership by providing the evident analysis of some papers. It also draws attention to the theoretical framework chosen to analyze and discuss the study's subject. Furthermore, the chapter investigates the attitudes of middle management leaders toward their place and role in the school system. It was identified that middle management leaders need help with completing their work due to the amount of responsibility they have. These obstacles are mostly connected to the issues of managing the educational process and setting the appropriate environment for the successful implementation of inclusive education policies. Finally, it concludes by reviewing some literature on teacher leadership which determines themselves as members of middle management leadership.

The following chapter will introduce and justify the methodology implemented for collecting data to answer the research questions listed below:

1. How do middle managers in Kazakhstani secondary schools understand the concept of leadership?
 - a. What way do they lead for inclusion or lead to develop inclusive schools or classrooms?
2. What knowledge do middle managers in secondary schools have of inclusive school policies?
 - a. What are the kinds of practices do they believe are important for developing an inclusive school culture?
 - b. What do they feel are some of the opportunities in developing an inclusive school

culture in Kazakhstan?

3. Chapter Three. Methodology

3.1 Introduction

This chapter provides background and justification for the methodological approach employed for this study. It contains a detailed description of the sampling process, the research site where the research was conducted, the data collection instruments in detail, and the data analysis process. Included is a discussion of the ethical considerations that guide and frame the actions and expectations required from the researcher.

3.2 Research Design

The qualitative research study is characterized by exploring an issue, where a few individuals are typically involved in developing a detailed comprehension of a central idea (Creswell, 2014). Considering the chosen topic for the research study, several methodological frameworks could be employed, such as case study, grounded theory, ethnography, action research, narrative inquiry, mixed methods, and phenomenology. The choice of a solid framework depends on the paradigm of the research study. The key philosophical paradigms in research methods are ontological and epistemological assumptions, defining the flow of the research study. According to Ormston et al. (2014), constructionism is an ontological view that defines the comprehension of the world as rooted in our "understanding," which develops from reflecting on events rather than solely from our direct lived experiences. Following this, the epistemological lens is thus interpretivism as knowledge is understood to be produced by exploring and understanding the social world of the people being studied (Ormston et al., 2014).

Phenomenological design requires understanding the essence of human experience and how people experience the world rather than simply what the world is objectively like. In this instance, phenomenology was deemed the most suitable as the research questions are

concerned primarily with the experiences of those in middle management positions (van Manen, 2014).

A phenomenological research design is best suited to study human experience that is effective, emotional, and even intense (Finlay, 2011). It focuses on participants' experiences and the process of transformation from experiencing something into consciousness (Merriam & Tisdell, 2015). The present study will focus on middle managers' experiences implementing inclusive education policies and how they understand the concept and the process. As a phenomenological study concentrates on the significance of an experience, it is vital to demonstrate the process of building complex meanings out of simple units of participants' direct experience (Merriam, 2002). The participants' personal opinions and experiences will help construct the phenomenon of inclusive education among middle managers. This will occur in the data collection process as the participants and researcher come to a mutual understanding of the meaning and significance of the participants' experiences (Creswell, 2012).

3.3 Research Site

As the participants are drawn from one NIS school (in which the researcher currently works) and two mainstream schools, interviews with all middle manager teachers/leaders from NIS and mainstream schools were conducted in the private office of the researcher. Staff from the mainstream schools were already familiar with the research site and were comfortable participating in the private office of the researcher.

3.4 Sampling

Since this research is focused on a specific group of people who represent the school management system, purposeful sampling was chosen as the most suitable sampling method. It allows for gathering information logically and in-depth, and also it allows for learning the

issue by following the purpose of the research study (Patton, 2014). This study selected participants according to their work experience and position in the given schools. This approach provided information about their perception, and the researcher could examine the dimensions of their experience to know their viewpoint and assumptions (Merriam & Tisdell, 2015). According to Patton (2015), purposeful sampling allows the researcher to select what is typical, average, or expected. Patton (2015) suggests specifying a minimum sample size "based on expected reasonable coverage of the phenomenon given the purpose of the study" (p. 314). The research methods literature suggests that 6-20 is a fair number of participants for a phenomenological study (Ellis, 2016). Therefore, the present study aimed to recruit at least six participants to meet a basic level of data saturation.

Teachers from NIS school were chosen for several reasons. The school's structure of managing the school is strictly divided and well-arranged. The managing structure of the NIS system has provided a chance for middle management leaders to shape their understanding of the concept of inclusive education. Although this research was not intended to be comparative, the choice of participants from mainstream schools would indicate if there could be differences or similarities in the understanding of middle management leaders from different sites of a similar field toward the concept of leadership and inclusive education. The mainstream schools have other conditions in providing educational processes and may need a solid understanding of inclusive education. The choice of these sites depended on their accessibility for the researcher in terms of geographical location.

To recruit participants, the researcher appointed meetings with school principals of each school to explain the purpose of the research study and provide all necessary information about the data collection procedure. Emails were sent to middle manager

teachers/leaders in the schools that provided consent. The emails were in three languages and explained the aim and purpose of the study and the participatory details as per institutional research ethics approval (see Appendix A). After approval was given, the researcher could proceed with recruiting participants (see Appendix B). Interested participants could contact the research and meet to discuss any questions about the study or participation.

3.5 Instruments

As the research study is qualitative and the research design is phenomenological, one of the most common methods for data collection is interviews (Creswell, 2002). Several variations of interviews can be used while conducting the qualitative research study. They differ from each other in their structure and format. One-on-one interviewing is a standard method for collecting data in qualitative research studies. According to Creswell and Creswell (2017), one-on-one interviews are "ideal for in-depth exploration of a phenomenon and allow the researcher to understand the participants' perspectives" (p. 183). One-on-one interviews are also more convenient in that they can be scheduled at a convenient time and place for both the researcher and the participant, and they allow the researcher to focus on the individual experiences and perspectives of each participant (Creswell & Creswell, 2017). They are highly structured/standardized, semi-structured, and unstructured/informal (Merriam & Tisdell, 2015). In this instance, semi-structured interviews were selected as the primary tool of the study (Creswell, 2012). This type of interview allows the researcher to be more flexible with questions and respond to the situation.

The interview questions were drawn from the conceptual framework and the findings of previous research studies (see Appendix B). For example, "What is your understanding of inclusive settings created for students at school?" and "Does the school encourage students'

work collaboration as well as their contribution?" are drawn from the Index for Inclusion and relate to the domain of Creating Inclusive Culture (Booth & Ainscow, 2002, p. 47). Other questions, such as "Do teachers have equal opportunities to participate in the school management process?" and "Are you encouraged to take responsibility for implementing innovative methods in teaching practice and lead your colleagues?" come from the findings of the research of Leadership for Learning. Fitzgerald and Gunter (2006) argue that "leadership for learning needs to have a strong focus on teaching and learning, with a clear vision of what good teaching and learning looks like and an emphasis on extrinsic and intrinsic factors that may influence students and teachers" (p. 192).

The instrument was produced in Russian, Kazakh, and English. There were ten questions in total on the interview protocol (see Appendix B). The protocol was designed to take at most 45-60 minutes for each interview.

3.6 Data Collection

The researcher began data collection after ethical approval from NU GSE Research Committee was provided. After receiving the approval from the school principals (see Appendix B), a time and place were determined and agreed upon with participants who had approached the research and were interested in participation. The place for interviewing the participants was chosen beforehand and located in the researcher's workplace. For those who worked in the same organization as the researcher, it was convenient and easy to approach, as they had a considerable workload. For those who worked in a mainstream school, another location was suggested as they had difficulties reaching the place chosen. Both places were chosen to provide a private and confidential atmosphere for participants and a researcher. The place where the researcher started the interview with participants one-on-one had several chairs and a table. When the participant came to the interview, the researcher offered the

participant a comfortable seat in the office and some water or tea. The researcher gave complete information about the purpose of the study, the opportunity to contribute by participating in the interview, and the confidentiality process. Confidentiality was observed by assigning numbers instead of names of participants to each data file. At the beginning of the interview, the researcher read through the information and consent form concerning participation in the research and asked the participant if they had any questions before beginning. The researcher asked permission from the participant to record the interview and ensured that the recording would be coded and kept in a convenient place to provide safety. During the interviews, the researcher recorded the interviews on a smartphone. After each interview, the recordings were uploaded to the researcher's laptop and kept in a password-coded folder.

The researcher started the interview by asking some general questions about work experience and so on. Further, I asked the open-ended questions one by one, and according to the interview protocol, the sequence of questions remained the same. The researcher had an opportunity to take summary notes for further analysis of the answers. During the interview, the researcher monitored the non-verbal behavior of the participant and asked additional questions for clarification. As soon as the participant answered all questions, the researcher expressed gratitude for the participant's contribution to the research study.

To ensure the safety of research data, the researcher kept copies of interview recordings in an external hard drive coded by a password. All data would be kept for three years after the completion of the research.

3.7 Data Analysis

Creswell (2012) explains that for qualitative analysis, inductive approaches are suitable to go from detailed data to broader themes. The process of data analysis is divided into several steps. First, the researcher transcribed the recordings using different tools or

completed it manually (see Appendix C). All names in the interview had already been replaced by numbers. As an example, the participants were numbered as Participant 1, 2 and so on. It was recommended to avoid interjections and pauses while transcribing the audio from interviews as only words should serve as the medium of meaning (Miles et al., 2014).

Second, the transcribed interviews were divided into several categories according to the key words or ideas they represented. During the process of transcribing the interviews the researcher highlighted the words or sentences that brought definite meaning to the study with colored pens. Saldana et al. (2013) suggested implementing the coding for deeper reflection and for structuring the parts of transcribed audios. The coding process helped the researcher to categorize similar parts of the interview. Finally, the transcribed interviews were translated back to English to analyze and describe the findings. As soon as the researcher finished the process of transcribing, the audio recording of the interview was deleted. The summary notes that were taken by the researcher during the interview were used as part of this analysis to contribute to a larger picture.

3.8 Ethical Consideration

The researcher completed CITI training and followed the principles of conducting ethical research with human subjects. As this research involved persons over the age of 18 years and concerned with details about their experiences and activity in working with other stakeholders in inclusive education, participation in the study was considered to be no more than minimal risk. The researcher took all possible steps to ensure that the guidelines for the ethical conduct of research with human subjects were adhered to. That included providing informed consent and data collection in a language understandable to each participant and ensuring that participants were aware of the risks and benefits of participating in the research. It was important that participants were aware of their rights, including voluntary participation, and that they could withdraw from the research at any time. That included

during the interview or even withdrawing their data from the research at any time. The researcher did all possible to maintain confidentiality through the assignment of numbers at the beginning of each interview, ensure the secure storage of electronic and hard copy data, and destroy any electronic record of the interviews after transcription and translation had taken place, as detailed in the data collection process (see section 3.6).

3.9 Summary

Thus, data collection methods were carefully planned and selected to avoid any possible limitations of the research methodology as bias and subjectivity of the researcher. The results of the investigation are described in the following chapter. The information is organized by the chronological order of the instruments of data collection used, besides the moments when the findings contradict or disprove each other. The following chapter will present the findings from the analysis of data.

4. Chapter Four. Findings

4.1 Introduction

The following chapter presents the results of the research after conducting six interviews. From the process of analysis emerged the following topics: concepts of leadership, attitudes towards children with SEN (students, teachers, and parents), policy in the sphere of inclusive education, and the role of a teacher who works with children with SEN.

4.2 Perceptions of Leadership and Leadership Characteristics

Participants' understanding of leadership and the characteristics of leaders differed according to the experience of each of the participants. Most participants explained that they believed leadership is positional; an authority assigns it and carries a burden of responsibility. Most interview participants indicated they believe the key characteristics of a leader as being honest, active, and sociable. Participants mentioned the importance for leaders to have the ability to make the right decisions; for example, Participant 2 stated: "A person who knows how to listen, to make adequate decisions, to weigh all the pros and cons and take on the most acceptable side."

Most participants said they did not see significant differences between the leaders in representative educational institutions and those working in an inclusive environment. However, two participants indicated that they saw leadership for inclusion as more about shared responsibility and/or higher degrees of collaboration: "I consider that the leader who works in inclusive society or school should manage the issues directed to erase the differences rather than create them," (P 3) and "leadership in inclusion is a notion when the most experienced teacher helps with a methodology for younger one and vice versa the less experienced in teaching may be more skillful in terms of using technologies. It can be a mutual help." (P 5)

One of the participants disagreed with the idea that shared leadership is possible and said there is no way that leadership for inclusion may exist. According to Participant 3, words are only manipulated when we use the terms teachers or middle management leaders who influence each other. For example: “leader is a leader, that is, one going ahead is the one who leads by the very word of his definitions does not mean collectivity. There is no leadership if there is a collectivity; they are friends.”

4.3 The Attitude Towards Children with Special Educational Needs

There were several topics that participants discussed related to children with SEN. After analysis, the topics were grouped into categories: the attitudes of parents, teachers, and children.

4.3.1 Parents’ Attitudes Towards Students with SEN

Participants reported that parents' attitudes towards children with SEN could vary from highly negative to neutral. They explained that this depended on whether a parent's child was placed in a classroom with another student with SEN. According to the words of Participant 1, there is a negative attitude from parents toward "healthy" students when there are one or several students with SEN in the classroom. This attitude was centered on equity concerning students (their child) without SEN and related to perceptions of the additional time students with SEN require from a teacher in a regular classroom. As an example, Participant 1 said: "parents think that when there are children with SEN in the classroom, their child will get less attention from the teacher and will feel excluded"; Participant 2 stated the following: "When parents know that there is a child with SEN in the classroom, they would require the equal portion of attention from the teacher."

4.3.2 Teachers’ Attitudes Towards Students with SEN

The data indicated that participants believed that other teachers' attitudes toward students with SEN were more negative than parents' attitudes toward students with SEN. Almost all participants are practitioners and currently work at schools with diverse students. Five out of six interviewees confirmed they would not be happy working in the classroom with children with SEN. For instance, Participant 4 claimed: "Working with such children is very difficult in the sense that they, firstly, are in a small class, and when a small class, they are interested, they cannot compete with others, they feel that they are different and being a teacher in such a class is challenging." Conversely, participant 2 agreed that working with such children has nothing to worry about. He stated: "You are standing on the attitude of others; they are sharpened for this purpose, they have a different load, but a load of children is different." He believed everything starts with teachers willing to contribute and be part of an inclusive society.

4.3.3 Students' Attitudes Towards Students with SEN

Students' attitudes toward children with SEN sometimes differ from parents or teachers. Half of the participants in this study believed that the student's attitudes were more negative than positive. However, there are still some points that may be aligned. For example, Participant 3 said, "Some students claim that I work more with children with SEN during the lesson," and "Other students notice that I give them differentiated tasks and ask about it."

One participant with a long career experience in education mentioned that children's attitude towards SEN children is favorable compared to their parents or grandparents. Participant 4 said: "Some children are more conscious about the inclusion in society rather than others," "They read more, and with the development of social media, it becomes easier to share and gain information," "During whole class discussion, they talked about cases when their adult relatives pointed fingers when they see the person with a disability."

4.4 Policy in the Sphere of Inclusive Education

All interview participants stated that inclusive education implementation starts from the policy as a core document that states all rules and conditions for it. At the same time, some participants believed that the policy needed to be more transparent for teachers who work with children with SEN. Half of the participants explained that society's mentality might negatively influence the successful implementation of inclusive education. That takes its roots from the fear of parents of children with SEN about the level of support their children may not get attending mainstream school (Human Rights Watch [HRW], 2019).

According to Participant 2, the mentality of society is related to the notion of disability as a medical model and deficit based (Makoelle, 2020), making creating an inclusive society more difficult. Two participants out of six stated that the policy is too artificial. Participant 5 said: "people who create the policy do not know what is happening in the schools, especially local or rural schools," Participant 4 claims: "teachers are too busy to read and fully implement policy; it should be written in a more practical way aiming to help teachers."

Participant 2, who has experience working in different educational institutions and higher educational institutions, highlighted positive changes in the policy of inclusive education. For example, he states: "There is such a course in HEI that is obligatory for all cohorts, and it is about inclusive education basics."

4.5 The Role of a Teacher who Works with Children with SEN

All participants stated that the teacher is a key figure in the educational process, and the interviewees themselves worked at school. Almost all went on to explain that they believe the teacher is the one who can create an inclusive environment in the classroom and, as a result, in the whole school itself. Participant 1 indicated that: "a teacher is the one who makes the mood in the classroom" and "the teachers are the agents of any changes in the classroom and the society." Participant 3 said that: "from teachers' status and his role, there may or may not

happen changes in the policy,” “teacher can influence not only the students but also colleagues.”

4.6 Summary

Chapter four has reported the results of data analysis concerning the issue of inclusive education practices in schools and teachers and middle management leaders' understanding. The respondents explained their understanding and perspectives on the phenomenon, supporting the idea of equity in education; however, they indicated some issues related to the difference in policy and practice. In general, participants identified the lack of knowledge about the topic, a lack of training in the area, and other barriers they face, such as workload and parental involvement, as factors that affect the successful implementation of inclusion in their school. Some participants were completely unsupportive in class and later went so far as to express that they had very few hopes for the future of the children with additional educational needs in mainstream educational contexts. Meanwhile, some others believe that teachers can initiate change through their small actions, which inevitably lead to progress that is subsequently reflected in the personal stories of the children in their school. More broadly, these findings suggest that participants see leadership as more about influencing rather than responsibility (Connolly et al., 2019).

The following chapter will discuss and align the study's findings with research questions. The data collection results will be analyzed through a theoretical framework in the range of four themes connected with leadership perception, attitudes/culture, policy implementation, and practices.

5. Chapter Five. Discussion

5.1 Introduction

This study aimed to understand perceptions and experiences of leadership for inclusion among middle management teachers/leaders in Kazakhstani schools. This chapter will discuss the study's findings and answer the research questions posed in Chapter One. As presented in the previous chapter, there are four main findings. The first concerns leadership and its characteristics, the second is attitudes towards children with SEN, the third is knowledge concerning policy and policy implementation, and finally, the practices of teachers who work with children with SEN. These study findings will be discussed and aligned with the research questions and a theoretical framework at the paper's beginning.

5.2 RQ 1 How do Middle Managers in Kazakhstani Secondary Schools Understand the Concept of Leadership?

As per the aim of the present study, it was essential to understand how participants view the concept of leadership. Literature on leadership shows that there is no fixed definition of leadership. According to Clarke and O'Donoghue (2017), leadership concepts may differ in different contexts. As a result, the findings show that almost all participants have various definitions of leadership. Some participants viewed leadership as positional or based on a person's position. Alternatively, people may have characteristics that make them good at leading people or influencing others. Also, some may be more naturally motivated to take on leadership positions than others. For example, Connolly et al. (2019) stated that leadership is mostly about influencing rather than taking responsibility for something.

The reason for these varied perspectives may be based on the variety of experiences the participants have had and the context (Clarke & O'Donoghue, 2017). Some participants had previously held leadership positions; others had never positioned themselves as leaders. These findings indicate that leadership may need to be more commonly or explicitly addressed in teacher training or professional development. It may benefit higher education

and pedagogical institutions in Kazakhstan to include leadership concepts within the teacher training curriculum. In this way, teachers who become appointed to leadership positions have some understanding of the various dimensions of leading in educational contexts, and there is consistency in the understanding of critical concepts concerning leadership through mainstream educational contexts.

There needed to be a consistent idea concerning leadership for inclusion. Results indicate that several participants felt no difference between leadership in general and leadership for inclusion. Additionally, the phenomenon of inclusive education may not be formed entirely because of a lack of information or the absence of the whole idea. However, some participants did have a theoretical background in inclusion and inclusive education, and it supported them in constructing a broader and more encompassing definition of leadership in general. For example, they saw leadership for inclusion as a model where teachers assist each other regarding the experience; they must make the student environment more favorable. Other participants could have a very narrow understanding of inclusion, meaning a limited understanding of leadership for inclusion. This can be problematic, particularly when attempting to implement or create the conditions for an inclusive school or system. Given these results, the definition or understanding of leadership for inclusion and leadership at all may lead to misunderstanding of its role and, as a result, its holders' wrong completion of responsibilities. As mentioned before, the concept of leadership is mainly accepted as positional and belonging to a definite number of people. However, according to Qanay et al. (2019), developing teachers' leadership will extend teachers' professionalism, especially if they are involved in changing the educational sphere by participating in the process as leaders. In addition, Booth and Ainscow (2002) explain that to create an inclusive culture, people need to have a standard or shared understanding of the notion, which will benefit in both directions, improving teachers' practice and the process of creating an inclusive

environment. To better understand leadership concepts in the school community, it will be better to practice different leadership models for school community members to shape their understanding of the concept via practice and experience.

Even though the literature indicates that the distributed leadership model is appropriate for contemporary educational contexts (Leithwood et al., 2008), the findings indicate that this is not a commonly understood concept. In one instance, Participant 1 was firm in his position when he stated that no such notion as shared leadership and fact influencing each other might have only one side's interest. However, some participants agreed that leadership is better implemented when shared or distributed. Such kind of answers was mostly from ones who experienced leadership positions as a head of the department. For them, the burden of leadership positions at the beginning was more difficult than distributing the responsibilities among staff. According to participants' responses, there are differences in implementing leadership models in NIS and other mainstream schools in Kazakhstan. From participants of NIS schools, the distributed leadership model emerged as applicable. This may be due to the structure of these schools, as there are several positions in which teachers can contribute and implement leadership strategies. For example, the participants from NIS had experience holding leadership positions as head of the department, and another half were involved in different projects that allowed them to lead the process without having any assigned position. That shows that the practice of experiencing leadership will benefit the educational process in any educational institution. In that case, the primary role of NIS schools in sharing its practice with other mainstream schools may bring results by encouraging teachers to participate actively in the educational process through a non-positional approach (Qanay et al., 2019).

5.3 RQ 1a What Way do Middle Managers Lead for Inclusion?

As the concept of leadership was defined in the previous question, it was appropriate to touch on creating inclusive schools, as leaders mainly do it. According to participants' answers at a NIS school, creating inclusive schools is on its way, and it needs time and dedication. In addition, they believed that the whole school community is participating and contributing to the process. These findings align with Harris' (2007) "Distributed leadership: Conceptual confusion and empirical reticence" concerning distributed leadership models. On the contrary, results from the participants from mainstream schools indicate they still need to be convinced about the success of creating fully inclusive schools for several reasons.

Several participants from mainstream schools mentioned that society's perception of inclusion would hinder the development of inclusive schools. They believed that not all parents would agree to place a child in the same classroom as a child with SEN. This is similar to research by Paseka and Schwab (2020), who found the dimension where the parents' attitude is different depending on the type of disability. As emerged from the data, parents' attitudes toward students with SEN were mostly negative. These perceptions need to be addressed at a higher level within educational contexts if progress toward implementing inclusive schools is to be realized. Developing an inclusive culture will require the collaboration of many stakeholders (Booth & Ainscow, 2002). Leadership for inclusion will face many challenges unless parents as stakeholders can be involved in the process and understand that provisions can be made to ensure all students receive an equitable education. It reflects that one of the tasks leaders should do is establish a connection between schools and communities (Riehl, 2000).

Several participants shared their concerns about school equipment and class size, which are crucial in providing appropriate conditions for creating inclusive schools and classes. According to Avramidis and Norwich (2020), the lack of appropriate equipment, large class sizes, and inadequate training of teachers will result in poor implementation of inclusion

strategies. It will lower the quality of education. For developing inclusive classrooms, it is not enough to construct a shared understanding of what inclusion is; it is also essential to provide appropriate conditions for thriving the process, according to DeMathews et al. (2021) creation of an effective inclusive school centered in leadership that is focused on improving schools, improving the collaboration between general and special education services, and placing emphasis on monitoring interventions and the results of student achievement.

5.4 RQ2 What Knowledge do Middle Managers in Secondary School Have of Inclusive School Policies?

The theme that connects with RQ2 is the level of knowledge participants have an about inclusive policy and its implementation in practice. There are different opinions about the policy implementation process in the study's findings.

The perception of inclusive education in Kazakhstani schools appears to have been significantly shaped by previous educational approaches in the former USSR. These approaches involved segregating and providing specialized education to children with disabilities in dedicated educational institutions known as "correctional" settings (Makoelle, 2020). This finding is supported by Rollan and Somerton (2021) in their research about civil society activism, where the separation of children with disabilities took place in correctional institutions as a matter of Soviet legacy influence. Several participants mentioned the challenges relating to negative beliefs concerning children with SEN, which can be the reason for the less dynamic progress of the policy in practice. It might be caused by the influence of the post-Soviet legacy, where diversity was accepted only as a matter of disability. The medical model of disability does not allow people to accept diversity properly (Lapham & Rouse, 2013).

Implementing a new policy requires changes in the country's educational system. However, it may meet several barriers on its way. According to Makoelle (2020), such things

as teachers' unpreparedness, curriculum change, and the lack of clarity in policy make its implementation more complex and longer.

These challenges may be resolved by allowing middle management leaders to participate in discussions relating to the policy changes that will bring changes in the educational system. Some participants suggested giving more freedom to middle management leaders as they are the ones who connect policy with practice.

Another group of participants was more optimistic about the policy in the sphere of inclusive education as they mentioned some practical steps the government took. According to Participant 2, there are courses about inclusive education in university programs that prepare future specialists who will work at schools and create an inclusive culture by implementing inclusive policy. This may have some threats like the quality of these courses, the scientific level of teachers who teach the courses, and the literature used there. According to Mnazhatdinova's (2021) findings, almost half of the participants admitted that there are some barriers to training pre-service teachers, like insufficient teachers to address diverse needs.

Another step taken by state institutions is creating welcoming conditions in schools for students with SEN. By these conditions, it is understood the following: ramps, elevators, and so on. The example of NIS schools is one of the best ones as they not only provide primary conditions for children with disabilities but also have qualified teachers and supporting staff like psychologists and medical workers. According to participants' responses, they have never met a child with a severe disability in such schools. The reason may be the examination requirements students meet when they apply there.

However, considering the beliefs mentioned above, it is inevitable that one will always stop another until there is appropriate work and effort to construct a more inclusive society and environment for all.

5.5 RQ 2a. What are the Kinds of Practices Middle Managers Believe are Important for Developing an Inclusive Culture?

For developing inclusive schools, it is necessary to understand what such culture means for all stakeholders of the educational process. Booth and Ainscow (2002), in *Index for Inclusion*, state the following:

This dimension is about creating a secure, accepting, collaborating, and stimulating community where everyone is valued. Shared inclusive values are developed and conveyed to all new practitioners, children, management committees/governors, and parents/carers. The principles and values in inclusive cultures guide decisions about policies and moment-to-moment practice so that development becomes a continuous process. (p.8)

According to Booth and Ainscow (2002), creating an inclusive culture at school or classroom should be an ongoing process. It requires the involvement of all stakeholders and especially teachers who spend most of their time at school with children. The participation and attitudes of other stakeholders like teachers, parents, and children are also crucial. The following findings are broken down into factors that provide insight into the practices that middle managers believe are essential to developing an inclusive school culture.

5.5.1 *A role of a teacher who works with children with SEN*

According to several participants' responses, a teacher's role in working with children is colossal, especially if it concerns the ones who need special attention. Again and again, participants state that teachers may influence not only other teachers but also children, so the role of teachers and the opinion of most participants is underestimated.

These findings highlight that the situation in each school relating to the teacher's role in creating an inclusive culture is different, and many factors may cause such variety. At first sight, a teacher may be seen only as a person who gives knowledge, but a teacher is the one who creates the environment of inclusive learning and culture.

As the data collection was set in different locations, one of the factors influencing the teachers' role depends on the place. For example, teachers in NIS schools have more freedom to lead the educational process in the classroom and take the initiative to contribute to a program change and research. At the same time, the teachers at other mainstream schools have less passion for creating an inclusive environment, as there is a belief that actions may be taken only by leaders in the position. It shows that they do not see themselves as leaders and agents of change.

Another reason for the difference may be the education system in mainstream and NIS schools. Local educational departments are primarily centralized, and it does not give opportunities for freedom; thus, teachers implement the programs as they are presented to them by departments. NIS schools mainly serve as an experimental field that is supported not only by the government but also by international organizations like Cambridge.

Global studies support that effective educational systems empower teachers to participate in decision-making, leading to a collaborative and professional environment. Such an environment boosts job satisfaction and increases the perception of the teaching profession as a valued and respected profession within society (Qanay et al., 2021). As a result, if the profession of a teacher is appropriately valued and teachers are given more freedom to participate in decision-making, it will allow teachers to lead.

5.5.2 Attitudes Towards Children with SEN

The findings section divided attitudes into several sub-topics, like parents' attitudes, teachers' attitudes, and students' attitudes toward children with SEN. Mentioning parents' attitudes is vital to note that participants had different responses. These responses varied from negative to neutral, depending on the situation in the classroom with children with SEN.

It happens because of the lack of inclusive culture in society, schools, and classrooms. Some participants from mainstream schools mentioned that the parents of children with SEN

might not want to reveal the disability of a child as it may bring additional attention from teachers or classmates. Other groups of parents who do not have such children with SEN partly agree to place their child in one classroom with a child with SEN. Some of them understand that it is possible to study together in one classroom, although there is a threat in their opinion that other children with SEN will take more time and dedication from teachers than their child. This aligns with the literature that says that parents' attitude depends on the type of disability a child has, and it may influence the level of tolerance (Paseka & Schwab, 2020).

Most teachers who participated in interviews also have negative attitudes towards children with SEN. They feel a burden of responsibility and lack professional knowledge in working with such children. According to one participant's response, she would work in a regular class rather than in a classroom with a child with SEN. One participant shared the experience of working in such a classroom, and as a result, the teacher was left alone in this situation. It shows again the school staff's preparedness level and resources for such a process. According to Paseka and Schwab (2020), a teacher's attitude would also vary according to the type of disorder and least welcoming disability connected to the learning disorders.

As a child interacts and communicates with other children in the classroom and school, it is essential to mention that children are more tolerant of each other than adults. One participant described a situation during the lesson when they discussed the topic of equality among people, and most students showed tolerance and understanding.

For forming an inclusive culture in school and classrooms, it is vital to collaborate and support the initiative no matter what role you have now. It will be essential to build such an interaction between stakeholders to let them know the questions of inclusion closely and understand the importance of creating an inclusive culture at school and in the classroom.

5.6 RQ 2b. What do They Feel are Some of the Opportunities in Developing an Inclusive School Culture in Kazakhstan?

Any process of educational reform will influence society in the long term. There may also be benefits and drawbacks, and the focus of this research question was to find out from participants what they felt were the opportunities. All participants believe there are many benefits to creating or developing inclusive school culture. As all participants are practitioners, they see the process from the inside and are the first to meet the changes. Even if they had doubts about the success of inclusive education, they believed that with culture would come acceptance. Some participants see the opportunities in developing inclusive school culture as it would ease the work of teachers with children with SEN as the environment at school and classroom would be more welcoming.

By developing inclusive school culture, it is possible to change the attitude of the whole society, as school is the model of community which forms opinions and attitudes. To promote and celebrate individuality within a school, the principal must create a shared vision among stakeholders that emphasizes group processes and encourages problem-solving. This approach allows for leadership functions to be distributed among staff members rather than limited to a few individuals responsible for everything. It requires a shift in perspective where leadership is viewed as a collaborative effort rather than the sole responsibility of a select few (Ainscow, 2001).

5.7 Theoretical Framework

The theoretical framework chosen for the study was the Index for Inclusion. The Index provided a lens through which to view the culture, policy, and practice dimensions of creating inclusive schools, of which leadership is an important dimension. The themes that emerged because of the interviews aligned with the Index for Inclusion with the addition of the leadership dimension for this study. Most participants in the present study had direct

experience working with children with SEN. Some participants had leading positions when facing challenges in creating an inclusive environment and were in the positions of middle managers; such a position in society needs to be accepted seriously. Indicators such as “How to live together” are essential questions for those in leadership to reflect upon when creating a more inclusive school experience for children with disabilities. So are the practices and an understanding of the policies required to guide the process.

As Index for Inclusion (Booth & Ainscow, 2002) was used as a base for the given study, the findings were discussed through the lens of this theoretical framework. Index for Inclusion consists of three dimensions, and interview questions was designed based on them. As Index for Inclusion serves as a tool for making schools and other organizations more inclusive, it was used to define the level of middle managers in creating more inclusive cultures through inclusive policies and practices.

The policy dimension revealed a variety of findings that mainly reflected the situation in the schools. There is a solid belief that there are steps that the government should take to include courses on Inclusive education in universities. However, there is a need for in-service teachers to have more suitable courses for professional development.

The practice dimension showed the necessity of developing leadership in schools no matter the teacher's position. Through this step, it is possible to take some actions in implementing the policies and making significant changes in the educational system to include all children.

The culture dimension is the one that has lots of controversial answers and opinions. The tendency to accept the culture as a part of mentality may negatively influence the process of creating an inclusive culture in the classroom and the school. Stakeholders' attitudes are also crucial in creating inclusive culture; adults' attitudes are sometimes more harmful than

students. Some participants were concerned about the negative attitudes of teachers. It is possible to resolve this by organizing appropriate events and courses to increase people's awareness about inclusive education.

5.8 Summary

In summary, the role of the teacher emerged as the key theme that highlighted a connection with all other themes, as it is entwined with the culture, policy, and practices that apply to each school context. Someone creates culture, and the policy is understood and implemented by someone, and this someone is a teacher. Thus, the concept of the teacher as a leader is essential and shows that experiencing leadership will benefit the educational process in any educational institution. This is especially important in influencing positive attitudes toward inclusive education that contribute to more inclusive school culture and practices as Qanay et al. (2019) explained that with NIS schools sharing practices among other mainstream schools, teachers might be encouraged to participate more actively in the educational process by schools adopting and developing a more non-positional approach to leadership (Qanay et al., 2019).

The findings indicate that middle managers must become more familiar with the distinction between leadership and leadership for inclusion. The participants from NIS schools believe that they are already working inclusively and remain enthusiastic about supporting and advancing the social well-being of their students with special educational needs. However, the lack of experience, inadequate training in teaching the current curriculum, and many students in the classroom hinders the willingness to embrace inclusive changes in inclusive practices in mainstream schools. Finally, this chapter examined the challenges and benefits of implementing inclusive culture, policies, and practices, which also contribute to shaping the understanding of middle managers.

6. Chapter Six. Conclusions

6.1 Introduction

This chapter presents the main conclusions of the study and provides final ideas on the topic. The chapter consists of three parts. The first part concludes the research study and reflects the main findings. The second part informs about the possible limitations of the study. The third part contains possible implications and recommendations for further research.

6.2 Main Findings

The thesis aimed to explore the experience of middle managers in implementing inclusive education policies and practices in Kazakhstani mainstream and NIS schools. The two main research questions and several sub questions were set for this work, and they were responded to by conducting qualitative phenomenological design through literature analysis and interview data.

1. How do middle managers in Kazakhstani secondary schools understand the concept of leadership?
2. What knowledge do middle managers in secondary schools have of inclusive school policies?

There are some findings because of the literature review and conducting interviews that aligned with each other.

First, leadership and leadership for inclusion do not have a single definition, and interview participants provided several versions of their definitions. As participants were from diverse backgrounds and work experiences, they identified the concept of leadership differently. However, one common thing connects almost all responses: the amount of responsibility the person has when he takes the position of a leader. It shows that leadership is associated with the positional approach for most participants. At the same time, some

participants showed a more comprehensive understanding of the given concept. These participants were open to teacher and student leadership in the educational process.

Secondly, the study revealed that middle managers of Kazakhstani secondary schools need more knowledge about inclusive policies and practices. According to the participant's responses and some literature, the reasons for that are as follows. Mainly that was explained by a need for more communication between the policymakers and actors who practically implement the given policies. Also, it might relate to the quality of courses the middle managers attend to make their classes more inclusive. Another reason may be the workload the middle managers have daily. As a result, most participants need to identify themselves as ones who implement inclusive education practices in their classes.

The findings show that the culture of inclusive education is closely connected to the previous question about policies and practices. The lack of appropriate policy and practice knowledge usually affects the ability to create a school culture that promotes inclusivity. Although, there are participants who believe that culture should come first before the policy and practice of inclusive education. They explained that as a phenomenon of bringing the culture to the society first and implementing the policy that will smoothly align with it.

Overall, the research findings and thesis contribute to the topic of inclusive education in Kazakhstan, exploring middle managers' experience in implementing the policy and practice of inclusive education.

6.3 Limitations

There are at least three potential limitations concerning the results of the study. The first limitation concerns a small sample size that may limit the generalizability of the findings to other settings. The study covered only two schools in the region; one was a selected school, and another was a mainstream school. A second limitation is the social disability bias of responses while interviewing the participants. The given limitation could impact the

validity of the collected data. Another limitation may be the language barrier; most participants speak Russian, so the researcher had to translate interview questions first. Then, transcribing required the translation from Russian into English during the interview. The given process of translating back and forth may influence the accuracy of data collected, as during translating from one language to another, there is a threat of losing the meaning of the data.

6.4 Implications

Despite the abovementioned limitations, the study suggests several theoretical and practical implications. The theoretical implications of the research study include contributing to the existing body of knowledge on inclusive education policies and practices in Kazakhstan from the perspective of middle managers. The study provides insights into the experiences and perceptions of middle managers on implementing inclusive education policies and practices. This could serve as a foundation for further research in inclusive education in Kazakhstan and other similar contexts.

The practical implications of the study can be significant. Policymakers and school leaders in Kazakhstan could use the findings to develop training programs and provide professional development opportunities in leadership for middle managers. These programs could help middle managers understand and implement inclusive education policies and practices in their schools. Additionally, the findings could help policymakers to design and implement more effective policies and strategies to promote inclusive education in Kazakhstan.

Moreover, the study findings could be used by school leaders to develop strategies that create an inclusive school culture. By identifying the challenges middle managers face when implementing inclusive practices, school leaders can develop targeted interventions that support middle managers in overcoming these challenges.

Overall, the study's findings have practical implications for policymakers, school leaders, and educators in Kazakhstan and other similar contexts who seek to promote inclusive education policies and practices. By addressing the challenges and opportunities highlighted by the study, stakeholders can work towards creating more inclusive learning environments for all students.

6.5 Suggestions for Future Research

The study's findings offer important insights for policymakers, school leaders, and educators promoting inclusivity in Kazakhstani schools. Based on the research findings, it is recommended that policymakers and educational stakeholders prioritize providing relevant training programs for middle managers to enhance their understanding of inclusive education policies and practices. Furthermore, there is a need to re-evaluate the current curriculum and incorporate comprehensive training modules for middle managers to develop leadership skills that promote inclusive education. This study can also serve as a basis for further research to explore the experiences of other educational stakeholders in implementing inclusive education policies and practices in Kazakhstan.

In addition, further research is recommended to build on the findings of this study and explore ways to overcome the challenges hindering the implementation of inclusive practices in Kazakhstani schools.

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Appendices

Appendix A

INFORMED CONSENT FORM

The experience of middle management leaders in implementing policies and practices of inclusive education in Kazakhstani mainstream and NIS schools

DESCRIPTION: You are invited to participate in a **research study** on exploring the phenomenon of leadership principles and identify the attitude of middle managers to inclusive education in Kazakhstani schools. You will be asked to participate in an interview. The interview will be audio-taped which can be heard and used by the researcher only. If you feel any inconvenience, you have the right to stop recording at any time. Audio recordings and transcripts will be kept in a password-coded folder for at least three years and will be used for study purposes only.

TIME INVOLVEMENT: Your participation will take approximately *1 hour duration*.

RISKS AND BENEFITS: There are no risks to participants associated with the present study. Pseudonyms will be used to protect your identity. The benefits which may reasonably be expected to result from this study are that policy makers, educators, and scholars investigating the same topic of teachers' experience or similar to it can find the results and findings to be relevant and useful for future policies and studies. Your decision whether or not to participate in this study will not affect you negatively in any way.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks, and benefits, contact the Master's Thesis Supervisor for this student work, **Michelle Irene Somerton**, michelle.somerton@nu.edu.kz, +7 (708) 801-06-01

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

I agree to provide consent for my interview to be recorded.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s). In addition, the child must give assent to participate in the research. Both parent consent and child assent scripts should be included with this application.

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Опыт руководителей среднего звена по внедрению политики и практик инклюзивного образования в казахстанских общеобразовательных школах и школах НИШ

ОПИСАНИЕ: Приглашаем Вас принять участие в исследовании, посвященном изучению опыта учителей, занимающих руководящие должности среднего звена, в отношении инклюзивных культур, политики и практики в средних школах Казахстана. Вы были приглашены принять участие в этом исследовании из-за вашей должности и опыта работы в вашей школе. Участие в этом исследовании носит конфиденциальный и сугубо добровольный характер и потребует участия в собеседовании с исследователем.

ВРЕМЯ УЧАСТИЕ: ваше участие займёт около 1 часа.

РИСКИ И ПРЕИМУЩЕСТВА: поскольку в этом исследовании участвуют лица старше 18 лет, которые могут дать информированное согласие, тема не считается чувствительной по своему характеру, участие в исследовании считается минимальным риском. Это означает, что это считается не большим риском, чем выполнение ваших обычных рабочих обязанностей. Существует минимальный риск того, что ваша конфиденциальность может быть нарушена в результате потери или кражи устройства или данных, однако исследователь предпринял все шаги для обеспечения того, чтобы в случае этого ваши данные были защищены в файлах, защищенных паролем. Псевдонимы будут использоваться для всех участников диссертации и в любых других опубликованных материалах, полученных в результате исследования. Мы приложим все усилия для защиты вашей конфиденциальности. В целях защиты конфиденциальности участника любые черновики и предварительные выводы не будут показаны другим людям (например, директору школы), только исследователь и научный руководитель будут иметь доступ к необработанным данным.

ПРАВА УЧАСТНИКА: если вы прочитали эту форму и решили участвовать в этом проекте, пожалуйста, поймите, что ваше участие является добровольным, и вы имеете право отозвать свое согласие или прекратить участие в любое время без штрафных санкций или потери льгот, на которые вы имеете иное право. Альтернатива - не участвовать. Вы имеете право отказаться отвечать на определенные вопросы. Результаты этого исследования могут быть представлены на научных или профессиональных встречах или опубликованы в научных журналах.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы:

Если у вас есть какие-либо вопросы, опасения или жалобы по поводу этого исследования, его процедур, рисков и преимуществ, свяжитесь с супервайзером магистерской диссертации по этой студенческой работе Мишель Сомертон, michelle.somerton@nu.edu.kz, +7 (708) 801-06-01

Независимый контакт:

Если вы не удовлетворены тем, как проводится это исследование, или если у вас есть какие-либо опасения, жалобы или общие вопросы по поводу исследования или ваших прав как участника, пожалуйста, свяжитесь с Исследовательским комитетом NUGSE по адресу gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите это согласие.

- Я внимательно прочитал предоставленную информацию;
- Мне была предоставлена полная информация относительно цели и процедур исследования;
- Я понимаю, как будут использоваться собранные данные, и что любая конфиденциальная информация будет видна только исследователям и не будет раскрыта никому другому;
- Я понимаю, что я волен отказаться от участия в исследовании в любое время без объяснения причин;
- С полным знанием всего вышеизложенного, я согласен, по собственной воле, участвовать в этом исследовании.

Подпись: _____ Дата: _____

Я даю согласие на то, чтобы мое интервью было записано.

Подпись: _____ Дата: _____

Дополнительную копию этой подписанной и датированной формы согласия вы можете оставить себе.

В соответствии с законодательством Республики Казахстан физическое лицо, не достигшее 18-летнего возраста, считается ребенком. Любому участнику, попадающему под эту категорию, должна быть предоставлена Форма родительского согласия, подписанная по крайней мере одним из его/ее родителей или опекунов. Кроме того, ребенок должен дать согласие на участие в исследовании. В это приложение должны быть включены формы согласия как родителей, так и детей.

АҚПАРАТТЫҚ КЕЛІСІМ НЫСАНЫ

Қазақстандық жалпы білім беретін мектептер мен НЗМ мектептерінде инклюзивті білім беру саясаты мен практикасын енгізу бойынша орта буын басшыларының тәжірибесі

СИПАТТАМАСЫ: Сіздерді Қазақстанның орта мектептеріндегі инклюзивті мәдениеттерге, саясат пен практикаға қатысты орта буын басшылық лауазымдарын атқаратын мұғалімдердің тәжірибесін зерделеуге арналған зерттеуге қатысуға шақырамыз. Сіз өзіңіздің мектебіңіздегі лауазымыңыз бен тәжірибеңізге байланысты осы зерттеуге қатысуға шақырылдыңыз. Бұл зерттеуге қатысу құпия және таза ерікті болып табылады және зерттеушімен сұхбатқа қатысуды талап етеді.

ӨТКІЗІЛЕТІН УАҚЫТЫ: Сіздің қатысуыңыз шамамен 1 сағат уақытыңызды алады.

ЗЕРТТЕУ ЖҰМЫСЫНА ҚАТЫСУДЫҢ ҚАУІПТЕРІ МЕН АРТЫҚШЫЛЫҚТАРЫ:

Бұл зерттеуге ақпараттандырылған келісім бере алатын 18 жастан асқан адамдар қатысатындықтан, тақырып табиғаты бойынша сезімтал болып саналмайды, зерттеуге қатысу минималды тәуекел болып саналады. Бұл сіздің әдеттегі жұмыс міндеттеріңізді орындаудан гөрі үлкен тәуекел емес екенін білдіреді. Құрылғының немесе деректердің жоғалуы немесе ұрлануы нәтижесінде сіздің құпиялылығыңыз бұзылуы мүмкін ең аз қауіп бар, бірақ зерттеуші бұл жағдайда сіздің деректеріңіздің құпия сөзбен қорғалған файлдарда қорғалуын қамтамасыз ету үшін барлық қадамдарды жасады. Жасырын аттар диссертацияның барлық қатысушылары үшін және зерттеу нәтижесінде алынған кез келген басқа жарияланған материалдарда қолданылады. Біз сіздің жеке өміріңізді қорғау үшін бар күшімізді саламыз. Қатысушының жеке өмірін қорғау мақсатында кез-келген жобалар мен алдын-ала тұжырымдар басқа адамдарға көрсетілмейді (мысалы, мектеп директоры), тек зерттеуші мен ғылыми жетекші шикі деректерге қол жеткізе алады.

ҚАТЫСУШЫ ҚҰҚЫҚТАРЫ: Егер сіз осы нысанды оқып, осы жобаға қатысуды шешсеңіз, сіздің қатысуыңыз ерікті екенін түсініңіз және сіз өз келісіміңізді қайтарып алуға немесе айыппұлсыз немесе басқа құқығыңыз бар жеңілдіктерді жоғалтпай кез келген уақытта қатысуды тоқтатуға құқығыңыз бар. Балама-қатыспау. Сіз белгілі бір сұрақтарға жауап беруден бас тартуға құқығыңыз бар. Бұл зерттеудің нәтижелері ғылыми немесе кәсіби кездесулерде ұсынылуы немесе ғылыми журналдарда жариялануы мүмкін.

БАЙЛАНЫС АҚПАРАТЫ:

Сұрақтарыңыз: Егер сізде осы зерттеуге, оның процедураларына, тәуекелдері мен артықшылықтарына қатысты сұрақтарыңыз, алаңдаушылықтарыңыз немесе шағымдарыңыз болса, осы студенттік жұмыс бойынша магистрлік диссертация жетекшісі Мишель Сомертонға хабарласыңыз, michelle.somerton@nu.edu.kz , +7 (708) 801-06-01

ДЕРБЕС БАЙЛАНЫС АҚПАРАТТАРЫ: Егер сіз бұл зерттеудің қалай жүргізілетініне қанағаттанбасаңыз немесе зерттеуге немесе қатысушы ретіндегі құқықтарыңызға қатысты қандай да бір алаңдаушылық, шағымдар немесе жалпы сұрақтарыңыз болса, Назарбаев Университеті Жоғары Білім беру мектебінің Зерттеу комитетіне хабарласыңыз gse_researchcommittee@nu.edu.kz

Зерттеу жұмысына қатысуға келісіміңізді берсеңіз, берілген формаға қол қоюыңызды сұраймыз.

- Мен берілген ақпаратты мұқият оқып шықтым;
- Маған Зерттеудің мақсаты мен процедуралары туралы толық ақпарат берілді;

- Мен жиналған деректердің қалай пайдаланылатынын және кез келген құпия ақпарат тек зерттеушілерге көрінетінін және басқа ешкімге ашылмайтынын түсінемін;
- Мен түсіндірусіз кез келген уақытта зерттеуге қатысудан бас тартуға еркін екенімді түсінемін;
- Жоғарыда айтылғандардың барлығын толық біле отырып, мен осы зерттеуге өз еркіммен қатысуға келісемін.

Қолы: _____ Күні: _____

Мен сұхбатымды жазуға келісім беремін.

Қолы: _____ Күні: _____

Сіз осы қол қойылған және күні көрсетілген келісім формасының қосымша көшірмесін сақтай аласыз.

Қазақстан Республикасының заңнамасына сәйкес 18 жасқа толмаған жеке тұлға бала болып саналады. Осы санатқа жататын кез келген қатысушыға ата-анасының немесе қамқоршысының кем дегенде біреуі қол қойған ата-аналық келісім нысаны берілуі керек. Сонымен қатар, бала зерттеуге қатысуға келісім беруі керек. Бұл қосымшаға ата-аналардың да, балалардың да келісім нысандары енгізілуі керек.

Appendix B

INTERVIEW PROTOCOL

PROJECT TITLE: The experience of middle management leaders in implementing policies and practices of inclusive education in Kazakhstani mainstream and NIS schools

Time of interview:

Date:

Interviewer:

Interviewee:

Dear Participant,

My name is Lyazzat Kalakova. I am a Master's degree student at Nazarbayev University. Thank you for taking time to participate in this interview. The purpose of this interview is to explore your perception and your personal and professional experiences of the concept of leadership particularly in the area of inclusive education in Kazakhstani secondary schools. If it is possible the interviews will be audio recorded with your permission. No one will use your name in reports, so your confidentiality will be protected. The results of the study will be used for scholarly purposes only. Interview will last approximately 40-60 minutes. Please feel free to ask if you need any clarifications for the interview questions.

[Please read and sign the consent form] [Turn on the tape recorder]

Interview questions

1. Tell about your yourself and your professional background in 2 minutes
2. As it is known from literature, leadership is sometimes defined as the action of leading a certain type of people. What does the concept of leadership mean for you?

3. Can you think of a time when you worked with a leader who had all characteristics of a personality that is inherent for a good leader?
4. Some academics say that Leadership for inclusion is a shared leadership model where the headteacher is also the leader of leaders; simultaneously, the process should involve both teachers and students. According to your experience, what is leadership for inclusion in your understanding?
5. There is a dispute between scholars in defining the term of middle management. Some of them define them as the level between senior managers and teaching staff. What is your vision of middle management leaders in school?
6. According to Danielson (2007), a teacher who may influence another teacher is also a model of a middle management leader. How do you see yourself in middle management?
7. Tell me about a time when you first heard about inclusive education policy?
(RQ2)
8. Can you share your thoughts about the process of implementing inclusive education policies in schools?
9. As you know any policy needs to be practiced. So, what steps for developing inclusive classroom do you take?
10. Any new experience has its opportunities, so what are the opportunities that may give the development of an inclusive classroom/school culture?

[Thank the participant for their cooperation and participation in this interview]

Recruitment Script

Hello,

I am Lyazzat Kalakova.

I am currently studying for my Master's Degree at Nazarbayev University Graduate School of Education. I am contacting you to see if you might be interested in participating in a research study. This research is being done as part of my Master's project and my supervisor's name is Assistant Professor, Dr. Michelle Somerton.

I am conducting a study on teacher's exploring the phenomenon of leadership principles and experiences of middle managers in inclusive education in Kazakhstani schools. The study is entitled: The experience of middle management leaders in implementing policies and practices of inclusive education in Kazakhstani mainstream and NIS schools

To participate you need to be a teacher who is employed in a secondary school. Your participation in the research will involve an interview lasting no more than 45-60 minutes to discuss your understanding, attitudes, and experience in implementing inclusive education. Participation in the research is purely voluntary and the researcher has taken all possible steps to ensure that your identity remains confidential. Please see the informed consent form attached for these details.

The findings of this research will provide insight into the development of inclusive education in Kazakhstani schools and the role that teachers in positions of leadership play in the development of reforms in inclusive education. The research study has been reviewed and approved by the Nazarbayev University Research Ethics Committee. The data collected will be used to consider the middle management leaders' experience in implementing policies and practices of inclusive education in Kazakhstani secondary schools since there is little research conducted on this topic.

If you are interested in more information about the study or would like to volunteer, please reply to this email or call 8 777 027 00 91.

Appendix C

Interview Transcript

Interviewer:

So now let's define what inclusion is for you? How do you understand it?

Interviewee:

I am quite familiar with this concept because I am also connected with this concept for a long time. So, I can tell you exactly what inclusion is. It is a process of social transformation in terms of accepting various deviations from the norm, accepting various deviations from generally accepted norms, that is, changing one's worldview of thinking.

Interviewer:

What deviations do you mean or what deviations do you include in this concept?

Interviewee:

This concept, I include exactly orientation, racial concept, physical deviations, mental deviations, and various disorders.

Interviewer:

Have you ever had experience with such children, how long did you take?

Interviewee:

Yes, I had, he had a job, I have experience with yes, I have been a teacher in a special school for less than half a year.

Interviewer:

Here. How can you describe your experience, and do you have something to compare with?

Interviewee:

Yes, I have something to compare with my 2 extremes. One of this work is with gifted children who think above the norm, and the other is work with children with mental disabilities. It is considered below the norm, that's in relation to the intellect now. There is another point of view, what happens, there is no different intellect. That is, we usually think

that this is what the norm means, the norm of these things, reading, writing, counting is considered the norm, and the ability to control one's body harmoniously is different, this is not considered the development of the intellect, as it can also be somehow attributed to the development of intelligence. Well, there is such a big problem and comparing. These 2 spheres I can conclude that, as it was.

Many reasons do not depend on children. Why did they get there? Many people got it, they just didn't get an education, there were no special schools in some villages. They are all being trained, gathered in one place, and trained there. I didn't say that they are many. Well, it's not directly teachable or something like that, these are also children. Yes, these are children, that these are not other children, we need to change more public attitudes to this issue, that these are also children. They are also teachable, they can and should exist. They are to educate in all of us, as it were, the concept of tolerance and concepts. Interaction and assistance in making acceptance for acceptance.

Interviewer:

Can you remember the time when you first heard the word inclusion of the concept of inclusion, where did it happen? I say, what kind of social circumstances did you encounter with this, or did you read it, heard it?

Interviewee:

I remember when I first did it. During my internships in Spain. For the first time I saw a reaction, shocking reaction of my friend when he saw a person from other nationality (Afro-American guy). People around us look at unusual things differently for our mentality, well, sort of. Such a moment that I was very touched and amazed. He changes his mentality, his own and his relationships. Well, as if it's personal, for example, I don't accept it. Well, although consciously I understand that. This should be treated, well,

Interviewer:

In general, about the process of implementing the policy of inclusive education in general in schools in the country. That's what you see, what you face, how is the process going?

Interviewee:

All, as for our reformation, everything goes head over heels. Well, ahead of the planet, I probably really like it when they didn't lose the credit system of training, I also went there, as

if I couldn't rebuild 1 time, although they told me you're a young specialist, and I didn't like it, because I was taught differently, and I must teach differently. I didn't like it, and then I caught one thought of such a fish, as if they hadn't made such a metaphor and I'll explain about it now, so they bought a new wardrobe, well, so that when you buy a new wardrobe. You must throw away the old wardrobe, just throw away what he has instead of releasing, well, clinging to the wardrobe and don't throw the old wardrobe to us, but put a new wardrobe on the old wardrobe. That's how they took and dressed themselves well and such a system turned out, because the student says, choose, and the students do not know what to choose. What to do now all over the world inclusivity is a trend, the introduction now is a movement, a movement in various these, where all these questions raise their own.

This is a trend movement, and therefore our country is not lagging the trends and, again, the implementation of this is going by leaps and bounds. At the same time, we have neither mentally nor. Or said, physically I mean not the mission of the school, ready with resources, there is a return. Not all schools are ready, teachers are not ready, parents are being introduced and again. For what for reporting, for good this again. It turns out that the situation is when we take a new cabinet. It is a school, it makes the ramp, this makes a ramp. And reports to inclusion, accepts a child who is not ready to study in a regular school. You will take it with you- you have put a physical ramp there, this is accessibility, and the children well lie deeper.

Children are not ready, teachers, just teachers. Percentage of the number of average times. That is, I judge by myself, yes, for example, so that my opinion changes, so that I change my attitude, I ask for at least 3-4 years there, I should not face this and I should understand and perceive this moment. When I adapted to this system, for example, and teachers who are more innovative have lived in comfortable conditions for a longer time, how will they adapt?

The question is about from teachers to the parents. Parents even more, not everyone has parents, a good education, not all parents. It is the level of culture, culturally they are ready.

Interviewer:

That is, in your opinion, where should it start? That's what the most favorable process stages you must go through to come to them?

Interviewee:

is dedicated to parents, first of all parents, then teachers, the same as the connection from the theory of practice, that is, in theory, it's not always great in reality. That is, listen to what Georgia is, what is it good, what is it necessary? This is what it will help, yes. It is useful, as it were, and then to find out mentally next to reality to meet and work with such children. And it is morally moral to work with them. It's okay, it's met. And if he is engaged in reporting for him every day, and even more so if you have 3-4 years left before your retirement, weighs or 5, 10, 5, 10 years, well, what kind of continent is among us, so, then again. In correctional schools, you are there standing on the attitude of others, they are sharpened for this purpose, they are these schools in 2, they have a different load, but the load of children is different. These are children, of course, they pass there on the recommendation in any case for them. Probably, probably, it should be considered that the load is greater than for ordinary children.

Interviewer:

Don't you think it motivates that correctional school classes, on the contrary, separate children from the general mass, that is, they make segregated even more, they do a reaction

Interviewee:

Well, that's the whole point. Well, the idea that these schools are going to lead to segregation is self-determined. The word of people has the meaning of the teachings of the Russian legal correctional school. It leads to the very idea of intrusion that they should be removed correctively. But on the other hand, every moment is there, everyone can. You see the winds, they will be impossible to put more of them, it is simply impossible, but they also need to be taught in their homes. For example, they keep most of them as if in a complex. But if he's extraordinary, uh-huh, he and she don't have parents at home who can provide for one. There are no parents who can let him. A place where the food is normal. These are the moments that need to be. It is believed that a child is a child who throws himself to the mercy of fate, if in this way, if he is thrown into a regular school, uh-huh, he will not go there, and there are 30 people in the class for 35 people, he will not have time to run after him with a class instructor. if you are in a correctional school there are 15 people here, there are 15 people, and the class does not always have time to watch. There is one class of leaders in the correctional school, because the rest of the teachers are, of course, these who go home, check well. If you understand, here are the parents normally, normally, normally taking the child develop then the situation is like this, they go on a binge, both parents, please, the child is a

week without a homeland, yes, without food, and they will be in an ordinary school, then after how long it will become clear that he is not ill, that he is not this is if in an ordinary school.

Well, as if there are moments that he is without a special school, and if some orphans are okay, an orphan, there are some who are orphans and also with problems and. How would they have nowhere to study, how will you be with him? And they have mental, violations, abnormal disconnection is that we first determine the degree, yes, well, I think the school needs it, because at least some average walk is done correctly, if it reaches the average, because he is transferred to a regular school. For us to live at the same time, so that the conditions from this, well, again, make sure that the schoolteachers, parents are ready to accept him there, yes, again, throw him where his environment is like this? Yes, yes, too. Like I agree, well, this moment is so much the same. It depends on the development of the country in economic terms. Can he afford it or can't he? You are such a moment, it's easy to be like these noble ones, when everything is fine in your country, everyone earns money, lives well. Here it turns out that there is no such thing as it will be. It's too hard for them to just get turned on here.

Interviewer:

What do you think? Yes, about the creation of culture, inclusivity and inclusion in the classroom at school? What is the culture of inclusion for you?

Interviewee:

Well. Well, how would he hear the concept? Well, that is, it's the same person who must have a common culture. That's why we already have a common level of culture is not enough. Well, if, for example. Maybe, that is, the teachers, the children are reading for the teacher now that's what's good about this Gazprom, these supermarkets, they got into everything in everything, they got into everything in all these. I've looked at the GPS. There they are this suyanost as a course of a special course problematic course there in the press place, they are in all university. Well, they have been included in all specialties, that is, slowly, this is here in Kazakhstan, this is from what year. For some 1 year, and okay, you realized that this was discussed at the 21–25-year Gazprom course, everything is going according to plan for 5 years, and there and already there in the programs of each of this, of course, it serves the whole well, there is a choice, yes, but they have in these standards. By choice and obligation, or mandatory, or you by choice after inclusion, the course is inclusive in one semester,

Interviewer:

Here there are some questionnaires, here even at our university, and there are more than 2 options given and there is not only a male and female there, but also still more and we are sitting, and these are generally who we don't even know who they are.

That is, they think, well, they try to take everyone into account, of course, and so that no one is offended that we were not included. Well, such, well, we know these 2 main ones, as it were, we choose, and even now it has gone such that in English it is not in English. But in English-speaking countries, they want to be spoken by he and she, so they share, he's her. They say, talk to us people, they all don't have to tell us like this to point out that I'm right, but gender is that it's feminine, it's indecent there. They even started to find fault with the words that this is a masculine word there, well, it's purely political, but

Interviewee:

well, it means that here, for example, DEFECTOLOGIST here. It refers to this moment, I would not say that they treat intuitively positively. No, this is another question not to accept, non-inclusive does not apply to inclusion. Yes, as if such well, it cannot be encouraged. On the other hand, yes, that's right. In this well, and on the other hand, this is also a deviation number. Well, yes, this is certainly not normal. Go, it turns out, there is a strict concept of norm, and that's not strictly understand the norms, and in this case it's pure inclusion. Well, yes, well, we do not have it anywhere, in any legislative, in any of these, and there is not. And even talk about it. Well, just listen to this, yes, they will agree, but no, they will not accept it. It's our, our, our mentality, that's what she is. It says here is our culture, our culture, it turns out,

Interviewer:

So, let's move on to part 2, since my topic is related not only to inclusion, but also, so to speak, to leadership. In general, what is the concept of leadership for you? What is leadership? Who is the leader? What characteristics should it have? maybe some of the positions to look at, and you are generally the leader for you who?

Interviewee:

Well, it's a leader for me. As if. A man with **passion**, what a man. Damn sure of your own, which ones? The person who is sure in his Beliefs and assertive, able to leave. Their coming

for me is the one who. Take care and understand others empathy does not show. Well, leadership.

Interviewer:

Okay, let's see what the difference is in leadership. Just leadership and leadership for inclusion? There is just such a concept in the literature that the leader of his inclusions is such a process when joint leadership. It's not just that there is one, and everything comes from him, but there is a joint one.

Interviewee:

There is no such thing as collective leadership, it is collective together. This concept of leader is a leader, that is, one going ahead is the one who leads by the very word of his own definitions does not mean collectivity, uh-huh, there is no collectivity, place, collectivity, there is no leadership, they have friends. Leadership in inclusion I can still understand that yes. Perhaps there is a person with intuitive views on inclusion who can convince another person, not be afraid to argue with him, because he will not enter an argument. Even though, as if it contradicts the generally accepted, it can be some kind of leadership to unload. Yes, maybe, well, collective leadership doesn't happen like that.

Interviewer:

And how do you look at the last question, how do you look at leadership among teachers? That is, they say, a person who is well a teacher, who can influence his colleague, a teacher. Is also a leader, how do you feel about it? Do you accept with which it can affect the collection?

Interviewee:

Yes, most likely, the manipulator can be a mentor. Maybe I do not know why a teacher should influence a teacher. Well, with some good intentions, some big motives, that is, you do not accept him as a leader, a sociable teacher, an influencer. Not well, it's not in a procession, it's just not the definition of a leader, as it were, okay, which one influences the other, it's not the appeal of the leader, the leader is the one who leads, yes. A teacher leading by himself, but an ordinary teacher leader is a confrontation with a teacher a. S. With confrontation with an oppositionist, such a confrontation with the composition of the fact with the administration. The administration of aha with a supervisor is a teacher whose

leaders will be this what, and in other situations what? When you help someone to reach, this is not a leadership method, but a head method of unification. The head of department is a position that assumes that administrative order has been ordered. It really is, that's just it. Yes, there is no manager it is impossible, it is an administrative position, he directs the method of unification. Uh-huh, that is, he forms a direction, he makes a vision. It is he who develops the department.

Interviewer:

I realized earlier that this is intermediate level between principals and between teachers as a link.

Interviewee:

No, it's probably a puppet of these people, that it's not wrong, so it's not specified much, this is not a very good position, if it was.