

Paper title: Leading and leveraging change to create an inclusive school

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This paper presents answers to the question: *What leadership characteristics stand out as being integral to the creation of an inclusive school culture extending throughout the school and beyond?* Two research projects into inclusive school practices, one conducted across three Australian schools (two junior schools and one secondary school) and another within a junior school in Canada and a comprehensive school in Colombia highlighted a number of significant leadership attributes shared across diverse contexts.

Lived experiences of diverse community members, from students to staff to families and beyond have been captured in a series of short 'lived experience narratives' developed directly from participant transcripts. Each creates an outline of leadership principles and practices that can leverage shared action driven. Schein's (2016) understanding of Organisational Culture and Carter and Abawi's *Model of Contextualised Social Justice Leadership* (2018) help to frame and distil the combined data. Findings highlight the need for uncompromising moral leadership which leads from the front, beside and behind - dependent on the task, or the phase within the task. A key message resonating across contexts was that "all children want to and can learn when provided with the right support" (Abawi, Bauman-Buffone, Pineda-Báez, & Carter, 2018, p. 14).

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